



Education Board

Date: THURSDAY, 21 MAY 2015

Time: 4.00 pm

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

Members: Henry Colthurst
Deputy John Bennett
Revd Dr Martin Dudley
Alderman Peter Estlin
Stuart Fraser
Christopher Hayward
Deputy Catherine McGuinness
Alderman The Lord Mountevans
Virginia Rounding
Alderman William Russell
Ian Seaton
Philip Woodhouse
Roy Blackwell (United Westminster Schools)
Tim Campbell (Bright Ideas Trust)
Helen Sanson (Tower Hamlets Education Business Partnership)
David Taylor (Livery Schools Link)

Enquiries: Alistair MacLellan
Alistair.MacLellan@cityoflondon.gov.uk

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

John Barradell
Town Clerk and Chief Executive

The Education Board has responsibility for five key strands.

Strand 1 – To promote and support excellent education and access to higher education.

Strand 2 – To strive for excellence in City Schools.

Strand 3 – To inspire children through an enriched education and outreach opportunities.

Strand 4 – To promote an effective transition from education to employment.

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

AGENDA

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

Education Board Matters

3. **ORDER OF THE COURT OF COMMON COUNCIL**
To note the Order of the Common Council of 23 April 2015 appointing the Board and approving its terms of reference.

For Information
(Pages 1 - 2)
4. **ELECTION OF CHAIRMAN**
To elect a Chairman in accordance with Standing Order No. 29.

For Decision
5. **ELECTION OF DEPUTY CHAIRMAN**
To elect a Deputy Chairman in accordance with Standing Order No. 30.

For Decision
6. **PUBLIC MINUTES AND OUTSTANDING ACTIONS**
To agree the public minutes and summary of the meeting held on 23 April 2015, and receive a list of outstanding actions.

For Decision
(Pages 3 - 10)
7. **GENERAL ELECTION 2015 - IMPLICATIONS FOR EDUCATION POLICY**
The Remembrancer to be heard.

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

For Information
(Pages 11 - 14)
9. **IMPLEMENTING THE EDUCATION STRATEGY 2013-15**
Report of the Town Clerk.

For Decision
(Pages 15 - 24)

10. **SPECIAL INTEREST AREA SCHEME**

Report of the Town Clerk.

For Decision
(Pages 25 - 28)

Strand 1 - To promote and support excellent education and access to higher education

11. **QUALITY ASSURANCE AND ACCOUNTABILITY FRAMEWORK**

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

For Decision
(Pages 29 - 32)

Strand 5 - To explore opportunities to expand the City's education portfolio and influence on education throughout London

12. **LIVERY EDUCATION REVIEW 2015**

Report of the Town Clerk.

For Decision
(Pages 33 - 88)

13. **CITY SCHOOLS: PRIORITISATION FOR ACADEMY EXPANSION**

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

For Decision
(Pages 89 - 94)

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

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

16. **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

17. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 23 April 2015.

For Decision
(Pages 95 - 96)

Strand 1 - To promote and support excellent education and access to higher education

18. **PROJECTED EXAMINATION RESULTS 2015**
Report of the Director of Community and Children's Services.

For Information
(Pages 97 - 118)

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

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YARROW, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 23rd April 2015, doth hereby appoint the following Committee until the first meeting of the Court in April, 2016.
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EDUCATION BOARD

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

2. **Quorum**
The quorum consists of any five Common Council Members and one of the four external representatives, except for the appointment of external representatives, when the quorum consists of any five Common Council Members.

3. **Membership 2015/16**
 - 2 (2) John Alfred Bennett, Deputy
 - 2 (2) Henry Nicholas Almroth Colthurst, *for three years*
 - 2 (2) The Revd. Dr. Martin Dudley, *for two years*
 - 2 (2) Peter Estlin, Alderman *for two years*
 - 2 (2) Stuart John Fraser, C.B.E., *for two years*
 - 2 (2) Catherine McGuinness, M.A., Deputy
 - 2 (2) The Lord Mountevans, *for three years*
 - 2 (2) Virginia Rounding, *for three years*
 - 2 (2) William Anthony Bowater Russell, Alderman
 - 2 (2) Ian Christopher Norman Seaton

Together with four external representatives:-

- Mr Tim Campbell (appointed to a four year term expiring April 2019)
- Mr Roy Blackwell (appointed to a one year term expiring April 2016)
- Mr David Taylor (appointed to a two year term expiring April 2017)
- Ms Helen Sanson (appointed to a three year term expiring April 2018)

And together with the appointed Members referred to in paragraph 1 above.

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

*The expression "the City Schools" means those schools for which the City has direct responsibility, as proprietor, sponsor or local authority, namely : The Sir John Cass Foundation Primary School, The City Academy Hackney, the City of London Academies Southwark, the City of London Academy Islington, the City of London School, the City of London School for Girls, and the City of London Freemen's School.

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EDUCATION BOARD

Thursday, 23 April 2015

Minutes of the meeting of the Education Board held at Committee Room - 2nd Floor West Wing, Guildhall on Thursday, 23 April 2015 at 4.00 pm

Present

Members:

Deputy Catherine McGuinness (Chairman)	Ian Seaton
Henry Colthurst (Deputy Chairman)	Philip Woodhouse (<i>Community and Children's Services Committee Representative 2014/15</i>)
Nigel Challis (<i>Policy Committee Representative 2014/15</i>)	Tim Campbell
Alderman Peter Estlin	Helen Sanson
Stuart Fraser	David Taylor
Alderman William Russell	

Officers:

Peter Lisley	Assistant Town Clerk
Liz Skelcher	Assistant Director of Economic Development
Lorraine Brook	Town Clerk's Department
Alistair MacLellan	Town Clerk's Department
Laura Donegani	Town Clerk's Department
David Pack	Economic Development Office
Claire Tunley	Economic Development Office
Noa Burger	Economic Development Office
Mark Jarvis	Chamberlain's Department
Philip Saunders	Remembrancer's Department
Ade Adetosoye	Director of Community and Children's Services
Joshua Burton	Director of Community and Children's Services

1. APOLOGIES

Apologies were received from Deputy John Bennett, the Reverend Dr Martin Dudley, Alderman The Lord Mountevans, Virginia Rounding, and Roy Blackwell.

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.

Henry Colthurst

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

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

Alderman Peter Estlin

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

Stuart Fraser

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

Deputy Catherine McGuinness

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

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
Board of Governors Knightsbridge School
Court of the Worshipful Company of Haberdashers
Trustee of Place2Be

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**

RESOLVED, that the minutes of the meeting held on 5 March 2015 be approved as a correct record, subject to amendments outlined by the Town Clerk.

Matters Arising

Free School Applications

The Director of Community and Children's Services noted that the Education Funding Agency (EFA) had requested that two governors of the new primary academies in Islington and Southwark be appointed as soon as possible, as part of the ongoing EFA applications for both schools. The Deputy Chairman added that the selection process for governors needed to be reflected in the refreshed Education Strategy from 2016.

4. **EDUCATION STRATEGY UPDATE**

The Board considered an update report of the Director of Community and Children's Services on the Education Strategy 2013-15. The following points were made,

- The Deputy Chairman suggested that the table of activities should include an assessment of each item's overall priority, to assist Board members in exercising oversight.

- The Director of Community and Children's Services noted that parents would be made aware of both the City of London Academy Islington and The City Academy Hackney's success in the annual analysis of each academy's data by the Schools, Students and Teachers Network (SSAT), and the fact that both academies had been invited to SSATs regional celebration ceremony in May 2015.
- The Chairman commented on the strategic significance of some of the work being carried out on Strand 3, learning and engagement.
- A paper was tabled setting out the predictions from the academies for their results. The Chairman observed that these should be brought to the Board earlier in the year in view of the City's responsibilities as academy sponsor. The Director agreed that school results and predictions would be reported to the Board more regularly. These reports would include an October report analysing the previous summer's unvalidated results, and a December report analysing predictions for the following year. Raw results data would be reported to the Board each September. Finally, the Board would receive update reports on predicted grades between January and May. It was agreed that the reports would include historic data to enable trends to be identified and monitored.

RECEIVED

5. SUMMARY OF GOVERNORS IN THE CITY SCHOOLS

The Board considered a report of the Town Clerk setting out a summary of governors in each of the City Schools. The Director advised that members should consider whether there was merit in seeking different ways of recruiting governors, particularly in light of the fact many school and academy boards had vacancies, and that further vacancies would arise as the new primary academies opened. In response to a question, the Director replied that a model similar to that employed at the Academies, whereby half of City appointed governors were members of the Court of Common Council and the other half were external members chosen for their professional experience, could be adopted for further schools. The following points were then made.

- A member remarked that it was important to be strategic, and though the immediate issue of governors for the new schools needed dealing with immediately the City should adopt a longer term approach that set out what the governance structure for the City Academies should look like over the next decade, and how to orchestrate that outcome.
- The Deputy Chairman commented that as he had remarked before the City Corporation should make greater use of co-opted governors, to be drawn from sources such as the Livery and City businesses.
- The Assistant Town Clerk added that it was important to have a clear ethos that set out what exactly was expected of City Governors. Secondly, governors should be appointed according to the need for defined skills.
- A member commented that in any future governance structure it was important to ensure the City Corporation maintained control of each school/academy.

- A member suggested that the cross-fertilisation of governors on each of the City independent school boards be copied over onto each of the boards of the City academies.
- The Deputy Chairman suggested that it was important for a clear vision to be articulated for appointment of governors, potential sources for co-opted governors to be identified, and recommendations put forward on how the proposed structure should be implemented.

The Director noted that a report would be coming before the Board that would take account of these issues.

RECEIVED

5.1 Bridewell Royal Hospital - Constitutional Changes

The Board received a report of the Town Clerk outlining constitutional changes that had been submitted to the Charity Commission by Bridewell Royal Hospital. The main change that affected the City Corporation was the planned reduction of City Corporation governors from twelve to seven. It was suggested that the requirement for seven members of the Court was too many given the other demands for governors from the Court. It was indicated that Bridewell Royal Hospital would be prepared to discuss further changes with the City Corporation should there be a desire to do so but would prefer to leave the current proposal as it stood as it had already been put to the Charity Commission.

RECEIVED

6. UPDATE ON CITY CORPORATION WORK TO SUPPORT AN EFFECTIVE TRANSITION FROM EDUCATION TO EMPLOYMENT

The Board received a report for information setting out the City Corporation's work to support an effective transition from education to employment. The following points were made.

- It was suggested that the Board's main role was to promote education to employment, and therefore more use of digital channels should be made. Similarly, the Board should ensure the City Corporation readily identified and facilitated business partnerships, given the successful navigation of the education to employment pathway by young people was an issue.
- A member noted that it was important to consider what 'employable' meant. Employability encompassed skills, attitude and values, all of which were to be learned and instilled in school. Thought should be put into how early this approach was adopted therefore – for example, whether it should occur from primary age onwards.
- A member remarked that businesses needed more encouragement and support to offer work experience placements, given placements were time consuming for employees and potentially detracted from day-to-day work unless adequately planned and supported.
- A member commented that the Board needed to set out a clear vision for both the City Schools, and an expectation on City businesses, and lobby both schools and employers with that vision in mind.

- The Chairman queried why the initiatives run by the City under its Human Resources function – for example, apprenticeships – were treated as distinct and had not been covered by the report.
- It was observed that there was a need to map more clearly the initiatives which City businesses were involved in and the opportunities available to schools. The Chairman queried whether this might be a subject to add to the Economic Development Office's research programme.
- The Deputy Chairman also suggested that strategic thought should be given to identify what functions should be best executed by the Corporation, what others might be better carried out by third parties but possibly part funded by the Corporation and finally those functions where the Corporation might usefully use its convening influence to ensure maximum collaboration and minimum duplication.
- It was noted that work in this area fell under the remit of a number of committees, and that much of it in particular was directed by Policy & Resources. The role of the Education Board needed to be clarified. The Assistant Town Clerk noted that it was important to have an overview of existing activity to ensure there was no duplication, and that this could be its particular focus, as well as the question of fostering employability in schools..

The Assistant Director of Economic Development thanked members for their views and noted that a key element of the City Corporation's Economic Development Office's employability activity was to review existing employability activity and establish where gaps existed. She agreed that the Board had an important role in ensuring employability opportunities were adequately promoted and easy to navigate for young people.

RECEIVED

7. PRESENTATION ON HEART OF THE CITY'S SCHOOLS TO BUSINESS PROGRAMME

The Board received a presentation from Carolyn Housman, Director and Chief Executive of Heart of the City. Ms Housman outlined the main areas of activity undertaken by Herat of the City, including the facilitation of employability schemes with a network of over 800 businesses, 70% of which were small or medium enterprises (SMEs).

RECEIVED

8. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There were no questions.

9. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT **Livery Schools Link**

The Chairman noted that a report of the Livery Schools Link would be submitted to a future meeting of the Board.

Worshipful Company of Educators Event

The Chairman noted that arrangements were being made to stage a joint City of London Corporation/Worshipful Company of Educators event in late 2015. The event would likely involve a lecture, address and discussion session for the Livery and City Businesses.

Nigel Challis and Philip Woodhouse

The Chairman thanked Mr Challis and Mr Woodhouse for their work on the Board during 2014/15 and wished them well in seeking reappointment to the Board for 2015/16 by the Policy and Resources Committee, and Community and Children's Services Committee, respectively.

10. 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(s)	Paragraph
11-13	3

11. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the meeting held on 5 March 2015 be approved as a correct record.

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

There were no questions.

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

There were no items of urgent business.

The meeting ended at 5.47 pm

Chairman

Contact Officer: Alistair MacLellan
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Education Board – Outstanding Actions
21 May 2015

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
1	23 April 2015	<p style="text-align: center;">Education Strategy Refresh: Employability</p> <ul style="list-style-type: none"> Education Strategy 2016 to clarify the Education Board's role in overseeing employability activity: its potential emphasis on fostering employability in schools; improving soft skills from an early age; and ensuring the City Corporation's overall employability offer did not include duplication of effort. 	Town Clerk/Education Policy Officer	September 2015	<p style="text-align: center;">In progress.</p> <p style="text-align: center;">Comments will be factored into Education Strategy refresh from 2016.</p>
2	23 April 2015	<p style="text-align: center;">Education Strategy Refresh: Governors in City Schools</p> <ul style="list-style-type: none"> Education Strategy 2016 to include potential for greater co-option of external governors; greater emphasis on the City's vision for education; an explicit skills-based approach to governor selection; reformed governance of City Academies; potential for cross-fertilisation of 	Town Clerk/Education Policy Officer	September 2015	<p style="text-align: center;">In progress.</p> <p style="text-align: center;">Comments will be factored into Education Strategy refresh from 2016.</p>

Item	Date	Action	Officer responsible	To be completed/ progressed to next stage	Progress Update
		governors between independent schools and academies.			
3	23 April 2015	<p>Education Strategy Development Plan</p> <ul style="list-style-type: none"> • Future reports (April and September each year) to include prioritisation of activities to assist the Board in exercising oversight. 	Education Policy Officer	September 2015	<p>In progress.</p> <p>Prioritisation to be included in future iterations from September 2015.</p>
4	5 March 2015	<p>Education Board Handbook</p> <ul style="list-style-type: none"> • Board handbook to be drafted and circulated to members for comment. 	Town Clerk	June 2015	<p>In progress.</p>

Committee(s)	Dated:
Education Board	21 May 2015
Subject: Education Strategy Update Report	Public
Report of: Director of Community and Children's Services	For Information

Summary

This report provides Members of the Education Board with a summary of key developments in the delivery of the Education Strategy. Each of the five strategic objectives of the Education Strategy is addressed (paragraphs 3 – 7) with examples of recent work and future activities.

A report including the full Education Strategy Development Plan will be submitted bi-annually.

Recommendation(s)

Members are asked to note the 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.

Current Position

2. The implementation of the Education Strategy is overseen by the Education Board. This report provides Members of the Education Board with a summary of key developments in the delivery of the Education Strategy. Each of the five strategic objectives of the Education Strategy is addressed (paragraphs 3 – 7) 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) An ISI inspection of CLFS took place in the first week of May, with a team of nine inspectors completing their task on Friday 1st May. During their

visit, inspectors met staff and pupils and observed several lessons; they looked at virtually every aspect of the School's life during the inspection. At the end of the inspection, the Headmaster, Chair of Governors and senior staff were given preliminary feedback which was overwhelmingly positive in every aspect. The inspectors were pleased to receive a large number of completed surveys from parents and pupils and every member of the inspection team commented on the enthusiasm, and courtesy of the pupils and the pride which they take in their school.

- b) The Education Strategy Adviser has carried out an analysis of the predicted 2015 examination results which will be reported to the Education Board at its meeting on 21 May 2015.
- c) COLAS were celebrating after being named the national schools under 17 Basketball Champions. The team won their final against Charnwood Academy (Leicester) who are an elite Basketball Academy and the final took place on 9 May at the University of East London Sportsdock.
- d) TCAH band "The Young Brasscals" has got into the National Music Festival and will be performing in Birmingham Town Hall on 10 July 2015

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

- a) CLSB organised a Neuroscience event to give Year 10 students a taste of current scientific research. The event took place in the Livery Hall on 5 May and was attended by the three City independent schools, students from TCAH and COLAS, and pupils from the Paddington Academy and a school from Walthamstow.
- b) Students from CLSG's Prep school held a "takeover day" at the Guildhall Art Gallery on 30 April and are now planning future activities based in the Art Gallery and the Museum of London.
- c) The Headteachers' Forum and Chairmen of Governors' Forum will meet in June and receive updates on collaboration activities planned for the summer term, a proposal on clerking arrangements, and will discuss the academic information that the City schools provide to the Education Board.

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

- a) The Learning and Engagement Forum
A combined bid from LMA, MoL and the Barbican for 'Hard Education' has been submitted to A New Direction's Cultural Education Challenge fund. The consultation and scoping work for the project is about to begin and Coda Consultants Ltd have been commissioned to carry out the work – this will be complete by the end of July.

b) The Barbican

- i. Around the current gallery exhibition Magnificent Obsessions the Barbican has been trialling a new model of schools engagement. A private viewing attracted over 30 teachers based in east London and introduced the exhibition and ways in which it could be incorporated into schools work. A schools focussed tour and resources have been developed to be delivered by Gallery hosts and front of house staff – the first schools who have booked for this have given overwhelmingly positive feedback and the Barbican aim to develop and build on this model for future exhibitions.
- ii. During the Barbican's New York Philharmonic residency in March a range of learning projects took place. An interactive digital installation 'build your own orchestra' enabled visitors to manipulate video and sound recordings of the orchestra and engaged hundreds of visitors across the five days. A family day took over the foyers with free workshops and performances, prior to a stunning family performance in the concert hall which incorporated live and recorded puppetry, video and performance. Musicians from the Barbican's Future Band ensemble collaborated with young people from New York – exchanging musical postcards over a period of several months culminating in performances of their brand new collaborative compositions.

c) Open Spaces

- i. The Open Spaces Department has responded to the new national curriculum through developing and delivering a new programme of education sessions across the City's open spaces. They are currently delivering learning to schools and the public in 17 London boroughs (over half of the London boroughs) through the Open Spaces' schools and events programmes. Open Spaces have developed a new framework for learning (play, education and volunteering) work focusing on five areas of impact: understanding, confidence, involvement, wellbeing and connection. They have broken their impact areas down into measurable outcomes which they will start to evaluate across their programmes and services in the coming year to understand their true impact on London through learning.

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

- a) A proposed decision-making process for new ideas for employability initiatives, plus assessment criteria and guidelines for which types of idea the process would cover is being considered by P&R committee on 28 May. The proposals do not restrict new ideas for activity coming forward or reviews existing activity already underway but the intention is to put in

place a common process to systematically assess the range of ideas that come forward.

7. Strategic Objective 5: To explore opportunities to expand the City's education portfolio and influence on education throughout London
 - a) The Islington and Southwark free school project boards held productive meetings. Following these meetings the first DfE deadline was met when the initial marketing plan, governance plan, recruitment plan, admissions policy and procedures for managing conflicts of interest were submitted to the Department. The project boards will meet monthly and the programme board, which held its first meeting on 6 May, will meet quarterly.
 - b) We are in discussions with Livery Schools Link about holding the annual livery careers showcase in Guildhall in Spring 2016. The event aims to benefit students in London in terms of widening their horizons towards employment, as well as being an excellent opportunity for Livery Companies to demonstrate the role they play in modern society. Discussions also continue with the Educators about holding a major education lecture.

Corporate & Strategic Implications

8. The Education Strategy complements and supports the City of London's corporate policies and objectives, as set out in the Corporate Plan 2013-2017.

Background paper

City of London Corporation Education Strategy 2013–15.

Joshua Burton

Policy Officer

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Agenda Item 9

Committee(s):	Date(s):
Education Board Court of Common Council	21 May 2015 25 June 2015
Subject: Implementing the Education Strategy 2013-15	Public
Report of: Town Clerk	For Information
Summary	
<p>This report outlines the headline activity of the Education Board during its first year of operation and is structured around the five objectives of the City of London Corporation's Education Strategy 2013-15.</p> <p>The report notes the excellent academic performance across the City Academies and the City's independent schools, and plans for the establishment of two new City primary academies in Islington and Southwark. It highlights the resulting need for a policy for assessing any further requests for expansion of the City's family of schools.</p> <p>It reports on the activities taken throughout the year to embed the concept of a family of City schools and the steps taken to foster a shared City schools ethos, namely greater joint working through joint meetings of Chairmen of Governors and subject heads, as well as efforts to increase the involvement of the City schools in City of London Corporation events. The Board has also monitored the effort made by the Learning and Engagement Forum to ensure the City of London Corporation's cultural offer has maximum impact across London.</p> <p>The Board has also considered the range of employability activity both offered and commissioned by the City of London Corporation and recognises the need to ensure that employability opportunities are advertised as much as possible throughout the City Schools with as little duplication as possible. Moreover the Board recognises that it must ensure pupils in the City Schools leave school with the soft skills required to help them excel in the world of work.</p> <p>The Board has overseen efforts to ensure the City of London Corporation's influence on education in London is maximised as far as possible – this has included facilitating a consultation among the Livery that has demonstrated willingness to coordinate the overall Livery education offer, and working with the Department for Education to encourage persons from City business to join academy trusts in non-executive capacities.</p> <p>The report concludes by noting some areas for consideration when the Education Strategy is refreshed for 2016.</p>	
Recommendation(s)	
Members of the Education Board are asked to:	
<ul style="list-style-type: none">• Note the report and approve it for submission to the Court of Common Council at its meeting on 25 June 2015.• Grant delegated authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to incorporate comments made at its May meeting, ahead of its submission to the Court.	
The Court of Common Council is asked to note the report.	

Main Report

Background

1. The City of London Corporation's Education Strategy 2013-15 was adopted by the Court of Common Council at its meeting on 8 May 2014, with an overarching vision *'to educate and inspire children and young people to achieve their full potential'*. In adopting the strategy the Court established the Education Board as a grand committee to oversee its implementation, as well as the wider City of London Corporation education 'offer', working as it does so with other Committees with specific education responsibilities.
2. The Court of Common Council instructed the Education Board to report back to the Court on its first year of operation. This report therefore outlines the Board's headline activities since its first meeting in June 2014, and progress on the implementation of the Education Strategy over that period. It is structured around the five key objectives of the Education Strategy.

Current Position

Objective 1: To Promote and Support Excellent Education and Access to Higher Education

3. This objective states that, *'the City reaches over 100,000 children and young people through its schools and educational activities every year and will always look to improve its current provision. This includes ensuring that its current portfolio is achieving positive results and high Ofsted, ISI and other inspection ratings. It will enhance the City's education offering through providing central support and effective governance and management arrangements. It will seek best practice to ensure that all pupils, regardless of background, are given opportunities to succeed and progress to higher education, where appropriate'*.
4. In terms of performance of the current portfolio the year has seen several highlights. The City Academy Hackney (TCAH) has been ranked second best nationally and top in London for both pupil progress and value added to their local community, with the City of London Academy Islington (COLAI) being ranked 35th. Moreover the 2015 Pupil Premium Awards – which recognise schools that provide significant improvement in attainment to their disadvantaged pupils – were awarded to COLAI at key stage 4 and Redriff Primary Academy at key stage 2.
5. Further examples of achievement across the City academies include Redriff Primary School in Southwark being invited to join the London Schools' Gold Club and The City Academy Hackney TCAH and COLAI both qualifying for the Schools, Students and Teachers Network (SSAT) awards due to being in the top 20% (COLAI) and top 10% (TCAH) of non-selective schools nationally. Their performance led the Chief Executive of SSAT to comment that *'City of London Academy Islington and City Academy Hackney should be congratulated for their exceptional achievement. They have proved themselves to be leading the field in improving GCSE outcomes for their students...these results are testament to the commitment and hard work of the students, teachers and leadership team at City of London Academy – Islington and City Academy Hackney, and show what can be achieved when skilled teachers have high expectations and ambition for every young person. I am proud that the schools are members of the SSAT network.'*
6. The success of the City academies was in line with the wider family of City Schools. The City of London School for Girls was judged 'Outstanding' by the Independent Schools Inspectorate (ISI) after an inspection in January 2015, and results of an inspection at City of London Freeman's School are expected in June 2015. In addition Sir John Cass Foundation Primary School received a letter from the then-

Minister of State for Schools congratulating them on their consistently excellent key stage 2 results for disadvantaged children since 2012. The Education Board is delighted to see these results, and congratulates the respective boards of governors and schools. The closer working between our schools and governors will enable the good practice reflected in these results to be shared.

7. To improve its current provision, and in particular the offer to City resident children, the past year has seen the following developments:
 - a. The Education Funding Agency (“EFA”) granted in February 2015 an application by the City of London Corporation to establish a two form entry (2FE) primary academy on the former Richard Cloudesley School site in Islington that will provide 420 primary school places for children from both the City and Islington by 2024.
 - b. In March 2015 the Education Board recommended for approval the provision of a standby loan to The City Academy Hackney (TCAH) in order to allow TCAH to build an extension to its existing sixth-form facilities. The extension will allow TCAH to operate a full sixth form of 240 students and provide its students with a learning environment that will allow them to concentrate on A-level studies with a view to attending university.
 - c. The Education Board has monitored the Community and Children Services’ Committee-led expansion of Sir John Cass Foundation Primary School to a 2FE school. The project – overseen by the Community and Children’s Services and Projects Sub Committee – is currently at Gateway 4 and is scheduled for completion in 2016. The expansion will include the introduction of a Priority Admission Area, guaranteeing access to an excellent school for primary aged children across the whole of the City, as well as areas of Tower Hamlets and Islington.
8. *Special Educational Needs and Disability* – the Education Board has established oversight – alongside the Community and Children’s Services Committee - of the City of London Corporation’s Special Educational Needs and Disability (SEND) policy and strategy to ensure that SEND pupils are afforded excellent access to education.
9. *Education of Primary Aged Children in and outside of the City of London* –the Education Board considered the education of primary aged City children being schooled in Islington as well as within the City itself. By establishing this level of oversight the Board plans to ensure it can encourage, and where appropriate fund, opportunities to raise attainment across areas of the curricula within the schools in question. In particular closer relationships have been developed with Prior Weston in Islington, where the majority of primary aged children resident in the City and going to state maintained schools are educated, through measures such as the appointment of a Common Councilman as a community governor at the school.

Outside the City:

 - a. Redriff Primary School has joined the City of London Academy Southwark as part of a multi-academy trust (MAT). Redriff Primary School provides 420 primary places for pupils in Southwark, and as noted was invited to join the London Schools’ Gold Club by the Mayor of London in March 2015.
 - b. Additionally, along with the new Islington primary academy, the EFA has approved a second primary academy in Southwark, to be a renovation of an existing Victorian-era school in Galleywall Road in Southwark providing 420 places by 2023, and planned to open for its first pupils in 2016. The City of London Primary Southwark will join the multi-academy trust (MAT) with the City of London Academy Southwark and Redriff Primary School.

10. *Further expansion and prioritisation* - the new primary academies in Islington and Southwark will see the number of City academies rise to six. In this context it is inevitable that the City of London and its academies will receive further requests for federations and academy sponsorship in partner London boroughs and further afield, both because of the City's reputation but also because of the pressures and expectations on the City's schools and academies to work in clusters. Therefore the Education Board is drawing up a prioritisation process to assess the merits of further opportunities as they arise, in light of central government guidance that makes clear that sponsors should ensure their academies are sustainable. It is anticipated that this will recommend against significant growth and will propose organic development. The prioritisation process – which will be submitted to the Policy & Resources Committee for approval - will provide a means with which to judge the merits of further expansion of the City's family of schools, and help the City of London Corporation ensure that the network of City schools and academies is sustainable in the longer term.
11. *Budget* – the Board was responsible for a budget of £0.7m in 2014/15, increasing to £1m in 2015/16. The budget provides the central support provided by the Education Unit, as well as a total of £500,000 that the City academies may bid for to support projects designed to ensure educational excellence. Project bids approved by the Board in 2014/5 include:
 - a. £150,000 for The City Academy Hackney for four projects, including the provision of Saturday revision workshops for Year 11 children; Sixth form laptops; upgrades to technology and music classrooms, and overseas foreign language trips.
 - b. £150,000 for the City of London Academy Islington across 7 projects including alternative provision for vulnerable students; and the provision of improved IT equipment including the use of tablets for maths tuition.
 - c. £150,000 for the City of London Academy Southwark to provide improved maths tuition for Key Stage 4 pupils, as well as support for local feeder primary schools.
 - d. £50,000 for Redriff Primary Academy to provide improved play areas, in order to encourage physical fitness, social interaction and quiet areas for reading.
12. The budget also gives the Education Board the flexibility to respond to emerging opportunities that arise. During 2014/15 these included the request for the City of London Corporation to act as a primary academy sponsor in Southwark, and the further application for a primary academy in Islington.
13. *Education Unit* – Central support has been provided through the establishment of an Education Unit, based within the Department of Community and Children's Services. Two Education Strategy Advisers provide strategic advice to the Director of Community and Children's Services (DCCS) on national education issues and on attainment data in the City Schools, set within the national context. The Strategy Advisers are supported by an Education Policy Officer (EPO), who is also responsible for coordinating collaboration between the City Schools and the activities of the Learning and Engagement Forum, as well as leading on Education Board initiatives such as training programmes for school governors.
14. *Review of City of London Corporation Education Spend* – the Education Board has considered the extent of the City of London Corporation's overall spending on education at its meetings in October 2014 and January 2015. This initial piece of scoping work has made clear the extent to which overall spend supports the objectives of the Education Strategy.

Objective 2: To Strive for Excellence in City Schools

15. This objective states that *'the City's diverse schools portfolio presents unique challenges in achieving and maintaining excellence across all schools but also presents an opportunity to benefit from working together. The City's schools will be outstanding and the City will support the provision of a learning environment that produces confident and well-rounded pupils who achieve to the best of their abilities.'*
16. The main achievement under this objective is the progress which has been made in bringing the City schools and academies together into more of a "family" of schools. This has seen regular meetings of head teachers and principals, chairmen and chairs, and most importantly work between the schools, including subject meetings of teachers in subjects such as mathematics; a City of London Schools Science Day event on 8 May 2015 held at Guildhall; and support for City academy university applicants provided by the City's independent schools, including guidance on Oxbridge applications and interview skills provided by the City of London School for Girls to peers at The City Academy Hackney. Moreover a City of London School for Girls careers fair that will be open to pupils of the City academies is planned for early 2016.
17. This work is further underpinned by the encouragement given to the City schools to make greater use of City of London Corporation facilities and attend City of London Corporation events. Examples include a Guildhall Art Gallery takeover day by the City of London School for Girls, a Mansion House training day for The City Academy Hackney, and invitations of school pupils to the Freedom Ceremony of illustrator Quentin Blake.
18. *Appointment of City Governors* – As recommended by the Strategy the Education Board has implemented a defined process for the appointment of governors in the City academies, selecting governors on the basis of consultation with the academies on what particular skills are required. When a candidate for governor expresses an interest in a vacancy, they now complete a skills audit that is then kept on a central database. In the independent schools appointments continue to be made by the Court of Common Council, with the school Boards having the ability to appoint external governors to bring additional skills.
19. *Performance and Attainment in the City Schools* – As indicated in paragraphs 4-6, during the past there have been examples of excellent performance in the City family of schools. The Education Unit is developing a more coherent system for tracking and reporting these, so that in its role as Academy sponsor the City of London Corporation is better able to account to government for the performance of the academies, and can help support the relevant governing bodies in identifying trends in performance, and ensuring that best practice is readily shared across the City schools.

Objective 3: To Inspire Children through an Enriched Education and Outreach Opportunities

20. This objective notes that *'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.'*
21. *Learning and Engagement Forum* - the Education Board in the past year has monitored the work of the Learning and Engagement Forum (LEF), a group of ten cultural institutions engaged in delivering outreach opportunities to pupils across London. The LEF includes the Museum of London, London Metropolitan Archives

(LMA), Barbican Centre and Guildhall School of Music and Drama. In the past year members of the LEF have reached nearly 2,500 school children and 430 college students, who visited the LMA, approximately 14,000 school children who took part in learning sessions across the City of London Corporation's Open Spaces, and 136,849 pupils who visited the Museum of London, or took part in its sessions in schools.

22. **Headline activity of the LEF during 2014-15 and into next year includes,**
- a. *Hard Education Project* – this is designed to support secondary schools across London in tackling difficult contemporary issues such as homophobia, gang culture, substance abuse and racism. LEF partners will deliver creative performances in schools, teacher training and online learning resources that draw on their collections. Following initial consultation with the City Academies, the LEF is now consulting teachers and pupils across London to inform the planning and delivery of the programme.
 - b. *Great Fire of London Website* – the City of London Corporation has provided funding for the LEF to commission a web consultancy to scope a project to refresh the existing Great Fire of London website for the 350th Anniversary. The website will be the premier online source for Great Fire studies and will showcase material from both the Museum of London and the LMA. The new website will build upon the enduring popularity of the existing website that currently attracts 1.5m page views per year.
 - c. *School Visits Fund* – the City of London Corporation has similarly provided funding for small grants to support schools throughout London to visit cultural venues in the City, enabling those schools to pay for transport and supply teachers. The fund will be launched in October 2016 and will prioritise schools in disadvantaged areas, as well as schools that tend not to make use of the City's cultural offer.
 - d. *Headteachers' Cultural Event* – the Forum is convening an event aimed at each Headteacher in London schools. It will be held at the Barbican Centre in October 2016 and will showcase the City's cultural offer and educational initiatives.
 - e. *National Literacy Trust* – the Museum of London, Barbican Centre, Tower Bridge and LMA have worked with the National Literacy Trust to create online resources and teacher training programmes in support of literacy in London's primary and secondary schools. The pilot project runs until December 2015 and it is planned to roll it out on a larger scale in 2016.
 - f. *East London and City Culture Partnership* - the Barbican Centre has established, using Esmée Fairbairn Foundation funding, the ELCCP, to bring together cultural and educational organisations across east London to increase the cultural experiences and talent development available to young people.

Objective 4: To Promote an Effective Transition from Education to Employment

23. This objective notes that *'the City of London is the global centre for the financial services industry and is a leading international hub for professional services businesses. It is vitally important that the Square Mile continue to attract the best workers. The City can support this by helping young people into employment through training programmes, apprenticeships and employment pathways, and by raising aspirations and awareness of career opportunities.'*
24. During the past year the Board has concluded that, whilst much of the City of London Corporation's employability activity is properly within the remit of the Policy and Resources Committee, the Board has a role to play in ensuring that 'soft skills' that

are key to ensuring employability are best embedded from an early age, and that this is a key area for the Board to focus on when refreshing the Education Strategy.

25. *Education to Employment Audit* – the Education Board received an audit of the Town Clerk’s Economic Development Office’s education to employment work in June 2014. The audit resulted in a new Business Engagement Manager post within EDO whose remit is to lead on and coordinate the engagement of City employers in education and employability work. The audit also included a review of the membership of the City of London Corporation’s internal officer-level Employability Group to ensure its membership was representative of all relevant departments.
26. *Coordination of Employability Activity* – the Education to Employment audit led to the recognition that there are a number of challenges in coordinating efforts in the area of education to employment, not least due to the fact that many employability work streams are cross-departmental within the City of London Corporation, and fall within the remit of several committees, including the Policy and Resources Committee, the Community and Children’s Services Committee, and the Education Board. Therefore a mapping exercise is being conducted to better understand the range of activity the City of London Corporation undertakes and funds. The mapping exercise, once completed, will allow for more informed decision making and ensure that employability activity is joined-up across the City of London Corporation.
27. *Employability and the City Academies* – the Corporate Responsibility Team within EDO plan to continue to embed work-related learning in the City Academies, as well as mobilise City of London Corporation staff to support employability provision through activity such as staff volunteering. Key to this area of work is the engagement and support of senior leadership within the City Academies that both EDO and the Education Unit have worked to build over the past year. Moreover the Education Unit has worked to ensure opportunities and best practice in employability are shared across the entire family of City Schools, by ensuring students have access to the full range of careers advice and employability initiatives. To this end, a new Directors of Sixth Form Group has been convened, and an engagement programme for students is being drawn up for 2015/16 in partnership with Heads of Careers.

Objective 5: To Explore Opportunities to Expand the City’s Education Portfolio and Influence on Education throughout London

28. This objective states that, *‘the City will take advantage of opportunities to extend its impact on education in London through expanding its own education portfolio, providing extensive outreach opportunities for its City schools and schools throughout London, and working in partnership with neighbouring boroughs, businesses, livery companies and interested parties to realise these opportunities.’*
29. *City Livery and Education* – following a report of the informal Livery Education Working Party that reviewed the contribution of the Livery to education, the Education Board worked with the Policy and Resources Committee to secure funding for a part-time consultant project manager to consult the Livery on a proposed central office function to coordinate the Livery’s contribution to education. The consultation process was concluded in early 2015 and the consultation report and recommendations considered by the Board in May 2015. The consultation demonstrated that there is an appetite among the Livery for the establishment of a central Livery Education and Training Office (LETO), financed and run by the Livery and whose function would be to support the overall Livery education offer. Moreover a Livery event designed to showcase the wider range of trades, industries and professions on offer to school students is planned for early 2016.

30. *Business Involvement in Academy Trusts* – the City Corporation hosted a breakfast event in partnership with the Department for Education in October 2014 to explore ways for City businesses to encourage their personnel to share their experience on academy trusts in non-executive capacities.
31. *The Worshipful Company of Educators Event* - discussions are underway with the Educators Company around a proposal for a major education lecture, to be held at the Guildhall in late 2015. It is envisaged that the event will feature a keynote speaker from government, or a senior practitioner in the education sector. The event will underline the City of London Corporation's standing in the field of education.

Education Strategy 2016

32. *City of London Education Strategy 2016* – In light of the activity undertaken by the Board during 2014/15 outlined above, it is likely that the renewed strategy from 2016 will include,
 - a. Given the current and potential future expansion of the City academies, the issue arises over how the City of London Corporation will be able to exercise an appropriate level of control and oversight over each of the academies to ensure the City's emerging reputation for excellence as an academy sponsor is maintained, and then replicated throughout each of the City Schools. Overall the issue will be best dealt with by clarifying that the Education Board, supported by the Education Unit, is responsible for new academy projects.
 - b. The Education Strategy 2013-15 was restricted to ages 4-18. The Board will be considering the merit of extending its remit across the whole of the education spectrum to ensure the City of London Corporation's oversight of its education offer is as coherent as possible.
 - c. The Education Board will be considering further issues for the Education Strategy refresh later in 2015.

Implications

33. The Department for Community and Children's Services and the Town Clerk's Economic Development Office have been consulted on this report and their comments incorporated.

Conclusion

34. The Education Board has made considerable progress during 2014/15 in establishing oversight of the broad range of activities across the five objectives of the Education Strategy 2013-15. It has worked to foster the emerging ethos of the family of City Schools through encouraging greater joint-working, and in particular has put in place measures such as improved processes for the skills-based selection of City appointed academy governors, and monitoring trends in attainment data, to ensure that the current excellence in City School attainment can be embedded for the future. It has responded to demand for additional sponsorship of City primary academies in Islington and Southwark, and is now drawing up a policy whereby further academy sponsorship can be prioritised to safeguard the City of London Corporation's ability to perform and an excellent academy sponsor. Overall the Board after its first year of operation has obtained an excellent understanding of the range of issues encompassed by the City of London Corporation's education offer and is well placed to refresh the City of London Corporation's Education Strategy for 2016.

Appendices

- None

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Committee(s):	Date(s):
Education Board	21 May 2015
Subject: Special Interest Area Scheme	Public
Report of: Town Clerk	For Decision
Summary	
<p>This paper gives an overview of the objectives of Special Interest Area Schemes (SIA), how they are operate in other City of London Corporation Grand Committees, and options for implementation within the Education Board. SIAs are in place to improve knowledge on part of Members about key areas of strategic business activities. Lead Members who are agreed and assigned for each SIA are asked to provide feedback to the Committee on their area, follow up on issues when they may arise and maintain regular contact with relevant officers.</p>	
Recommendation(s)	
<ul style="list-style-type: none"> • Members are asked to consider the benefits of adopting the Special Interest Area scheme within the Education Board and which areas they would include 	

Main Report

Background

1. As it exists in other Committees, the SIA system operates through direct liaison between relevant officers at the City of London Corporation (CoL) and its associated organisations, and the agreed Lead Members of the Committee
2. An officer contact in the relevant area of business is tasked to make regular contact with their respective SIA Lead Member(s), keeping them informed of developments or issues which may arise throughout the year. Officers are also responsible for ensuring Lead Members are reasonably involved in meetings / discussions where general strategic direction in each of the areas is being considered. Parties are requested to keep in touch on a regular basis say, bimonthly (or more often if this is seen as beneficial) and are encouraged to speak freely to each other, keeping the Clerk to the Committee informed where relevant
3. Lead Members are expected to oversee the work that takes place, challenging and following up issues where necessary. The objective of the SIA system is not to give a management role to Members; instead it is intended to boost the support in which the Committee provides to CoL in delivering its strategic outcomes. As such it is possible that Members may put forward suggestions for improving the way in which certain activities are undertaken to deliver the strategic outcomes
4. Lead Members are encouraged to raise issues in their SIAs at the Grand Committee to ensure that the appropriate action is taken, and there is a standing item on the agenda to provide the Committee with an update on developments that may take place in-between meetings

- Members business / professional skills can be used to benefit their SIA and provide inquiry to CoL's business activity

Options

- Should the Education Board find the SIA scheme beneficial to implement, one of the options for doing so would be to create broad SIA areas that mirror the aims set out in the City of London Corporation Education Strategy 2013 - 2015
- The table below sets out proposed broad SIAs for discussion and how they map to the strategic objectives of the Education Strategy
- However it may be appropriate to review these areas once the Education Strategy re-refresh exercise is completed in 2015 – 2016, in line with any updated or new objectives

CoL Education Strategy objectives	Proposed SIA (Key contacts in brackets)
To promote and support excellent education and access to higher education	Education Expansion
To strive for excellence in the City schools	Performance and attainment in City Academies
	Working together with the Independent Schools to benefit the City School Family
To inspire children through an enriched education and outreach opportunities	Cultural enrichment and outreach (Learning and Engagement Forum)
To promote an effective transition from education to employment	Education to employment City business engagement (Employability Group; Business Engagement Manager)
	Education to employment City Academies (SMT at City Academies; EDO officer)
To explore opportunities to expand the City's education portfolio and influence on education throughout London	City Livery and education (Livery Schools Link, Livery Committee)

Appendices:

- None

Background Papers:

- City of London Corporation Education Strategy 2013 - 2015

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Committee:	Date:
Education Board	21 May 2015
Subject:	Public
Quality Assurance and Accountability Framework	
Report of:	For Decision
Director of Community and Children’s Services	
Summary	
<p>This report provides the Education Board with a proposed accountability framework to support the City Academies to achieve year on year improvement in educational attainment and standards of teaching and learning. In the case of the independent schools, the Education Board will receive exam results and public reports and discuss with the Chairmen of the Boards of Governors and Town Clerk what further support the Education Unit can provide.</p>	
Recommendation	
<ul style="list-style-type: none"> • Members are asked to note this report and approve the accountability framework that it sets out. 	

Main Report

Background

1. This report provides the Education Board with a proposed accountability framework to support the City Academies to achieve year on year improvement in educational attainment and standards of teaching and learning to ensure that it meets its responsibility as a sponsor.
2. The framework excludes the City’s independent schools whose performances are reviewed separately by their respective Board of Governors. However there is still merit in sharing these performance results with the Education Board to encourage discussions with the Chairmen of the Boards of Governors and Town Clerk what further support the Education Unit could provide.

Quality Assurance and Accountability Framework

3. The Education Strategy includes a commitment to establish an improvement and accountability framework to support the City Academies to achieve year on year improvement in educational attainment and standards of teaching and learning.
4. The improvement and accountability framework will also be a mechanism for the early identification of any signs of underperformance to enable timely and effective intervention and action. The framework needs to be proportionate, reasonable and appropriate to ensure that the City is able to support and

challenge its Academies appropriately, and flexible enough to include any additional Academies that may join the City family.

5. The framework for clearer accountability, challenge and support will be developed in partnership with Academies and their governing bodies, co-sponsors and relevant local authority representatives to establish a shared view of how to promote improvement, including arrangements for early identification and action to address any signs of underperformance.
6. The Education Unit will report to the Education Board on the performance of the City Academies on Attainment and Progress Measures annually and on the progress towards improvement targets termly.
7. Analysis of the public examinations at GCSE and A level, shall take place annually and a report be provided to the Board for the October meeting. This information is collated from that provided by the Academies and that published about the Academies. The report should show the 3 year trends. Discussion will take place with each Academy individually on their data. Chairmen of Governors will be assisted to use this in their target setting for the Academy.
8. A further report will be produced in the spring term following publication of the validated results as shown in Raise on Line and the Data Dashboard by the Department of Education. This data will give a detailed comparison against schools locally and nationally on a number of measures. In addition, City Academies will be asked to provide their predicted grades so that they can be considered by the Education Board at its December meeting.
9. The Education Unit will gather the information from Academies under the Ofsted Framework headings:
 - Attainment and Progress
 - Quality of Teaching
 - Leadership (including governance)
 - Behaviour (including Attendance, Safety and Exclusions)
10. The Inspection Framework sets out clearly the standards to be attained and each school should have its own self-evaluation against these standards. The Education Unit will require Headteachers to provide a copy of the current analysis.
11. It is expected that each of the City Academies have well-established arrangements for external challenge and support from local authority or other school improvement providers and there is no intention to change arrangements that are working well. City Academies will be asked to outline their arrangements and agree how the outcomes of challenge and support

activity will be reported as part of the accountability framework. The Education Unit will receive copies of reports on the standards observed at the Academy by any external agencies. If an Academy has no external moderation of standards in place we will require them to commission a 'health check mini inspection'.

12. Visits will be made termly to the Academies by the Education Advisor to discuss the standards and improvement strategies in place to ensure that all Academies are progressing towards the 'Outstanding' quality mark.

13. In addition the Education Unit will collect information on the following areas:

- Curriculum development
- Summary of term's activities
- Work experience and links with business
- Enrichment opportunities
- Use of City's open spaces and cultural institutions
- Participation in City schools' activities and events

14. Termly reports to Governing Bodies usually include these aspects. In order to reduce the administrative burden on Headteachers a copy of the Academies report to the Governing Body should be sent to the Education Unit. This should limit requests for information from Academies. This information will then be collated and a summary reported to the Education Board.

15. Reports will be collected towards the end of each term and the first report will be produced for the January meeting of the Education Board and updated termly thereafter.

Background paper

City of London Corporation Education Strategy 2013 – 2015

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Committee(s)	Dated:
Education Board – For decision	21 May 2015
Subject: Livery Education Review 2015	Public
Report of: Town Clerk	For Decision

Summary

This report details the Livery Education Review of 2015, on the consultation about the future of educational support. Given the broad support for establishment of a central Livery Education and Training Office (LETO), it is proposed that Alison Truphet, who conducted this review, in conjunction with a small group of Livery Company members, prepares a business plan for such LETO for submission and approval of all Livery Companies and their various decision making protocols. Such business plan shall include mission statement, governance and management structure plus self-funding proposal from subscribers.

Recommendation(s)

It is recommended that Members of the Education Board

- note the contents of this report
- approve the preparation of a business plan for the central LETO for submission and approval of all Livery Companies and their various decision making protocols

Main Report

Background

1. This report arises from work commissioned by the City of London Corporation following their Strategy Document and the Livery Education Working Group report (attached at appendices A and B). City of London Corporation recognises the contribution to education made by LCs and reaffirms its intention to work with Livery Companies in partnership for the benefit of education and training in its widest sense. The consultation meetings sought to establish the objectives of LCs, whether they would value support from a central office and if so, the extent to which they would be able to contribute to its running.

Consultation findings

2. Members are asked to note that those who attended the meetings expressed views which have been taken as representative of the view of the overall Livery.

3. There was universal agreement that support for education, training and the maintenance of high professional standards lies at the heart of every Livery Company (LC) regardless of the trade, industry or profession they represent. Where industry links no longer exist, LCs have in most cases, dedicated their charitable efforts tirelessly to the support for education. LCs involvement at all levels in education and training has been consistently under-reported, so that even other Livery Companies were sometimes unaware of the achievements of fellow Companies. LCs are rightly proud of their charitable support for education. Some reported that their giving is not always subjected to suitably rigorous review, and would welcome an opportunity to conduct a thorough review of their funding. Many are proud of contributions which they see as unique. A central resource would enable LCs to find new opportunities for both corporate support by the Company and for individual involvement.
4. There was general support for the consultation process and the opportunity to express views frankly.
5. There was broad support for a central Livery Education and Training office which would provide up to date relevant information, perform a coordinating function between LCs, and between LCs and schools/other educational organisations, organise events and help LCs develop links with schools both in Greater London and beyond. It was recognised that LSL had limited impact due to lack of resource but that its remit was sound. A better resourced, more effective organisation at the heart of the livery which was able to make a greater comprehensive impact would be welcomed and nearly all those consulted thought that there would be support for the LC to belong to a central organisation even if they did not intend to participate in any way or benefit from the services offered. Consolidating existing partnerships, refreshing them with new ideas and starting up new relationships were all ideas well received. A central database and website would be crucial. More support for teachers, as opposed to students, would be a popular development. Many LCs saw a central resource as an opportunity to engage their young liverymen in educational activity.
6. Helping young people in the transition from education to employment was an important consideration for many. LCs who have not thus far been specifically connected with schools because they felt that their trade links precluded this, agreed the need to raise awareness in schools of the career paths and job opportunities in their trades and industries. There was broad agreement that there would be more applicants for apprenticeship and work based training schemes if schools had access to the right advice and information. The various existing LC associations could be helped to collaborate more effectively in this area.
7. Many LCs without staff were very receptive to the suggestion that a central resource might support their educational involvement for a fraction of the cost of employing a member of staff. Furthermore, a few who did not feel they would need a central resource nevertheless supported the principle.

8. There were some concerns. Some were unconvinced of the need for funding to run another tier of administration which would divert funds from individual beneficiaries and may duplicate effort. Some expressed caution over raising the profile of Livery Companies, a couple actually saying they preferred to stay below the radar. There was also concern that the initiative to develop a Livery Education and Training office should be free from interference by the City of London Corporation. Where this was expressed, LCs were generally reassured to know that City of London Corporation were fully supportive of all that LCs were doing in education and would prefer to work in partnership than in any other capacity.

Next Steps

9. Function of a central livery education and training office
 - Upkeep of interactive database and website
 - Brokerage of new partnerships between LCs and educational establishments, whether in governance, management or financial support
 - Establishment of new programmes not yet in place elsewhere
 - Close collaboration with organisations and agencies delivering suitable services and programmes which LCs could link into (SGOSS,EBP, Brokerage City Link, Future First)
 - Support for LCs in meeting their objectives and responding to requests for help
 - Provision of a series of training events and briefing sessions for LCs, including support for all liverymen wishing to be school governors.
 - Organisation of key education and training events in the City and beyond
 - Facilitation of funding reviews by LCs.
 - Responsibility for maintaining contact with educational establishments through personal contact and visits and developing new contacts.
 - Support for the development of links for LCs with education outside London.

Funding

10. There was widespread agreement that a central office, with charitable status, should be funded by LC contributions and managed by a board made up of LC representatives and that such an organisation would support all aspects of LC involvement in education and training in the widest sense. It would make sense for such an office to operate under the umbrella of the Worshipful Company of Educators
11. Results were collected from 105 LCs. Of those, only 3 have said they would not wish to subscribe to a Livery Education and Training organisation. Of the 10 not met, 3 are LSL members. Assuming that all the LCs who have said they would belong, did indeed sign up at a subscription of say £200/£250 per

annum, a worst case scenario would be a membership of 105 LCs raising £21,000. Other contributions offered amounted to £17,750, bringing the total initially pledged to £38,750, subject to confirmation by LCs. There may be other organisations such as CoLC who wish to subscribe as fellow members or partners of the organisation. An important objective would be to avoid any duplication of effort where other organisations were already effective. It may therefore be that other organisations and agencies would be invited to subscribe to a Livery Education and Training organisation in return for opportunities to collaborate and develop their programmes. Subscriptions levied from these groups would support the funding of the office. There were also offers of support from LCs for meeting and event space, gifts in kind and volunteers.

Governance Structure

12. A management board might be set up comprising 9 LC representatives (3 from each of the Educational, Training and Donor groups) with the Master Educator as an ex-officio post
13. The Livery Education and Training office would be staffed by an Education and Training Officer and an administrative assistant. There is sufficient work and scope for these 2 posts to be full time. However, it is highly unlikely that funding will be available to facilitate this. It is therefore proposed that funding is secured for 2 part-time posts on a 3 day a week basis, subject to review.
14. The structure will be drawn up in more detail in consultation with LCs.

Appendices

A City Education Strategy

B Livery Education Working Party report

C Report on the LSL Consultant submitted to the Education Board on 16 October 2014

D Terms of reference for the Livery Education Review

E Analysis of responses from Livery Companies

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City of London Corporation Education
Strategy 2013-2015

Vision

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

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

Strategic objectives

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

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

2. To strive for excellence in the City schools

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

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

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

4. To promote an effective transition from education to employment

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

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

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

The scope of this Strategy

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

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

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

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

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

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

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

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

Why this strategy is needed

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

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

Implementing this Strategy

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

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

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

The City of London's contribution to education throughout London

The City:

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

Developing the City education portfolio and brand

Background

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

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

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

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

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

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

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

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

Vision

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

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

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

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

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

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

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

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

Recommendations

Develop a framework for overseeing the City's education offering

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

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

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

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

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

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

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

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

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

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

Children living and learning in the Square Mile

Background

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

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

Vision

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

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

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

Recommendations

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

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

Improve access for City children to outstanding state primary education

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

Improve access to outstanding state secondary education

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

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

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

The City Schools

School Accountability and Improvement Framework

Background

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

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

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

Vision

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

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

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

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

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

Recommendations

Create a framework for clearer accountability, challenge and support

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

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

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

Governance and accountability

Background

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

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

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

Vision

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

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

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

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

Recommendations

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

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

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

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

Support governing bodies to be effective in carrying out their duties

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

Enrichment

Background

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

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

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

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

Vision

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

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

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

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

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

Recommendations

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

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

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

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

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

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

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

Outreach

Background

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

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

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

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

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

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

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

Vision

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

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

Recommendations

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

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

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

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

Increase the effectiveness of educational outreach programmes to the City schools

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

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

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

From Education to Employment

Background

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

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

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

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

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

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

Vision

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

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

Recommendations

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

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

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

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

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

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

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

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

The Education Strategy Working Party

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

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

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

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

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

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

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

Membership of the Education Strategy Working Party

Catherine McGuinness – Chairman

Ade Adetosoye

John Bennett

Roy Blackwell – United Westminster Schools Foundation

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

Billy Dove

The Revd. Dr Martin Dudley

Marianne Fredericks

Sir Malcolm Grant – University College London

David Graves

Gordon Haines

Peter Lisley

Virginia Rounding

Ian Seaton

Dr Giles Shilson

David Taylor – Livery Schools Link

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

A. PURPOSE OF THIS PAPER

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

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

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

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

B. BACKGROUND

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

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

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

C. INITIAL FINDINGS

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

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

1. Management and governance of schools

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

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

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

2. Grant giving

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

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

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

3. Direct association with industry

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

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

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

D. MATTERS TO ADDRESS

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

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

Three points spring readily to mind.

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

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

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

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

E. PROPOSALS

A number of simple proposals might be considered.

1. Create a central Lord Mayor's Education Office

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

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

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

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

2. Establish Livery-wide governance structure

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

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

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

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

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

3. Provide clear goals based on a project based approach

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

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

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

F. BENEFITS OF CHANGE

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

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

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

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

G. CONCLUSION AND NEXT STEPS

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

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

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

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

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

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

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

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

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

APPENDIX 1 – LIVERY COMPANY CONTRIBUTION TO EDUCATION

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

Summary

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

Recommendations

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

Main Report

1. The LEWP report was noted by the Policy and Resources Committee on 3 July and agreed for the report to be submitted to the Education Board for consideration.
2. The LEWP proposes:
 - the creation of a central Education Office at a maximum cost of £75,000 per annum for two years, which would initially be funded by the City Corporation but thereafter ideally self-funded by supporting Livery Companies or funded partly from the City Bridge Trust, which will link the livery education contribution, promote collaboration and identify opportunities for further livery involvement;
 - the establishment of a Management Board to oversee the work of the Education Office; and
 - to attract 100% support from all Livery Companies within the first 12 months of operation.
3. The suggested £75,000 includes provision for 1 FTE. However, a preliminary scoping exercise is needed prior to this to establish the case for the new Education Office as recommended in the LEWP report.
4. It is therefore proposed that the Policy and Resources Committee contingency fund is used to recruit a consultant project manager at FTE 0.4 for 6 months. It is proposed that the current part-time LSL administrator takes on this additional part-time consultant project manager role, to take advantage of and retain the existing pool of knowledge and experience.
5. The consultant project manager would work 2 days a week for 6 months to oversee the development of the business case of the Education Office, including:
 - managing a full consultation of the livery envisaged in the LEWP report, including the production of a report on the results, possibly to include consultation with Livery Companies Skills Council (LCSC)
 - investigating if it is viable to set up an Education Office in Guildhall, including the possible establishment of an Education Office Board
 - producing an action plan for increasing the membership and involvement of Livery Companies with clear objectives and measurable targets
 - organising the events already envisaged for 2015 - Livery Showcase Event, Education Conference, an open meeting to promote school governance and the pilot WW1 project.
6. The balances of the contingency allocation (before consideration of items on the agenda for the 6 November Policy & Resources Committee meeting) are:
 - 2014/15 £95,400
 - 2015/16 £538,000

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

Background papers:

- *"Contribution to Education by Livery Companies"* - Report to Policy and Resources Committee 3 July 2014
- *"Livery Education Working Party"* – Report to Policy and Resources Committee 3 July 2014 on the contribution to education by Livery Companies

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Terms of reference of the Livery Education Review

1. To report on the involvement of each Livery Company in educational activity to include vocational training and apprenticeships in order to achieve the full picture.
2. To establish each Livery Company's aspirations for educational involvement in schools, vocational and further training and apprenticeships.
3. To seek the views of Livery Companies about setting up a central Livery Education Office which would support their work in education and help them fulfil their aspirations and meet the demand from the City for greater involvement in education and training.
4. To establish the Livery Companies' ability to support such an office financially.
5. To write up the findings of the consultation in a report for the City Education Board
6. To prepare a business plan for a Livery Education Office which identifies funding requirements for the next five years, funding possibilities and a proposed structure for the office, a board of trustees and an executive committee
7. To circulate a draft report and plan to all interested parties in advance of its submission to the City Education Board (CEB)
8. To present the report to the CEB in mid-May.

A Truphet
LSL
November 2014

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April 2015	Detailed results from consultation						
not yet met (as at 08 April 2015)	give to City family of schools	in favour of central office	welcome the availability of support	expressly not in favour of central office	not sure about central office	prepared to pay subs (includes those who answered maybe and existing members not yet met)	prepared to contribute more (money, expertise, venue etc)
Arts Scholars	Air Pilots	Actuaries	Actuaries	Air Pilots	Brewers	Actuaries	Actuaries
Bowyers	Barbers	Apothecaries	Apothecaries	Armourers and Brasiers	Girdlers	Air Pilots	Apothecaries
Chartered Accountants	Carmen	Arbitrators	Arbitrators	Blacksmiths	Plumbers	Apothecaries	Arbitrators
Distillers	Carpenters	Bakers	Bakers	Broderers	Poulters	Arbitrators	Barbers
Fruiterers	Chartered Accountants	Barbers	Barbers	Cooks	Solicitors	Armourers and Brasiers	Butchers
Glaziers	Chartered Architects	Builders Merchants	Builders Merchants	Curriers	Spectacle Makers	Arts Scholars	Carpenters
Innholders	Cutlers	Butchers	Butchers	Dyers	Vintners	Bakers	Chartered Architects
Marketors	Environmental Cleaners	Carmen	Carpenters	Engineers		Barbers	Chartered Secs and Admins
Needlemakers	Farriers	Carpenters	Chartered Architects	Feltmakers		Basketmakers	Chartered Surveyors
Salters	Freemen	Chartered Architects	Chartered Secs and Admins	Freemen		Blacksmiths	Clockmakers
Security Professionals	Glovers	Chartered Ses and Admins	Chartered Surveyors	Ironmongers		Bowyers	Coopers
Upholders	Grocers	Chartered Surveyors	Clockmakers	Masons		Brewers	Cordwainers
	Horners	Clockmakers	Coachmakers	Merchant Taylors		Broderers	Educators
	Innholders	Clothworkers	Constructors	Musicians		Builders Merchants	Environmental Cleaners
	Ironmongers	Coachmakers	Cooks	Plaisterers		Butchers	Founders
	Makers of Playing Cards	Company	Coopers	Tin Plate Workers		Carmen	Fuellers
	Master Mariners	Constructors	Cordwainers	Turners		Carpenters	Furniture Makers
	Parish Clerks	Coopers	Curriers			Chartered Architects	Gardeners
	Pattenmakers	Cordwainers	Drapers			Chartered Secs and Admins	Glass Sellers
	Plaisterers	Cutlers	Educators			Chartered Surveyors	Glovers
	Saddlers	Drapers	Environmental Cleaners			Clockmakers	Goldsmiths
	Sci Inst Makers	Educators	Farmers			Clothworkers	Grocers
	Scriveners	Environmental Cleaners	Farriers			Coachmakers	Hackney Carriage Drivers
	Tylers and Bricklayers	Fanmakers	Firefighters			Constructors	Horners
	Vintners	Farmers	Fishmongers			Cooks	Insurers
	Weavers	Farriers	Fletchers			Coopers	International Bankers
		Firefighters	Founders			Cordwainers	Joiners and Ceilers
		Fishmongers	Framework Knitters			Curriers	Lightmongers
		Fletchers	Fuellers			Cutlers	Makers of Playing Cards
		Founders	Furniture Makers			Drapers	Management Consultants
		Framework Knitters	Gardeners			Educators	Master Mariners
		Fuellers	Glass Sellers			Environmental Cleaners	Painter Stainers
		Furniture Makers	Glovers			Fanmakers	Pattenmakers
		Gardeners	Gold & Silver Wyre Drawers			Farmers	Paviors
		Glass Sellers	Goldsmiths			Farriers	Public Rel Pracs
		Glovers	Grocers			Feltmakers	Saddlers
		Gold & Silver Wyre Drawers	Haberdashers			Firefighters	Salters

Grocers	Hackney Carriage Drivers	Fishmongers	Sci Inst Makers
Gunmakers	Horners	Fletchers	Scriveners
Haberdashers	Information Technologists	Founders	Security Professionals
Hackney Carriage Drivers	Insurers	Framework Knitters	Shipwrights
Horners	Joiners and Ceilers	Fuellers	Skinners
Information Technologists	Launderers	Furniture Makers	Spectacle Makers
Insurers	Lightmongers	Gardeners	Stationers
International Bankers	Loriners	Girdlers	Tallow Chandlers
Joiners and Ceilers	Makers of Playing Cards	Glass Sellers	Tax Advisers
Launderers	Management Consultants	Glovers	Water Conservators
Leathersellers	Master Mariners	Gold & Silver Wyre Drawers	Wheelwrights
Lightmongers	Painter Stainers	Goldsmiths	Woolmen
Loriners	Parish Clerks	Grocers	World Traders
Makers of Playing Cards	Pattenmakers	Gunmakers	
Management Consultants	Pewterers	Haberdashers	
Master Mariners	Plasterers	Hackney Carriage Drivers	
Mercers	Plumbers	Horners	
Painter Stainers	Public Rel Pracs	Information Technologists	
Parish Clerks	Saddlers	Insurers	
Pattenmakers	Sci Inst Makers	International Bankers	
Paviors	Scriveners	Ironmongers	
Pewterers	Shipwrights	Joiners and Ceilers	
Public Rel Pracs	Skinners	Launderers	
Saddlers	Spectacle Makers	Leathersellers	
Sci Inst Makers	Tallow Chandlers	Lightmongers	
Scriveners	Tax Advisers	Loriners	
Shipwrights	Tobacco and Pipe Makers	Makers of Playing Cards	
Skinners	Turners	Management Consultants	
Stationers	Tylers and Bricklayers	Marketors	
Tallow Chandlers	Water Conservators	Masons	
Tax Advisers	Watermen and Lightermen	Master Mariners	
Tobacco and Pipe Makers	Wax Chandlers	Mercers	
Tylers and Bricklayers	Weavers	Merchant Taylors	
Water Conservators	Wheelwrights	Musicians	
Watermen and Lightermen	World Traders	Painter Stainers	
Wax Chandlers	Bowyers	Parish Clerks	
Weavers	Woolmen	Pattenmakers	
Wheelwrights		Paviors	
World Traders		Pewterers	
Bowyers		Plasterers	
Woolmen		Plumbers	
		Poulters	
		Public Rel Pracs	
		Saddlers	

Salters
Sci Inst Makers
Scriveners
Security Professionals
Shipwrights
Skinners
Solicitors
Spectacle Makers
Stationers
Tallow Chandlers
Tax Advisers
Tin Plate Workers
Tobacco and Pipe Makers
Turners
Tylers and Bricklayers
Vintners
Water Conservators
Watermen and Lightermen
Wax Chandlers
Weavers
Wheelwrights
Woolmen
World Traders
Young Freemen

not wishing to join LSL **links with apprenticeships (actual or aspirational)**

Dyers
Engineers
Freemen
Armourers and Brasiers
Bakers
Barbers
Blacksmiths
Builders' Merchants
Butchers
Carpenters
Chartered Architects
Ch Secs & Admins
Ch Surveyors
Clockmakers
Coachmakers
Constructors
Cooks
Environmental Cleaners
Fan Makers
Farmers
Farriers
Fishmongers
Founders
Framework Knitters
Gardeners
Gold and Silver Wyre Drawers
Joiners & Ceilers
Launderers
Lightmongers
Masons
Master Mariners
Pattenmakers
Paviors
Plumbers
Saddlers
Shipwrights
Spectacle Makers
Tylers & Bricklayers
Vintners
Watermen & Lightermen

Wax Chandlers
Wheelwrights

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Committee(s)	Dated:
Education Board – For decision	21 May 2015
Subject: City Schools: Prioritisation for Academy Expansion	Public
Report of: Director of Community and Children’s Services	For Decision

Summary

The portfolio of City of London Corporation (CoL) Schools is expanding, with approval from the Department for Education (DfE) and Education Funding Agency (EFA) to move into the pre-opening stage for two new CoL Primary Academies. This paper outlines options for the immediate challenges of prioritising education expansion opportunities.

Recommendation(s)

- Members are asked to approve the prioritisation process for CoL to assess requests to act as sponsor for a school, as outlined in this report

Main Report

Background

1. The City of London Corporation family of schools comprises:
 - **1 Primary School** - Sir John Cass’s Foundation Primary School
 - **1 sponsored CoL Primary Academy** – Redriff Primary City of London Academy
 - **3 sponsored CoL Secondary Academies** - The City Academy Hackney (TCAH) - jointly sponsored with KPMG; The City of London Academy Islington (COLAI) - jointly sponsored with City University; The City of London Academy Southwark (COLAS)
 - **3 Independent Schools for which CoL is the proprietor** – City of London School for Boys, City of London School for Girls, City of London Freeman’s School
2. CoL is accountable in its role as a sponsor for Academy schools through the Court of Common Council, which it then delegates to the Education Board
3. The Education Board is also responsible for recommending to the Court of Common Council the appointment of governors to the CoL’s academies and

representatives on school governing bodies where nomination rights are granted and they do not fall within the remit of any other committee

4. Nationally there is an increasing need for new schools to meet the basic need for school places due to a considerable growth in the population. Most London boroughs are under pressure to find more school places and all have annual data on the planned places required to meet need.
5. A particular difficulty in London is finding the space necessary to expand a school or develop a new one. The majority of Primary schools have reached their capacity and therefore more creative solutions to sites are being explored, such as expanding existing sites to provide more pupil intake and building schools as part of other commercial developments such as shopping centers. These developments require partnership working with several organisations.

Current Position

6. Following requests from their respective Local Authorities, CoL has recently been granted approval by DfE and EFA to expand its education portfolio and move to the pre-opening stage for two new Primary Academy Free schools:
 - **City of London Primary Academy Southwark (COLPAS)** to open in September 2016
 - **City of London Primary Academy Islington (COLPAI)** to open in September 2017
7. Sir John Cass Foundation Primary School is expanding to a two form entry school from 2016, a programme of building work that is being managed by CoL
8. In addition to the present portfolio of schools, there are two proposed Academy school expansions which would also require extensive building programmes which will add to the responsibility of CoL as the sponsor and the Multi Academy Trust (MAT) to ensure these programmes are delivered:
 - COLAS 6th Form expansion
 - TCAH 6th Form expansion
9. As the portfolio of academy schools expands, CoL must ensure that it has clearly articulated its vision for the future of its education provision, and what the priorities are for the delivery of this vision

Prioritisation of education expansion opportunities

10. DfE states¹ that to be successful, a sponsor needs to show:

- strong planning, including, where necessary, realistic regional growth plans

¹ Education Select Committee Report - Fourth Special Report
Academies and free schools: Government Response to the Committee's Fourth Report of Session 2014-15

- evidence of achieving lasting educational improvement
- evidence of financial expertise
- clear governance structures and lines of accountability

11. It is recommended in addition to this there should be a CEO in place where there are 7 or more Academies in a chain, and that one sponsor does not exceed more than 9 academies in total

12. The number of Academies CoL sponsors or has committed itself to sponsor is 6 (TACH, COLAI, COLAS, COLPAI, COLPAS, Redriff Primary)

13. Furthermore it is likely that CoL will be asked to sponsor more schools in Boroughs where it already sponsors Academies, such as Hackney and Islington. However in order to be successful CoL will need to ensure before expanding its portfolio of schools further that:

- it has the capacity to support, challenge and manage throughout the process
- it has the resources to sustain the school to achieve outstanding standards. The resources need to be available both locally for the individual school, and centrally to ensure that the sponsor is able to fulfil its duties
- its lines of accountability are clear
- decision making and delegated responsibilities are clear
- the geographical area in which it would consider expansion is defined

14. As such it is realistic that CoL should focus on consolidating and strengthening its commitment as sponsor to the existing Academies. A clear process should be established to follow in exceptional circumstances where there is a compelling case to consider sponsorship of additional schools

Prioritisation - process

15. It is therefore proposed that the following process is approved for considering new requests to sponsor a school should there be a compelling case to do so. This process is set out as below:

i. Initial requests are made with Chief Officer/Town Clerk.



ii. Meeting with the Chairman and Deputy Chairman of the Education Board, and Chairman of Policy and Resources



iii. Proposal to sponsor / MAT (if applicable).



- iv. Proposal enters formal CoL governance process and is submitted to Education Board.



- v. Proposal to Policy and Resources Committee and then if required to Court of Common Council.

Prioritisation - due diligence

16. For each request it is proposed that a due diligence report is developed to help Members assess the viability of the proposal. This report should be submitted to the Education Board (Policy and Resources Committee and then if required to Court of Common Council if applicable) and should cover the following areas:

- a. finance,
- b. risks,
- c. views of parents and local community,
- d. current performance,
- e. governance structure,
- f. asset conditions,
- g. leadership, and
- h. attainment related issues.

Prioritisation – issues to consider

17. For each request it is proposed that the following options appraisal is applied to guide Members in their decision making. This matrix should be submitted along with the due diligence report to the Education Board (Policy and Resources Committee and then if required to Court of Common Council if applicable) and should cover the following areas:

- Do we have an existing school in the locality (organic growth)?
- Can the new school be part of an existing MAT?
- Was CoL invited by another local authority?
- Are parents/staff in support?
- Outcome of due diligence report (analysis).
- Attainment levels.

Corporate & Strategic Implications

18. As part of the Education Strategy refresh that is due to take place this year, CoL will articulate a clear ethos for education expansion and provision that will also set out what is expected of City Governors
19. Any future governance structure will ensure that where CoL is joint sponsor it retains the same amount of control of the Academy, or where it is sole sponsor it maintains total control of the Academy

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