



Education Board

Date: THURSDAY, 25 MAY 2017

Time: 3.00 pm

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

Members: Deputy John Bennett
Henry Colthurst
Sheriff & Alderman Peter Estlin
Stuart Fraser
Caroline Haines
Christopher Hayward
Ann Holmes
Deputy Catherine McGuinness
The Lord Mountevans
Sheriff & Alderman William Russell
Ian Seaton
Deputy Philip Woodhouse
Roy Blackwell (External Member)
Tim Campbell (External Member)
Helen Sanson (External Member)
Veronica Wadley (External Member)

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

AGENDA

Part 1 - Public Agenda

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

Board Matters

3. **ORDER OF THE COURT OF COMMON COUNCIL**
To receive the Order of the Court of Common Council dated 27 April 2017.

For Information
(Pages 1 - 2)
4. **ELECTION OF CHAIRMAN**
Election of Chairman in line with Standing Order 29.

For Decision
5. **ELECTION OF DEPUTY CHAIRMAN**
Election of Deputy Chairman in line with Standing Order 30.

For Decision
6. **MINUTES**

For Decision

 - a) **Education Board (Pages 3 - 4)**
To agree the minutes of the meeting held on 16 March 2017.
 - b) **Education Charity Sub (Education Board) Committee (Pages 5 - 8)**
To receive the minutes of the meeting held on 14 February 2017.
7. **APPOINTMENT OF SUB-COMMITTEE CHAIRMEN**
Report of the Town Clerk.

For Decision
(Pages 9 - 14)
8. **APPOINTMENT OF SUB COMMITTEES**
Report of the Town Clerk.

For Decision
(Pages 15 - 18)

9. **EDUCATION STRATEGY MONITORING REPORT**
Report of the Director of Community and Children's Services.

For Decision
(Pages 19 - 34)

10. **COMMUNITY AND CHILDREN'S SERVICES COMMITTEE HIGH-LEVEL BUSINESS PLAN**
Report of the Director of Community and Children's Services Committee.

For Information
(Pages 35 - 38)

Excellence in City Schools

11. **EXPANSION OF REDRIFF PRIMARY SCHOOL FROM 2 TO 3 FORMS OF ENTRY**
Report of the Director of Community and Children's Services.

For Decision
(Pages 39 - 42)

12. **REQUEST FOR DELEGATED AUTHORITY - APPOINTMENT OF CITY APPOINTED GOVERNORS OF THE CITY ACADEMY, HACKNEY**
Report of the Town Clerk.

For Decision
(Pages 43 - 44)

13. **REVIEW OF CITY OF LONDON ACADEMY SOUTHWARK LOCAL GOVERNING BODY GOVERNANCE**
Report of the Director of Community and Children's Services.

For Information
(Pages 45 - 52)

14. **MENTAL HEALTH IN CITY SCHOOLS**
Report of the Director of Community and Children's Services.

For Information
(Pages 53 - 58)

Outreach

15. **CITY OF LONDON LEARNING & ENGAGEMENT FORUM - ESTABLISHING A CULTURAL EDUCATION PARTNERSHIP**
Report of the Chair of City of London Learning & Engagement Forum.

For Decision
(Pages 59 - 72)

16. **EDUCATION FLOAT IN THE LORD MAYOR'S SHOW 2017**

Report of the Town Clerk.

For Decision
(Pages 73 - 76)

17. **FIRE OF LONDON WEBSITE UPDATE**

To receive an summary of Fire of London Website activity dated April 2017.

For Information
(Pages 77 - 80)

Education to Employment

18. **CITY OF LONDON APPRENTICESHIPS**

Report of the Education Strategy Director.

For Information
(Pages 81 - 84)

Standing Items

19. **CITY SCHOOLS GOVERNOR APPOINTMENTS UPDATE**

Report of Director of Community and Children's Services.

For Information
(Pages 85 - 102)

20. **SAFEGUARDING**

The Education Strategy Director to be heard.

For Information

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

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

23. **EXCLUSION OF THE PUBLIC**

MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act

For Decision

Part 2 - Non-Public Agenda

24. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 16 March 2017.

For Decision
(Pages 103 - 106)

25. **LIVERY SCHOOLS LINK 2017/18**

Report of the Town Clerk.

For Decision
(Pages 107 - 110)

Excellence in City Schools

26. **SCHOOL MONITORING VISITS**

Report of the Chief Executive Officer, City of London Academies Trust.

For Information
(Pages 111 - 134)

27. **CITY OF LONDON ACADEMIES TRUST - UPDATE**

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

For Information
(Pages 135 - 148)

28. **CITY OF LONDON ACADEMIES TRUST - NEWHAM COLLEGIATE SCHOOL
EXPANSION FEASIBILITY**

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

For Decision
(Pages 149 - 166)

29. **CITY OF LONDON ACADEMIES TRUST - Highbury Grove Secondary
School Academisation Progress Report**

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

For Decision
(Pages 167 - 196)

30. **REPORT ON ACTION TAKEN**

Report of the Town Clerk.

For Information
(Pages 197 - 198)

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

32. **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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Agenda Item 3

PARMLEY, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 27th April 2017, doth hereby appoint the following Committee until the first meeting of the Court in April, 2018.
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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 2017/18**

- 4 (4) John Alfred Bennett, Deputy
- 4 (4) Catherine McGuinness, Deputy
- 4 (4) William Anthony Bowater Russell, Alderman and Sheriff
- 4 (4) Ian Christopher Norman Seaton
- 4 (2) Peter Estlin, Alderman and Sheriff
- 4 (2) Stuart John Fraser, C.B.E.
- 2 (2) Ann Holmes
- 4 (1) Henry Nicholas Almroth Colthurst
- 1 (1) Christopher Michael Hayward
- 4 (1) The Lord Mountevans, Alderman

Together with four external representatives:-

Helen Sanson (*appointed for a term expiring April 2018*)

Tim Campbell (*appointed for a term expiring April 2019*)

Veronica Wadley (*appointed for a term expiring April 2020*)

Roy Blackwell (*appointed for a term expiring April 2021*)

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 and, where relevant Members, Directors and Trustees;
- (d) The management of The City of London Corporation Combined Education Charity (registered charity no. 312836), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (e) The management of the City Educational Trust Fund (registered charity no. 290840), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (f) To constitute Sub-Committees in order to consider particular items of business within the terms of reference of the Board, including:-
Education Charity Sub (Education Board) Committee*
- (g) 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;

- (h) To monitor the frameworks for effective accountability, challenge and support in the City Schools**;
- (i) 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;
- (j) Oversight of the City of London Corporation's education-business link activities.

* The constitution of The Education Charity Sub-Committee is set by the Court of Common Council and comprises four Members appointed by the Education Board and four Members appointed by the Community and Children's Services Committee.

**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 Academy Islington, the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.

EDUCATION BOARD

Thursday, 16 March 2017

Minutes of the meeting of the Education Board held at Aldermen's Dining Room - 4th Floor West Wing on Thursday, 16 March 2017 at 12.00 pm

Present

Members:

Deputy Catherine McGuinness (Chairman)	Ann Holmes
Henry Colthurst (Deputy Chairman)	Virginia Rounding
Randall Anderson	Roy Blackwell
Stuart Fraser	Tim Campbell

In Attendance

Andrew McMurtrie

Officers:

John Barradell	-	Town Clerk & Chief Executive
Alistair MacLellan	-	Town Clerk's Department
Bob Roberts	-	Director of Communications
Stephanie Basten	-	Town Clerk's Department
Mark Jarvis	-	Chamberlain's Department
Emily Rimington	-	Comptroller & City Solicitor's Department
Neal Hounsell	-	Interim Director of Community and Children's Services
Mark Emmerson	-	Education Strategy Director
Gerald Mehrtens	-	Director of Academy Development

1. APOLOGIES

Apologies were received from Deputy John Bennett, Sheriff & Alderman Peter Estlin, The Lord Mountevans, Chris Hayward, Sheriff & Alderman William Russell, Ian Seaton, Helen Sanson and Veronica Wadley.

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

Catherine McGuinness declared a non-pecuniary interest in items 8 and 9 as a Member and Director of the City of London Academies Trust and Director of the City Academy Hackney.

Henry Colthurst declared a non-pecuniary interest in items 8 and 9 as Director of the City of London Academy Islington.

Ann Holmes declared a non-pecuniary interest in items 8 and 9 as Director of the City of London Academy Islington.

3. **PUBLIC MINUTES**
The minutes of the meeting held on 12 January 2017 were approved. An actions sheet was received.
4. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.
5. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There were no items of urgent business.
6. **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.
7. **NON-PUBLIC MINUTES**
The non-public minutes of the meeting held on 12 January 2017 were approved as a correct record.
8. **ACADEMY EXPANSION PROGRAMME - Highbury Grove**
Members considered a report of the Director of Community and Children's Services concerning the academy expansion programme and a proposal that Highbury Grove Secondary School become a City of London Academy.
9. **ACADEMIES DEVELOPMENT PROGRAMME UPDATE**
Members considered an Academies Development Programme update of the Director of Community and Children's Services.
10. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.
11. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
Chairman's Last Meeting
The Deputy Chairman was heard regarding the Chairman's last meeting.

The meeting ended at 1.05 pm

Chairman

Contact Officer: Alistair MacLellan
Alistair.MacLellan@cityoflondon.gov.uk

EDUCATION CHARITY SUB (EDUCATION BOARD) COMMITTEE

Tuesday, 14 February 2017

Minutes of the meeting of the Education Charity Sub (Education Board) Committee held at the Guildhall EC2 at 11.30 am

Present

Members:

Deputy Catherine McGuinness (Chairman)	Deputy Bill Fraser
Henry Colthurst (Deputy Chairman)	Ann Holmes
Randall Anderson	Philip Woodhouse

Officers:

Philippa Sewell	-	Town Clerk's Department
Emily Rimington	-	Comptroller and City Solicitor's Department
Jack Joslin	-	The City Bridge Trust
Jeanne Barnard	-	Community & Children's Services Department

1. APOLOGIES

Apologies were received from Deputy John Bennett and John Fletcher.

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

The following standing declarations would be included on future agendas:

Deputy Catherine McGuinness

City of London Academies Trust
Board of Governors of 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
The Worshipful Company of Educators

Henry Colthurst

Board of Governors of the City of London Academy, Islington
Board of Governors, Mossbourne Parkside Academy
Board of Mossbourne Federation
Member of Court of the Worshipful Company of Grocers

Randall Anderson

Board of Governors of the City of London School for Girls
Committee of Aldermanic Almoners, Common Council Governors and Donation
Governors of Christ's Hospital
Member – Varndean Corporation (Governor; Sixth Form College)

Ann Holmes

City of London Academy Islington
City of London School for Girls

Philip Woodhouse

Board of Governors, Mossbourne Academy Federation
Board of Governors, Mossbourne Victoria Park
Board of Governors of the City of London Freemen's School
Board of Governors, Oundle School
Chairman of Governors, Wellesley School Broadstairs

3. **MINUTES OF THE PREVIOUS MEETING**

RESOLVED – That the minutes of the meeting held on 12 December 2016 be approved as a correct record.

Matters Arising

Development of Policy to Guide Application of Charitable Funds

The Comptroller & City Solicitor confirmed that City Schools were not prohibited from making grant applications and would be treated equally to any other applicant subject to ensuring such grants would not give rise to a self-benefit to the City Corporation.

4. **VARIATIONS OF TERMS OF GRANTS FROM THE CITY EDUCATIONAL TRUST FUND AND THE CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY**

The Sub-Committee considered a report of the Chief Grants Officer regarding a requested variation to one of the grants approved at the previous meeting and asking for delegated powers for the Chief Grants Officer in consultation with the Town Clerk, Chairman and Deputy Chairman to approve similar changes in the future. Members agreed the recommendations on the condition that any variations approved under delegation were reported at the next meeting.

RESOLVED – That:

- a) the purpose of one grant previously approved by this Sub-Committee at its December 2016 meeting from the City of London Corporation Combined Education Charity be changed as set out in the report; and
- b) authority be delegated to the Chief Grants Officer to agree minor variations to the terms of grants approved by this Sub-Committee in consultation with the Town Clerk, Chairman and Deputy Chairman of this Sub-Committee. Any such variations to be reported to the next Sub-Committee meeting.

5. **THE CITY OF LONDON CHARITIES POOL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2016**

The Sub-Committee received the Charities Pool Accounts and survey for Charities invested in the Pool in relation to the City Educational Trust Fund and the City of London Corporation Combined Education Charity. Members noted that comments would be passed to the Financial Investment Board via the Education Board (which has delegated responsibility for the management of the two charities).

Members agreed that, in terms of importance, income/dividend growth ranked highest followed by ensuring a relatively consistent income/dividend return and the preservation of capital investment. The long-term perspective was supported, and more regular updates (i.e. twice a year) would be welcomed.

6. **REVISED ELIGIBILITY CRITERIA FOR THE CITY EDUCATIONAL TRUST FUND AND THE CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY**

The Sub-Committee considered a report of the Director of Community & Children's Services regarding the eligibility criteria for the City Educational Trust Fund and the City of London Corporation Combined Education Charity, which had been revised in light of the steer given by Members at the last meeting.

Members discussed the criteria and the following matters were raised/noted:

- To enable more flexibility in grant-making, grants of between £5k-25k should be awarded and that this should apply to both charities.
- Consistent with the aim to align the charities' application criteria, Members agreed that the geographical restriction that applied in respect of the City of London Corporation Combined Education Charity in accordance with that charity's objects should be added to the application criteria for the City Educational Trust Fund as a matter of policy.
- The wording under 'eligibility' be revised to reflect that the City of London was not a London Borough.
- Members asked that the wording/tense be revised in order to be less specific to individual applicants.
- It be clarified that organisations could apply for groups of individuals, and that those individuals would be precluded from further applications within five years but the organisation would not be.
- Confirm that grants would be made twice a year.
- It be clarified that individuals could apply directly to the Combined Education Charity, but only in exceptional circumstances (i.e. they were unable to access funds elsewhere) and where the application was supported by clear proof of financial need.

Members asked for the criteria once amended to include these further revisions be circulated electronically to ensure the amended policy properly reflects their discussions before being presented to the Community & Children's Services Committee for their consideration and to the Education Board for approval. With regard to advertising the new criteria once agreed, the Chief Grants Officer advised that he would work with the Communications Team and the Community & Children's Services Department to publicise the charities and ensure all educational establishments were aware of the funding opportunity. He also advised that an email with the relevant links would be circulated to Members for them to pass along as they saw fit.

RESOLVED – That the criteria be agreed subject to these further revisions and circulated electronically to Sub-Committee Members to ensure their comments are properly incorporated into the updated criteria before being presented to the

Community & Children's Services Committee for their consideration and to the Education Board for approval.

7. **PROPOSED DATE OF NEXT MEETING**

RESOLVED - That the Sub-Committee meet twice a year, with the next meeting at 11.00am on 16 October 2017 and the subsequent meeting in April 2018.

8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB-COMMITTEE**

There were no questions.

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

There was no other business.

The meeting closed at 12.00 pm

Chairman

Contact Officer: Philippa Sewell
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Agenda Item 7

TO: **EDUCATION BOARD**

Thursday, 25 May 2017

FROM: **POLICY AND RESOURCES COMMITTEE**

Thursday, 16 March 2017

4. **APPOINTMENT OF SUB-COMMITTEE CHAIRMEN**

The Committee considered a report of the Town Clerk concerning the process for appointing chairmen of sub-committees.

The Chairman stated that the purpose of a sub-committee was to deal with matters referred to it by its parent committee. It was noted that whilst the Policy and Resources Committee was responsible for governance, without a change to standing orders, its recommendation regarding the appointment of chairmen of sub-committees was on the basis of the adoption of a convention only. Detailed discussion ensued during which the following comments were made:-

- The Chairman advised that the resolution to committees from the December meeting aimed to set a convention which enabled the Chairman of a grand committee who did not wish to chair a sub-committee to identify and nominate for the role another Member with the necessary experience and qualities, for approval of that Committee. In the interests of clarity the initial resolution would have benefited from being circulated with the substantive report.
- Members questioned the need for the convention particularly given the different nature of some committees, for example some were quasi-judicial and therefore required a different approach.
- As the intention of the convention was to clarify the process it might be better for grand committees to set out its approach to appointments in its terms of reference.
- Rather than seeking the adoption of a convention, Committees should be provided with some general guidance instead. Without being too prescriptive, could also include reference to the length of time a chairman could serve. Several Members supported this.

RESOLVED: that the following guidance be given to all Grand Committees:

- 1. in the event of a Grand Committee having no prior arrangement or custom in place for the way in which the chairmen of its sub-committees are selected, it should be usual practice for the Chairman of the relevant Grand Committee, should they not wish to serve themselves, to nominate an individual to serve in that capacity for the approval of the Grand Committee; and**
- 2. that the term of office of a chairman of a sub-committee would usually be no longer than the term of office of the Chairman of the Grand Committee e.g. three, four or five years, subject to the relevant Grand Committee being able to extend the term of the sub-committee's chairman on an annual basis.**

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Committee: Policy & Resources Committee	Date: 16 March 2017
Subject: Appointment of Sub-Committee Chairmen	Public
Report of: Town Clerk	For Decision
Report authors: Simon Murrells, Assistant Town Clerk	

Summary

This report concerns the process for appointing chairmen of sub-committees. There is no hard or fast rule and Members felt that the rather ad-hoc approach taken by the various Committees would benefit from greater consistency across the board. In light of this, the Policy & Resources Committee decided that when a Chairman of a Grand Committee does not wish to be the chairman of a sub-committee, a convention is adopted whereby the Chairman submits his or her nomination for chairman of the sub-committee to the Grand Committee for approval. Where no specific Member is nominated by the Chairman of the Grand Committee, the selection process would be by election from all eligible Members of the Grand Committee.

This proposal was promulgated to the various Committees and was met with a mixed response. It was also discussed at the all-Member informal meeting on 9 February, with differing views being expressed. The Policy Chairman agreed that the issue should be reconsidered. To assist Members, set out are several options for Members to consider, including retaining the status quo, implementing the convention proposed by this Committee for Grand Committee Chairmen to nominate the chairman of the sub-committees, election of chairmen of sub-committees by the Grand Committee and election of Sub Committee chairmen by the sub-committee itself.

At the informal meeting of all Members in February, it was suggested that the introduction of term limits for chairmen of sub-committees should also be considered and the views of Members are sought on that matter.

Recommendations

It is **recommended** as follows:

- a) that further consideration be given to the implementation of a new convention for the appointment of chairmen of sub-committees, namely, when a Chairman of a Grand Committee does not wish to be the chairman of a sub-committee a convention is adopted whereby the Chairman submits his or her nomination for chairman to the Grand Committee for approval. Where no specific Member is nominated by the Chairman of the Grand Committee, the selection process would be by election from all eligible Members of the Grand Committee;

- b) that consideration be given to the introduction of term limits for sub-committee chairmen.

Report

Background

1. This report concerns the recent review of the process for appointing chairmen of sub-committees.
2. The current arrangements for selecting the chairmen of sub-committees is for that to be determined by the relevant Grand Committee and quite often it can be the Chairman of the Grand Committee who takes on the responsibility, depending on circumstances. If not, it is usual practice for the sub-committee to decide, most often by election from amongst its membership. There is no hard or fast rule and Members felt that the rather ad-hoc approach taken by the various Committees would benefit from greater consistency across the board
3. In light of this, in December 2016 the Policy Committee proposed the introduction of a convention for the selection of sub-committee chairmen to ensure consistency across all Committees. The convention provides that, when a Chairman does not wish to be the chairman of a sub-committee and wishes a specific member to be appointed, the Chairman shall submit his or her nomination for chairman to the Grand Committee for approval. A resolution to that effect was circulated to all relevant Committees asking for the convention to be endorsed.
4. The Policy Committee based its decision on the following principles:
 - it should be accepted practice for the Chairman of a Grand Committee to chair any Sub-Committee appointed by it;
 - where the Chairman of a Grand Committee does not wish to chair a sub-committee, the Chairman should be able to nominate another Member of the Grand Committee with the necessary experience and qualities, for approval to fulfil that role; and
 - where no specific Member is nominated by the Chairman of the Grand Committee, the selection process would be by election from all eligible Members of the Grand Committee.
5. The Chairman of the Finance Committee was particularly supportive of the P&R recommendation. Under his Chairmanship of Finance, he has been able to propose and to gain support for some significant changes in the way sub-committees operate and who chairs them. These changes have enabled more Members to play a more valuable part in, and to contribute to, the Committee's overall work, whilst also recognising that sub-committees should be servants of the Grand Committee's policies and priorities. Any changes should not get in the way of these two objectives.

6. It was noted at the informal meeting that the Policy & Resources Committee would take another look at the position. In addition, several Members asked for consideration to also be given to whether terms limits should be introduced for Chairmen of sub-committees, as they are for Chairmen of Grand Committees.

Options for Chairmanship of sub-committees

7. There are several options open to Members to consider for how Chairmen should be selected for sub-committees, including the following:
 - i) Retain the status quo. Currently, a Grand Committee has the option of choosing who should take the chair of a sub-committee that it appoints. In a number of cases that is the Chairman of the Grand Committee but not always. Grand Committees can also decide to leave such matters to the sub-committee who usually select their Chairman through a process of election. This has been the position for a number of years.
 - ii) Adopt the convention agreed by the Policy & Resources Committee in December, as described in paragraphs 3 and 4 above. This provides for a process whereby the Chairman of a Grand Committee does not wish to chair a sub-committee and has instead identified another Member for that role with the necessary experience and qualities. In those circumstances, the Chairman would submit his or her nomination to the Grand Committee for approval. Where no specific Member is nominated by the Chairman of the Grand Committee, the selection process would be by election from all eligible Members of the Grand Committee who would nominate themselves.
 - iii) Grand Committees to appoint all sub-committee chairmen. In this case, when sub-committees are appointed (which they are annually), the Grand Committee would be asked to decide at that stage who should take the chair. This could be the Chairman of the Grand Committee or by inviting eligible Members of the Grand Committee to nominate themselves, followed by an election if there is more than one candidate.
 - iv) Sub-committees to appoint their own chairmen. In this case, the question of chairmanship would be left entirely to the sub-committee to decide, usually by election. Whilst this is an option, it should be noted that there are a number of sub-committees where Members may consider it appropriate, because of the nature of the business ie: it is sensitive or strategic, for the Chairman of the Grand Committee to be the chairman. In those circumstances, imposing such a rigid rule may not serve the City Corporation's best interests as it does not allow for any flexibility.
8. It should also be noted that the Chief Commoner automatically chairs several sub-committees including the Privileges Sub-Committee.

Term Limits

9. At the informal meeting of all Members reference was made to the possibility of introducing terms limits for chairmen of sub-committees. Currently there are no restrictions on the number of terms (or years) that a Member can serve as chairman of a sub-committee as there are for Grand Committees (there are, however, conventions affecting the chairmanship of the Property Investment Board, Financial Investment Board and Social Investment Board, all of which report directly to the Court of Common Council). Standing Orders provide for the Chairmanship of most Grand Committees to be no more than three years with three exceptions - the Policy & Resources and Finance Committees where the term is a maximum of five years and the Police Committee where the term is no more than four years.
10. Members' views are sought on whether term limits should be introduced for chairmen of sub-committees and, if so, what the term should be eg: three years. If Members decide to introduce a term limit, it would be prudent, where the Chairman of the Grand Committee chairs the sub-committee, for any limit to correspond with the term of chairmanship of the relevant Grand Committee.
11. Members should bear in mind that in a number of cases sub-committees are appointed to give more detailed consideration to certain topics and, over time, chairmen can develop an expertise and considerable knowledge of the area. This does, however, need to be balanced against the need for others to be given opportunities to serve and to bring fresh skills and experience to the work of the sub-committee. The loss, through the imposition of a term limit, of an experienced chairman does not necessarily mean that individual and their knowledge of a particular topic need be lost to the sub-committee.

Conclusion

12. The proposed convention agreed by the Policy & Resources Committee for appointing chairmen of sub-committees has been met with mixed views and at the recent informal meeting of all Members it was noted that the Committee would look again at the matter. This report asks Members to review the position and sets out some options that could be considered. It also asks Members for a view on whether a term limit should be introduced for chairmen of sub-committees and, if so, what that term should be.

Simon Murrells

Assistant Town Clerk

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Committee: Education Board	Date: 25 May 2017
Subject: Appointment of Sub Committees 2017/18	Public
Report of: Town Clerk	For Decision
Report Author: Alistair MacLellan	

Summary

This paper outlines the terms of reference and composition of the Nominations Sub Committee and Education Charity Sub Committee and invites the Education Board to appoint those Sub Committees and their memberships.

Recommendation(s)

That Members,

- Review and approve the proposed terms of reference and composition of both the Nominations Sub Committee and Education Charity Sub Committee;
- Subject to its composition being approved, appoint two Common Council Members to serve on the Nominations Sub Committee;
- Appoint two Members to serve on the Education Charity Sub Committee.

Main Report

Background

1. The first meeting of each City of London Corporation Committee and Board after its appointment by the Court of Common Council provides an opportunity to establish any Sub Committees that Members consider are necessary for the Board or Committee to carry out its functions.
2. To date the Education Board has chosen to appoint a Nominations Sub Committee and an Education Charity Sub Committee. The purpose and composition of these Sub Committees is outlined below.

Nominations Sub (Education Board) Committee

3. The Nominations Sub (Education Board) Committee is responsible for reviewing the skills audit of Education Board Members, and recommending to the Education Board the appointment of external Members in the event of any vacancies arising among external Members on the Board.
4. It is proposed that the Nominations Sub (Education Board) Committee is constituted to include both the Chairman and Deputy Chairman of the Education Board, and at least two additional Members. A proposed terms of reference for this sub committee is included as an appendix.

Education Charity Sub (Education Board) Committee

5. Following the City of London Corporation's Grants Review, the Education Board has been given responsibility for managing the City of London Corporation Combined Education Charity and the City Educational Trust Fund. The Board is responsible for consulting with the Community and Children's Services Committee on any policy adopted for the application of grants from those charities.
6. The composition of the Education Charity Sub (Education Board) Committee is set by the Court of Common Council: it must be composed of four members of the Education Board and four members of the Community and Children's Services Committee.

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Appendix

Nominations Sub (Education Board) Committee Terms of Reference

Constitution

- Chairman and Deputy Chairman of the Education Board.
- At least two members of the Education Board, who are also members of the Court of Common Council.

[Membership 2016/17: Catherine McGuinness, Henry Colthurst, Randall Anderson, Chris Hayward, Virginia Rounding, Sheriff & Alderman William Russell]

Quorum

- Any three members.

Terms of Reference

- Review the skills audit of the Education Board's membership and identify areas in which the Board would benefit from the addition of expertise;
- Review supporting statements from interested parties who wish to be considered as external members of the Education Board;
- Make recommendations on the appointment of external candidates to the Education Board.

Education Charity Sub (Education Board) Committee Terms of Reference

Constitution

- Chairman and Deputy Chairman of the Education Board, and two further Members of the Education Board.
- Four Members appointed by the Community and Children's Services Committee.

[Membership 2016/17: EDUCATION BOARD Catherine McGuinness, Henry Colthurst, Randall Anderson, Deputy John Bennett COMMUNITY AND CHILDREN'S SERVICES COMMITTEE John Fletcher, Deputy Bill Fraser, Ann Holmes, Philip Woodhouse]

Quorum

- Any three Members.

Terms of Reference

- To be responsible for the application of funds from the City of London Combined Education Charity (registered charity no. 312836) and the City Educational Trust Fund (registered charity no. 290840), in line with any policy set by the Education Board governing the management of those charities.
- To review the eligibility criteria of those charities ahead and make any recommendations on proposed amendments to the Education Board.
- To make recommendations to the Education Board on any policy governing the management of the City of London Combined Education Charity (registered charity no. 312836) and the City Educational Trust Fund (registered charity no. 290840).

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Agenda Item 9

Committee(s)	Dated:
Education Board	25 May 2017
Subject: Education Strategy Monitoring Report	Public
Report of: Director of Community and Children's Services	For Decision
Report author: Jeanne Barnard	

Summary

This report updates the Board on the implementation of the Education Strategy 2016-19 (Strategy) against objectives and prioritised actions, for the period November 2016 to April 2017. Progress against the three objectives in the Strategy has been positive.

The report also recommends that the prioritised actions and success criteria for Objective 3, employability are updated. The City Corporation has also started some new initiatives that fall within the employability remit, including the City Corporation's Apprenticeship programme, and the work the Economic Development Office is doing with businesses to support them in setting up apprenticeship programmes. We recommend that these initiatives and others included in the Corporation's new Employability Strategy, on the agenda for the July Education Board, are included as prioritised actions under Objective 3 in the Strategy.

Members are also asked to review the method of reporting on the Education Strategy, and whether the current format is the best way to report on prioritised actions.

The the City's family of schools' partnership activity schedule for the 2017/18 financial year is also attached for your information.

Recommendation(s)

Members are asked:

- Note that good progress was made across all three objectives of the Education Strategy
- Agree to an update to the prioritised actions and success criteria of Objective 3, Employability.
- Agree to review the method of reporting on the Education Strategy prioritised actions.
- Note the City's family of schools' partnership activity schedule.

Main Report

Background

1. The City of London Education Strategy 2016-19 was approved by the Education Board and the Court of Common Council in March and April 2016 respectively. 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.
2. The report provides an update on the delivery of prioritised actions under each of the three objectives in the Strategy: Cultural Education, the City of London Academies Trust, and Employability.

Monitoring of prioritised actions against key objectives

3. A comprehensive monitoring table covering all three Objectives is attached as Appendix 3. The Education Unit, EDO, and the City Corporation's cultural venues have contributed to the monitoring table.
4. Some of the key outcomes under each Objective are outlined below.

Objective 1: Cultural Education

5. The School Visits Fund has been a great success. From establishment in November 2015 to the end of March 2017, 105 applications have been approved, benefitting 5,659 pupils from 28 London Boroughs. The average Pupil Premium rate of the visiting schools is 51%, easily exceeding the target of 30%. Feedback has been extremely positive, with 100% of teachers saying applying for the Fund was easy or very easy, and 95% saying they would visit the venue again.
6. The City Corporation's cultural venues have been working together on a range of initiatives. One of these is the Young City Poets project, in partnership with the National Literacy Trust. This programme has involved 1,200 primary and secondary school pupils across London. City Stories is another programme of activities which focuses on year 7 pupils, and teaches the City's academies about the heritage and culture of the City of London.
7. Working in partnership with BAM Nuttall, the Open Spaces group has engaged 180 students in learning to build dams for British Science Week, as part of the Hampstead Heath Ponds Education Project. Another 4,200 students have attended science and geography-based education sessions at the City Corporation's open spaces.
8. The Board will receive a separate report about the progress in setting up a City of London Corporation Cultural Education Partnership.

Objective 2: Outstanding academies

9. The City of London Academies Trust (the Trust) is on track to open five new academies in September: CoLA Shoreditch Park, CoLA Highgate Hill, CoLA Highbury Grove, CoL Primary Academy Islington, and Newham Collegiate Sixth Form College.
10. The Trust has developed a model Terms of Reference, governor appointment process, and governance structure for all Trust academies. These models are now in place.
11. The Headteachers' Forum will be setting up a cultural forum, with each City school being represented by their Heads of Music. The Guildhall School of Music & Drama will

also be part of the forum, which will lead to closer collaboration between the City schools and the Guildhall school. It will also allow schools to share best practice and provide opportunities for cross-school music programmes.

Objective 3: Employability

12. There have been 12 City Corporation employees involved in a new mentoring project set up for City of London Academy Southwark students, and another 18 employee volunteers have been involved in work-related activities.
13. A range of work place visits, employability workshops and creative sessions have been facilitated in partnership with City Action, the Corporation's employee volunteer broker. Sessions included how to get the most from your LinkedIn profile, and engaged 66 City businesses.
14. EDO has also provided SGOSS with funding to set up a programme of work to encourage school governors to focus more on employability, and provide work experience opportunities for students through their business contacts.

Other related activities

15. There is a strong partnership activity schedule in place for the 2017/18 financial year (Appendix 1). The City Corporation hosted a debating event for year 10 students from our secondary academies and independent schools. The topic was 'This house believes the Internet should be censored'. This resulted in some lively debate and plenty of questions from the floor.
16. The City of London Freeman's school hosted a GCSE revision residential over the Easter weekend for GCSE students from the City Corporation's three secondary academies. The weekend was very successful, with 46 students attending the residential, with great feedback from teachers and students.
17. Photos from both events are attached at Appendix 2.

Update Objective 3 prioritised actions

18. Since the development of the priorities actions under Objective 3, the City Corporation has started some new initiatives that fall within the Strategy's remit. This includes the City Corporation's Apprenticeship Scheme. The City Corporation is fully utilising the Government's Apprenticeship Levy, and aims to establish 100 high quality apprenticeships at the City Corporation.
19. The Economic Development Office is piloting a scheme to support small and medium sized levy payers in the Financial and Related Professional Services sector to navigate the Apprenticeship Levy.
20. The Employability Group, a cross departmental group of Officers, is also working on a corporate wide Employability Strategy. The Education Unit is feeding into this strategy to ensure it aligns with the Education Strategy. The strategy will come to the July Education Board meeting, for information.

Reporting format for next monitoring period

21. This report concludes a one-year reporting cycle since the adoption of the Education Strategy 2016-19. Officers would like feedback on whether Members would like to continue with the current reporting method, or whether Members would like to be updated on progress against the Strategy's prioritised actions.

Conclusion

22. This report updates the Board on the implementation of the Education Strategy 2016-19 (Strategy) against objectives and prioritised actions, for the period November 2016 to April 2017. Progress against the three objectives in the Strategy has been positive.
23. This report also recommends that Objective 3 of the Strategy is reviewed, with prioritised actions updated and including the new actions developed as part of the Corporation's new Employability Strategy.

Appendices

- Appendix 1 – Partnership Activity Schedule
- Appendix 3 – Photos of Debating Event and Freeman's Residential
- Appendix 3 – Education Strategy Monitoring Table

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Event	Date
Athletics Day	14 June 2017
Economics Conference	28 June 2017
Arts Exhibition	5 July 2017
Year 7 inductions – Led by MoL and Barbican	July 2017 (tbc)
New schools opening ceremonies	October 2017 (tbc)
Prefects Dinner	November 2017 (tbc)
Basketball tournament	November 2017 (tbc)
School Concert	15 January 2018
School staff conference	January 2018 (tbc)
Careers Fair	March 2018
Debating competition	March 2018

City Schools Debating event



City of London Freeman's GSCE Residential



Strat. Obj.	Prioritised Action	Success Criteria
1	a) Maximise access to the City Corporation's cultural venues by London's pupils through a school visits fund.	<ul style="list-style-type: none"> i. At least 100 schools per year use the fund. ii. 100% of schools using the school visits fund have not visited their chosen venue in the last 3yrs. iii. 75% of teachers say they are likely to take a group to the venue again.
1	b) Provide further opportunities for the City Corporation's cultural venues to work together to offer innovative learning programmes and resources that benefit learners across London and beyond.	<ul style="list-style-type: none"> i. Hard Education programme has a positive impact on 90% of teachers and pupils. ii. The Great Fire website is 'go to' website for the subject receiving at least 2million page views in the first year. iii. The profile of our work is raised through the headteachers' event, resulting in increased participation at City cultural venues. iv. 25% of people at the Celebrating the City Festival and Shakespeare Weekender are first-time visitors to the venues. v. CoLC's investment in learning initiatives enables equal 'match funding' to be secured from other sources.
1	c) Establish a City of London Cultural Education Partnership.	<ul style="list-style-type: none"> i. A City of London Cultural Education Partnership, including the City schools, is established by 2018. ii. This Partnership is seen as a key strand of the Cultural Hub. iii. The Cultural Education Partnership achieves national recognition as a model partnership, providing access to high-quality cultural experiences for learners through a single destination. iv. The Partnership results in CoLC's education work benefitting a greater number and diversity of learners across London.
1	Promote the national STEM education agenda through working in partnership across our venues.	<ul style="list-style-type: none"> i. 90% of teachers attending a British Science Week activity at our venues report learning something new about STEM subjects in a cultural setting. ii. The profile of our work on STEM learning is raised through the headteachers' conference, resulting in greater participation in STEM education at our venues.

2	Implement an agreed governance and accountability framework.	<ul style="list-style-type: none"> i. A MAT is established assuming the scrutiny and accountability role for CoLC's sole-sponsored academies. ii. The executive functions of the MAT are identified, and posts recruited to, enabling the MAT to fulfil its statutory and legal responsibilities. iii. All providers support CoLC's quality assurance and accountability framework. iv. All providers are 'outstanding' within three years.
2	a) Implement systems and structures that enable the City schools to become world-class in education.	<ul style="list-style-type: none"> i. The Heads' Forum becomes a central vehicle for driving the sharing of practice, the consideration of new ideas, and the establishment of common approaches. ii. Leadership and support for the Forum is secured. iii. National and international educational best practice is regularly considered. iv. The Forum fulfils the reporting, consultative and proposal-forming functions on behalf of the Education Board.
2	c) Organise school clustering arrangements by geographical location.	<ul style="list-style-type: none"> i. Establish 3 clusters in London around the existing academies. ii. The clusters are cross-phase and involve at least one City independent schools as a partner. iii. Ongoing improvement projects are established in each cluster.
2	d) Work with the Guildhall School of Music & Drama and other higher education providers to secure excellent provision and pathways for students at the City schools.	<ul style="list-style-type: none"> i. FE and HE partners attend one Heads' Forum. ii. Partnerships with the Guildhall School and other institutions are established, with lead schools identified. iii. Projects are implemented with positive outcomes.

3	a) Work-related learning and work interactions.	<ul style="list-style-type: none"> i. Agree a programme of relevant work interactions for pupils, and opportunities to develop the 'soft skills', as part of annual careers workplan, ensuring that pupils complete 100 hours of experience of the world of work by 16, in line with the London Ambitions proposals. ii. Consider comparative, transparent reporting on the impact of career workplans on pupils. iii. Encourage the City schools to work together and share links and expertise to benefit all pupils. iv. Maintain an overview of CoLC's work-related activities offered to schools and young people as part of the broader London offer, ensuring City academies also benefit.
3	b) Access to quality and reliable careers advice.	<ul style="list-style-type: none"> i. Work with the City academies to ensure each has a published careers policy and careers curriculum and regularly scrutinise implementation and impact. ii. Ensure each City academy has a governor on the governing body with responsibility to oversee this scrutiny. iii. Ensure CoLC is participating actively in, and promoting, the London Ambitions Career Offer. iv. Ensure students at City academies have access to up-to-date labour market information.
3	c) Using destination data to improve outcomes for young people.	<ul style="list-style-type: none"> i. Work with the City academies to understand where pupils go after leaving school, particularly the sustained rather than immediate destination, and consider annual data from City academies and other schools, working to address any issues identified. ii. Consider the different destinations of young people from the City academies to identify areas where additional support or opportunities may be required.

Progress
(April - November 2016)

i) The fund is on track and it's estimated that by its first anniversary 100 schools across London and over 5,000 pupils will have benefitted.
ii) All schools have met the criteria and on average 49% of pupils are in receipt of Pupil Premium (against a target of 30%).

i) We are seeking funding for the Hard Education programme - it has not started yet.
ii) The Great Fire website went live on 2 Sept as planned and received over 57,000 visits in its first month.
iii) The Headteachers' event did not take place as the Learning and Engagement Forum adopted a different strategy.
iv) Over 4,000 people took part in the Celebrating the City family festival at the Museum of London - 41% were first-time visitors.

The Learning & Engagement Forum is working with A New Direction, Arts Council England's bridge organisation for London, to establish the partnership. The Forum is also mapping current provision as a baseline.

Working in partnership with contractors BAM Nuttall, we engaged 180 students in learning to build dams for British Science Week as part of the Hampstead Heath Ponds Education Project. All students and teachers reported that learning objectives were achieved. In addition, over 4200 students have attended science and geography based education sessions at our Open Spaces since April.

- i. MAT has been established
- ii. The scheme of delegation, governance and structure of the MAT has been established and approved by the Education Board. The CEO, CFO, Director of Academy Development and Education Policy Manager have been recruited.
- iii. The quality assurance and accountability framework has been approved by the Education Board and is supported by the Headteachers and Chairmen of Governors of the schools
- iv. Independent Schools - CoLS, CoLSG, Freemans School - Outstanding, SJC - Outstanding, TCAH - Outstanding, CoLAI - Good with Outstanding Leadership, CoLA Southwark - Good, Redriff Primary - Outstanding,

- i. The Head's forum meet bi-termly, agenda items include:
 - discussion of curriculum models, teacher sharing, staff recruitment and retention, CoL managed moves protocol, CoL
- ii. A proposal for an Education Strategy and Training Director post has been developed and is to be proposed as a secure post to be advertised in the new year
- iii. A CoLAT staff conference on the theme of creative education is being planned for early 2017.
- iv. The forum is developing policy and supporting the development of social mobility initiatives

- i. There are 3 clusters developing relationships. Currently the North - Islington, South - Southwark and East - Hackney
- ii Independent schools working across Trust schools at present but may offer local support in the future
- iii. Improvement projects around the development of maths teaching have been identified as an area to work on.

- i. Not actioned as yet
- ii. GSMD are partnering with the CoL schools to run workshops and help them compose an original piece of music for the schools concert and will be providing the Compere for the event. Also exploration of a Music Academy link with TCAH.
- iii. TBC

i. The baseline data has been collected from the schools, this will be used to determine progress each year has been analysed and will be used to determine what the CoLC can do to support work related learning and soft skills development.

ii. Put on agenda for next Heads Forum on 1 December

iii. Opportunities for City schools to work together and share expertise is a regular agenda item at the Heads forum, Chairmen of Governors forum and Director's of sixth form meeting. Examples of joint working and shared expertise include the Careers fair at Guildhall in April 2016 and academy pupils attending independent schools for university interview preparation.

iv. 15 Academy students undertook work experience across the City Corporation. 33 CoLC employee volunteers have been involved in work-related activities for City academies.

The City of London's Lord Mayor's Dragon Awards recognise businesses working to raise aspirations, promote continuous learning and improve educational attainment amongst adults and young people.

City Action has facilitated curriculum development sessions, employability workshops and hosted two work experience students, engaging 28 employee volunteers in total.

The Policy Chairman and Alderman Bowman co-Chaired a Study Panel into youth employability and the resulting guide has been distributed at a variety of events held by City of London and partnering organisations

i. CoLS - clear careers policy and success measures on website, COLG and CoLB - clear outline of activity and contacts, CoLF - Key activities listed, CoL and COLH - no careers policy apparent. Majority of text referred to university routes as opposed to alternative schemes such as 'school leaver' City jobs or apprenticeships.

ii. Only CoLG has a Governor responsible for Careers

iii. Conference on the experience of work held 10th October, the conference promoted London Ambitions and the need for quality experiences of work.

iv. Schools were asked what information they required - responses were; careers fairs, mentoring, business engagement. As labour market information did not come up, a discussion regarding access to Labour Market Information is suggested for the next Heads Forum on 1 December 2017.

i. Data received from all secondary academies except City of London Academy Islington. 0% of Key Stage 4 students are Not in Education, Employment and Training. Very few students have moved on to apprenticeships and employment, the vast majority of students go straight to 6th form or further education. In England 91% of pupils were in sustained education after key Stage 4 in 2014/15, up by 5 percentage points since 2010/11. This reduces to 88% after Key Stage 5.

ii. Put on agenda for next Heads Forum on 1 December, including collation of Key Stage 5 destination data

Progress April 2017)	(November 2016 -	Risks/Issues	Mitigation	Due date(s)	RAG
We have approved 105 applications to date (ie from November 15 to the end of March 2017) benefitting 5,659 pupils from 28 London boroughs. 100% of schools have not visited the venues in the previous 3 years and the average Pupil Premium rate is 51% (30% being the target and 26% being the national average). Feedback from teachers about the process has been extremely positive with 100% of teachers saying it is easy or very easy, and 95% saying that they are likley to visit the venue again in the future.		None	n/a	n/a	G
1) We have not yet been able to secure funding for the Hard Education programme. 2) The Great Fire website has received just over 1m page views in its first six months, so it is on target. 3) The resources intended for the headteachers' event wee redirected to the work to establish a cultural education partnership. 4) The events took place in the last reporting period. 5) The focus has been on putting together a business case for a cultural education partnership (see below). The City's cultural venues have worked together on a number of other initiatives such as the Young City Poets project in partnership with the National Literacy Trust that has involved 1,200 primary and secondary pupils across London; and City Stories, an series of activity days for year 7 pupils in the City academies about the heritage and culture of the City of London. Seven City organisations (Barbican, Keats House, Museum of London, LMA, City Centre, Monument and the Tower of London) have collaborated on the Young City Poets programme working with the National Literacy Trust and Young people and teachers from schools across London. The first iteration of the Primary school version of the Barbican's Barbican Box programme took the Great Fire as its theme and used the Muesum of London's exhibition as a starting point.		We have not yet been able to raise the necessary funds to implement the Hard Education programme	Venues are working together to identify further funding opportunities	Ongoing	A
A New Direction is leading a research and development process for the Learning & Engagement Forum. They have begun the process of understanding the Forum's current provision, as well as reviewing key policies and holding interviews with key stakeholders in order to scope the needs and opportunities. As well as Forum members they are interviewing a number of City Members and Employees, as well as a range of external stakeholders from a variety of organisations including local authorities, the GLA and the Arts Council. A New Direction have a deep understanding of the national landscape and a deep understanding of how other Cultural Education Partnerships have been developed .The scoping report that will be produced at the end of this process will inform a refreshed vision for cultural organisations working together on cultural education and identify a number of interventions to maximise their impact and ensure the city meets its objectives.		Long-term funding (ie beyond 2017-18) for the partnership is required	The Forum is also mapping current provision as the baseline for a funding bid to the City in the new year.	42736	G
Working in partnership with contractors BAM Nuttall, we engaged 180 students in learning to build dams for British Science Week as part of the Hampstead Heath Ponds Education Project. All students and teachers reported that learning objectives were achieved. In addition, over 4200 students have attended science and geography based education sessions at our Open Spaces since April. At Tower Bridge, we engaged with c. 90 families during our British Science Week family learning activity. We also participated in Engineering Open House Day in June, an initiative of the Institute of Engineering and Technology. Further, in the financial year 2016-2017, 1342 pupils participated in our STEM-focused, increasing their problem-solving and coding skills.		The Head teachers conference did not go ahead reducing our ability to promote STEM learning	Other opportunities for promotion including the School Visits Fund and teacher networks have resulted in good participation	Ongoing	G

<p>ii. The MAT has now developed a model Terms of Reference, governor appointment process, and governance for all MAT academies. These models are currently being used in setting up the governance of the new academies opening in September 2017.</p>	<p>It is important to develop the capacity of CoLAT to enable the individual schools and LGB to recognise the added value it provides.</p>	<p>Examination and progress figures would suggest that CoLAI now outstanding. CoLA Southwark was inspected in Summer 2016 and despite vastly improved performance was judged Good. Plans to address areas of development are in place to move to Outstanding by the next inspection.</p>	<p>On going</p>	<p>A</p>
<p>i. The Head's Forum has become an integral part improving practice across the schools, and sharing best practice, and providing opportunities for schools to work together and share resources. ii. The Education Strategy and Skills Director has been appointed and will be starting in September. iii. The City Corporation hosted a staff conference in January with the theme of creativity, Will Gompertz spoke at the conference, and emphasised the importance of creative teaching to improve results iv. The Forum will be setting up a Cultural Forum with the heads of music and arts from each to school to further develop our schools' music offer</p>	<p>The Heads forum is becoming a key body for policy development and collaborative projects. The schools have a shared vision and are developing innovative approaches building on the excellent practice evident in every school.</p>	<p>It is important that the conference planned for January is a success to develop significant momentum around a key strand of the shared vision.</p>	<p>On going</p>	<p>G</p>
<p>i. The MAT is opening 3 more schools in Islington, which will further develop the Northern cluster of schools ii Independent schools are continuing to work across the Trust to offer support. For example, Freeman's hosted a residential for high achieving A level students from the three secondary academies at its boarding house. CLSG have also offered students from the academies who are interested in Classics to sit in on classes. iii On behalf of all the schools, the MAT is looking into better recruitment advertising deals, and savings across a range of services.</p>	<p>Clusters developing and will be more effective as the Trust and therefore the family of schools grows</p>		<p>On going</p>	<p>G</p>
<p>i. A representative from the Guildhall has attended the Heads' Forum, which will lead to a closer relationship between the Guildhall school and the City's schools. ii The Guildhall school will be part of the Cultural Forum that is being set up, and is currently working with the Education Unit to organise a range of music programmes and events for the City's schools. This is currently being led by the CLSG iii The school concert was held in January and was a huge success, providing students from all our school the opportunity to perform at Milton Court.</p>	<p>Establishing FE and HE partners that can add value to the forum. Discussions around into university project and the IOE running projects for staff and students.</p>		<p>On going</p>	<p>A</p>

<p>The Barbican has put in place a structured work experience programme - working with business education partnerships to recruit young people from East London boroughs to take part in the two week placement which offers experinece across many of the centre's deparmtents.</p> <p>The Barbican's Young Creatives Programme provides a series of masterclasses, insight discussions and networking events for young people looking to develop careers in the Creative Sector, along with a number of intesnive programmes (Young Producers, Young REviewers, Young Programmers, Young Photographers) given substantial experience and mentoring opportunities to young people.</p> <p>"i. Aside from Islington Academy, all pupils complete 100 hours of work related learning. A meeting with work related learning representatives in academies is being set up to discuss work plans and share best practice.</p> <p>ii. See bi) below.</p> <p>iii) Careers included as agenda item on Heads forum and a meeting with all work related learning representatives is being arranged.</p> <p>iv) Academies frequently invited to participate in EDO funded programmes although seldom accept due to the large number of other offers from the CoL and other businesses. 7 Academy Southwark students undertook work experience across the City Corporation in March. 12 CoLC employees have been involved in a new mentoring project set up for Academy Southwark students. Additionally, 18 CoLC employee volunteers have been involved in work-related activities.</p> <p>The City of London's Lord Mayor's Dragon Awards recognise businesses working to raise aspirations, promote continuous learning and improve educational attainment amongst adults and young people.</p> <p>City Action has facilitated work place visits, employability workshops and creative sessions such as how to get the most from your LinkedIn profile, engaging 66 City business employees in employability related topics.</p> <p>The Policy Chairman and Alderman Bowman co-Chaired a Study Panel into youth employability and the resulting guide has been distributed at a variety events held by City of London and partnering organisations</p> <p>Career Ready Awards hosted at Guildhall recognising excellence in work related learning in London.</p> <p>365 mixed ability year 8 and 9 students and 30 teachers from schools in the City's neighbouring boroughs attended a careers event 'Teen Tech City'.</p>	<p>Failed to receive data from The City Academy Islington. Many activities are off timetable (particularly for the independent schools) therefore not captured in the hours.</p>	<p>Allow 3 weeks to respond to data request</p>	<p>i. 7th October iv. Ongoing</p>	A
<p>ii. No further action until meeting with work-related learning representatives takes place Discussion took place at Heads and Governor Forums. We have asked that a governor be appointed as head of careers for each governing body (TBC). Added as a standing item on the Governors forum agenda.</p> <p>iii) London Ambitions discussed at City's Business events (see aiv above) place at Heads Forum - schools deciding whether to use Unifrog to access data.</p>	<p>Failed to receive data re; Governors from The City Academy Islington.</p>	<p>Allow 3 weeks to respond to data request</p>	<p>ongoing</p>	A
<p>i) Discussion took place at Heads Forum - schools deciding whether to use Future First to access data. ii) Careers fairs to include apprenticeships route. CoL apprenticeship service to communicate apprenticeships to Academy students</p>	<p>Failed to receive data from The City Academy Islington. Failed to request data on Key Stage 5</p>	<p>Allow 3 weeks to respond to data request and amend data collection method</p>	<p>i. 7th October ii.</p>	G

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Committee(s)	Dated:
Education Board	25 May 2017
Subject: Department of Community and Children's Services: High Level Business Plan	Public
Report of: Director of Community and Children's Services	For Information

Summary

This report presents, for information, the High Level Business Plan for the Department of Community and Children's Services (DCCS) for the year 2017-18.

This new format of plan is provided in response to Member requests for consistency of presentation across the organisation, and a desire to see a succinct statement of key ambitions and objectives for every department. This is the first year where a standardised high-level summary of departmental plans has been produced. These will also allow corporate Committees and Sub Committees to see what is being proposed and delivered across the organisation as a whole.

Draft versions of all departmental high level plans were provided to committees prior to the March Common Council elections. Feedback from members on these drafts has been used to develop the corporate template and contents.

Recommendation(s)

Members are asked to:

- Note the High Level Business Plan for the Department of Community and Children's Services.

Background

1. The DCCS High Level Business Plan was approved by the Community and Children's Services Committee on 10 May 2017. Members of that Committee made one recommendation to incorporate an objective around estates into the plan.
2. At the above Committee meeting the detailed Business Plan for Community and Children's Services was also approved and members were asked to note the draft of the Corporate Plan 2018-23 and provide feedback on the content.

Appendices

For Information

1. High level departmental plan – Department of Community and Children's Services.

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We provide care, support and guidance to our diverse communities

Our ambitions are that:

We support our communities so they:

- Feel safe and have good health
- Are able to achieve their potential
- Are able to exercise choice and feedback on the services they use.

What we do is:

People:

- Adult Social Care, Children's Social Care, Education & Early Years, Homelessness and Rough Sleeping.

Commissioning & Partnerships:

- Performance monitoring and analysis, strategic planning and policy, policy development, service commissioning

Housing

- Community Development, Housing Benefits, Housing Estate Management and Sheltered Accommodation.

Barbican Residential:

- Barbican Estate Management, Property Services and Housing Development.

Education Unit:

- Academy Development, Adult Learning, Apprenticeships and Employability.

Barbican and Community Libraries / Information Services:

- Community Libraries, Information and Advice.

Public Health

- Business Healthy, Health Planning, Pan-London Sexual Health.

Our budget - 2017/18 - £,000

	Local risk	Central risk
People	6,918	242
Commissioning & Partnerships	1,937	(111)
Housing Revenue Account (HRA)*	(1,230)	(450)
Housing (non - HRA)	810	67
Barbican Residential	(2,390)	(1,035)
Education	500	800
Community Libraries	2,145	309

Above shows the total local and central risk – a detailed breakdown of total net expenditure is shown in the full DCCS Business Plan.

*HRA total income is £15,038,000

Our top line objectives are:

One - Safe:

- People of all ages live in safe communities, safe accommodation and are protected from harm

Two - Potential:

- People of all ages can achieve their ambitions through education, training and lifelong-learning

Three - Independence, Involvement and Choice:

- People of all ages can live independently, play a role in their communities and exercise choice over their services

Four - Health and Wellbeing:

- People of all ages enjoy good health and wellbeing

Five - Community:

- People of all ages feel part of, engaged with and able to shape their community

What we will measure:

Key performance indicators have been identified that map to each of our top line objectives. These will support the monitoring and tracking of progress in delivering identified outcomes and impacts. A summary of these is contained in the detailed DCCS Business Plan.

Corporate programmes and projects:

1. Deliver an outstanding education offer through our existing and new City of London family of schools
2. Secure efficiencies and better outcomes for service users through the integration of health and social care commissioning across the City of London and Hackney
3. Deliver an expanded corporate apprenticeship programme to provide outstanding employability, training and skills opportunities
4. Collaborate with other departments to ensure the City is a healthy place to live work and do business
5. Manage the transformation of pan-London sexual health services through the mobilisation of e-healthcare service and co-ordination of governance

Departmental programmes and projects:

6. Improve outcomes and services for children and young people with special education needs and disabilities
7. Increase the City's stock of affordable housing on its HRA estates
8. Expand and develop resident involvement and community development programmes
9. Develop and deliver an "accommodation pathway" for rough sleepers
10. Collaborate with the City of London Police to deliver a joint suicide prevention programme
11. Improve outcomes and experience for adult social care users
12. Improve the breadth and quality of youth services

How we plan to develop our capabilities this year:

- Developing and launching Workforce Development Strategy
- Strengthening our commissioning resource
- Reviewing departmental risk processes and ensure robust mitigation
- Delivering needs assessment and analysis, and strengthening performance monitoring to inform service design and delivery
- Implement new child and adult social care case management system

What we are planning to do in the future:

- Respond to the impacts of devolution and public sector reform
- Identify future opportunities for integration of health and social care services to address budgetary and demand pressures
- Identify options to further increase housing supply within the City and across London
- Expand the range and level of apprenticeships offered by the Corporation
- Develop a Libraries First approach in line with the government's vision for public libraries to contribute to local and national priorities
- Identify opportunities to enhance service delivery provided by the addition of community libraries to the department.

What we will measure:

1. School Ofsted rating and "progress 8" attainment
2. Patient outcomes
3. Apprenticeship delivery, completion and positive destinations
4. "Health in all policies" impact
5. Service take up and outcome
6. SEND dashboard indicators
7. Start on site and completions
8. Participation, reach and satisfaction levels
9. Bed spaces, occupancy and impact on rough sleeping
10. Effectiveness of interventions
11. Service user outcomes, satisfaction, delayed transfer of care; recommissioned telecare
12. Participation and reach of service; NEET young people.

Committee(s)	Dated:
Education Board Policy and Resources Committee	25 May 2017 8 June 2017
Subject: Expansion of Redriff Primary School from 2 to 3 forms of entry	Public
Report of: The Director of Community and Children's Services	For Decision
Report author: Mark Emmerson - Education and Training Strategy Director	

Summary

This report examines the need for expansion at Redriff Primary Academy, a City of London Academies Trust (CoLAT) school, from two forms to three forms of entry some time in the next 3 academic years

The terms of the sponsorship agreement between the City Corporation and CoLAT provide that any planned expansion of CoLAT's activities in existing or to additional schools requires the City's written consent as sponsor, following appropriate consultation. Further, any expansion of CoLAT's activities requiring capital investment requires the City's written consent as sponsor.

The Education Board has been given delegated responsibility for the oversight and monitoring of the City Corporation's sponsorship of its academies while the Policy and Resources Committee retains responsibility for considering matters of policy and strategic importance to the City of London Corporation including matters referred to it by other Committees. This report is therefore presented to the Education Board on the basis that the Board considers recommending to Policy and Resources Committee for decision that the City Corporation gives its consent to these proposal for the City as sponsor.

Recommendation(s)

Members are asked to:

- Approve the expansion of the Redriff Academy from two forms to three forms on the basis set out in this report, specifically on condition that the capital investment is provided wholly by Southwark Council.

Main Report

Background

1. Redriff Primary City of London Academy (Redriff) is a high performing primary school, currently graded as 'Outstanding' located on the Rotherhithe peninsula in

the London Borough of Southwark. It is a popular over-subscribed school with capacity to expand, having had 239 applications for 60 places in 2017.

2. On the 16th December Southwark Council considered a pupil planning report for its local authority area. A shortfall of places was predicted with a planned capital expansion to meet the projected need.
3. More specifically the report examined the projected growth in primary-aged children in the Bermondsey/Rotherhithe peninsula, which they refer to as 'Planning Area 2'.

Proposals

4. The Southwark Council report outlined the following proposals:

'an anticipated 1FE (30 pupils) permanent expansion at Redriff Primary Academy. Southwark Free School will be moving to their new site on Rotherhithe New Road in September 2017 and admitting 2FE.'

Since the report was written there has been a decision taken by the Regional Schools Commissioner has recommended that South Free School close. which will mean a further shortfall of 60 places.

5. In addition the report makes it clear that additional places are required on the Rotherhithe peninsula where Redriff is located. It says:

'The geographical isolation of the peninsula and lengthy transport links to other parts of the planning area and the borough as a whole, make it imperative that the Council provides locally based provision, rather than expecting Rotherhithe residents to commute to other schools that have spare places available'.

6. In order to facilitate the capital expansion programme to meet the projected shortfall of places within the borough, Southwark Council have committed a total investment plan of £160 million.
7. As part of this expansion programme £4.1 m has been set aside for Redriff. It is proposed that the capital work is progressed to allow expansion from two to a three form entry some time over the next three academic years. This has been communicated to the Redriff governing body in writing by the Council. Redriff governing body and executive staff, together with the CoLAT Board are supportive of the proposal.
8. The table below sets out the demand for places locally taken from Southwark Council's pupil projections showing basic need for places in the Redriff locality, of at least 1 FE.

Projections	2015-16	2016-17	2017-18	2018-19	2019-20
2. Bermondsey and Rotherhithe	938	974	955	968	1,009
Capacity	2015-16	2016-17	2017-18	2018-19	2019-20
2. Bermondsey and Rotherhithe	990	1,050	1,050	1,050	1,050
Excess/Shortfall	2015-16	2016-17	2017-18	2018-19	2019-20
2. Bermondsey and Rotherhithe	+52	+76	+95	+82	+41

Projections	2020-21	2021-22	2022-23	2023-24	2024-25
2. Bermondsey and Rotherhithe	1,038	1,061	1,077	1,096	1,097
Capacity	2020-21	2021-22	2022-23	2023-24	2024-25
2. Bermondsey and Rotherhithe	1,050	1,050	1,050	1,050	1,050
Excess/Shortfall	2020-21	2021-22	2022-23	2023-24	2024-25
2. Bermondsey and Rotherhithe	+12	-11	-27	-46	-47

Corporate & Strategic Implications

9. The expansion of a school presents risk in terms of impact on educational attainment. However in Redriff there is an accomplished senior team with an outstanding Executive Headteacher. There is a substantial school footprint with more than enough open space to expand in to. The risks to educational attainment would therefore be considered relatively small.
10. In addition the sustainability of small primary schools in the current funding context is a concern. This risk would be mitigated by the growth of the school which would draw in close to £1m per year in additional revenue funding.
11. The terms of the sponsorship agreement between the City Corporation and CoLAT provide that any planned expansion of CoLAT's activities in existing or to additional schools requires the City's written consent as sponsor following appropriate consultation as agreed between CoLAT and the City. Further, any expansion of CoLATs activities requiring capital investment requires the City's written consent as sponsor. This report seeks authority for those consents.
12. Additionally, having regard to paragraphs 14-16 below regarding the proposed management of the capital project by Southwark Council, this report seeks the City's authority to waive the requirement in the sponsorship agreement that:
 - (a) programme management of capital programmes shall be managed by the City Corporation's Education Unit (with the consent of CoLAT and subject to any direction by the Department for Education or the Education Funding Agency); and

- (b) the City will establish a project board for this purpose co-chaired by CoLAT's Chief Executive Officer and the City's Education Strategy Director (or other person notified by either party), and shall include the Headteacher of the school to which the capital investment relates as well as a representative from the local authority in which the school is located.

Financial Implications

13. There has been a request to the City of London provide funds to support the capital programme. This has been declined on the basis that the plans for the extension should easily be affordable within the £4.1m already earmarked for the project by Southwark Council and as the existing school site is sufficient to accommodate the expansion. The recommendation is based on the position that the City would not be providing any financial support into this project and that it is delivered wholly by Southwark Council.
14. The capital expansion project would be run and managed by Southwark Council and so would present no financial risk or liability to the City Corporation. CoLAT, through the Executive Headteacher of Redriff and CoLAT's CEO, would be represented on that project board as would be normally expected in respect of such projects.
15. However, having regard to the proposed waiver of the terms of the sponsorship agreement in respect of the City's management of this capital project (as referenced at paragraph 12 above), it is proposed that CoLAT will provide regular written reports to the City Corporation on the progress of the capital project which will be reported to the Education Board in the regular Academy Updates Paper.

Conclusion

16. The planned expansion of places at Redriff Primary School would help meet the needs of Southwark pupils located on the Rotherhithe peninsula. The allocated funding is generous and will be enough to build the proposed extension.
17. With Southwark Council wholly funding and managing the project there would be no financial liability to either the CoLAT or the City Corporation for the capital project.
18. The risks to educational attainment are small while the benefits of increased revenue funding will mitigate the potential effects of school funding reductions in London.
19. Arrangements will be implemented to ensure the City, as sponsor, retains a degree of appropriate oversight over the progress of the project.

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Committee(s) Education Board	Dated: 25 May 2017
Subject: Request for Delegated Authority – Appointment of Academy Governors (The City Academy, Hackney)	Public
Report of: Town Clerk	For Decision
Report Author: Alistair MacLellan	

Summary

A vacancy has arisen among the City-appointed governors at the City Academy Hackney, and it is anticipated that a further City-appointed vacancy will arise at the end of the Summer Term. The vacancies is currently being advertised to the Court of Common Council and, given the Education Board does not next meet until July 2017, members are asked to grant the Town Clerk, under Standing Order 41, delegated authority to consider applications received and, in consultation with the Chairman and Deputy Chairman, appoint the successful candidate(s) to the vacancies. Members are asked to note that, should no suitable candidates come forward from the Court of Common Council, Officers will seek appropriately qualified candidates from the School Governors' One Stop Shop (SGOSS).

Recommendation(s)

- Grant the Town Clerk delegated authority under Standing Order 41, in consultation with the Chairman and Deputy Chairman, to consider applications received and appoint to the vacancies on the board of governors of the City Academy Hackney.

Main Report

Background

1. Nigel Challis CC has resigned as a City of London Corporation Sponsor Governor at The City Academy, Hackney. Moreover, Deputy Catherine McGuinness has given notice of her intention to stand down as Governor at the end of the Summer Term. The Town Clerk is therefore seeking expressions of interest from the Court of Common Council and, in the absence of candidates with the requisite skills and experience, SGOSS.
2. The Board of Governors of The City Academy Hackney have asked that at least one of the appointments made by the City should be an individual with strong financial skills and experience.

Request for Delegated Authority

3. The appointment process will not have been concluded in time for the Education Board to consider completed applications at its meeting in May 2017. Moreover, the Board of Governors of the City Academy Hackney have asked that the two new City governors be in place in time for a Board Away Day in July 2017, so that they can participate in forward planning for the 2017/18 school year.
4. Therefore given that the Board does not next meet until July 2017, Members are requested to grant delegated authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to appoint academy governors at the City Academy Hackney in the room of Nigel Challis and Catherine McGuinness.

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Committee(s)	Dated:
Education Board	25 May 2017
Subject: Review of City of London Academy Southwark Local Governing Body governance	Public
Report of: Director of Community and Children’s Services	For Information
Report author: Jeanne Barnard	

Summary

The City of London Academy Southwark’s (CoLAS) Local Governing Body (LGB) previously adhered to legacy governance arrangements which were approved in November 2015 by the City of London Academies Trust (the Trust) Board. These legacy governance arrangements were inconsistent with the Trust’s governance following its restructure in early 2016 and at the Trust’s meeting on 6 December 2016 it agreed that CoLAS’ LGB structure would be reviewed by the Trust.

At the Trust’s meeting on 6 December 2016, it also approved governance documentation for all new schools joining the Trust and agreed all new academies would adhere to this structure. This governance documentation was noted and endorsed by the Education Board at its meeting on 12 January 2017.

The Trust adopted these new governance arrangements for CoLAS’ LGB at its meeting on 20 April 2017, and approved the on-going appointment of incumbent governors whose appointments were affected by the changes to governance, to take effect at CoLAS’ LGB next meeting on 10 July 2017.

The Chair of CoLAS, Andrew McMurtrie, has confirmed he will be stepping down as CoLAS LGB Chair and governor at the end of the summer term. A new governor will need to be appointed by the Trustees, and a new Chair will need to be appointed by the Trustees with the approval of the City of London Corporation as Sponsor.

Recommendation(s)

Members are asked to:

- Note the Trust has adopted new governance documentation for CoLAS’ LGB and approved the on-going appointment of incumbent governors whose appointments were affected by the changes to governance, to take effect at CoLAS’ LGB next meeting.
- Note the current Chair of CoLAS will be stepping down as CoLAS LGB Chair and governor at the end of the summer term. A new governor will need to be

appointed by the Trustees, and a new Chair will need to be appointed by the Trustees, with the approval of the City of London Corporation as Sponsor.

Main Report

Background

1. It was agreed at the Trust's Board meeting on 6 December 2016 that CoLAS' LGB governance structure, set out in Appendix 1 and which pre-dates the Trust's restructure in early 2016, would be reviewed.
2. At the same meeting, the Trust approved new governance documentation for new schools joining the Trust (which arrangements allow for flexibility in governance to reflect local needs of academies) including:
 - Governance model for LGBs;
 - Governance structure of Trust schools;
 - Process for appointing governors to LGBs;
 - Terms of Reference for LGBs.
3. CoLAS's previous LGB governance structure, set out in Appendix 1, was approved by the Trust in November 2015. These legacy governance arrangements were inconsistent with the Trust's governance following its restructure in early 2016. For example, there are no longer 8 Sponsor Directors/Trustees on the Trust Board and therefore these 8 Sponsor Governor appointments could not be made. (Under the Trust's Articles of Association the maximum number of Sponsor Directors/Trustees is 6 and there are currently only 5 Sponsor appointed Directors/Trustees to the Board.)

New Governance Documentation adopted by the City of London Academies Trust for the City of London Academy Southwark's LGB

4. At the Trust's meeting on 20 April 2017, it adopted for CoLAS' LGB, to take effect at CoLAS' LGB next meeting, the governance documentation agreed at its meeting on 6 December 2016, and noted and endorsed by the Education Board at their meeting on 12 January 2017, in respect of new schools joining the Trust (and set out in Appendix 3).
5. By adopting these arrangements the appointment and qualification criteria for governors of the school have changed. The governor appointments of Andrew McMurtrie, Antony Smyth, Simon Atkinson, William Fraser, Gillian Walsh, Keith Bottomley and Mickey Kelly were all affected by these changes. Therefore, at its meeting on 20 April 2017, the Trust also approved the on-going appointment of these incumbent governors in accordance with the new governance documentation.
6. The membership of the CoLAS LGB under the new governance arrangements is set out in Appendix 2. The appointment of the affected incumbents and the adoption of the Trust's governance arrangements will take effect at CoLAS' LGB next meeting on 10 July 2017.

City of London Academy Southwark's LGB Chair stepping down

7. The Chair of CoLAS is stepping down as CoLAS LGB Chair and governor at the end of the summer term 2017. A new governor will need to be appointed by the Trustees, and a new Chair of the LGB will need to be appointed by the Trustees, with the approval of the City of London Corporation as Sponsor. An appointment paper considering these vacancies will be taken to the next Trust board meeting on 5 July 2017, and subsequently brought to this Board on 20 July 2017 for approval of the new Chair.

Conclusion

8. At the Trust's meeting on 20 April 2017, it adopted for the CoLAS LGB, to take effect at the next CoLAS LGB meeting, the governance arrangements and documentation agreed at the Trust's board meeting on 6 December 2016, and by the Education Board on 12 January 2017, in respect of new schools joining the Trust. The Trust also approved the governor appointments of Andrew McMurtrie, Antony Smyth, Simon Atkinson, William Fraser, Gillian Walsh, Keith Bottomley and Mickey Kelly under the new governance arrangements for the CoLAS LGB. This paper also notes the Chair of CoLAS will be stepping down as CoLAS LGB Chair and governor at the end of June. A new governor will need to be appointed by the Trustees, and a new Chair will need to be appointed by the Trustees, with the approval of the City of London Corporation as Sponsor.

Appendices

- Appendix 1 –City of London Academy Southwark legacy governance structure
- Appendix 2 – City of London Academy Southwark local governing body membership
- Appendix 3 – City of London Academies Trust Terms of Reference and governance model

Background Papers

- Education Board paper and minutes: Local Governing Body governance for City of London Academies Trust Schools (12 January 2017)

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CITY OF LONDON ACADEMIES (SOUTHWARK)

GOVERNANCE

Approved 30th Nov 2015

City of London Academy-Local Governing Body

Governors

- 8 Sponsor Governors – **nominated from Directors**
- 2 Staff members elected by teachers/support staff
- 2 parent members elected by parents/guardians
- Principal of the Academy
- Co-opted Headteacher Redriff (or Deputy as alternate)
- The Directors have the right to appoint as many Governors as they see fit to the LGB
- 6 co-opted Governors appointed by LGB, ratified by Board / City

City of London Academy Southwark Local Governing Body

Name	Nature of Appointment	Group, Company or Skill Set
Andrew McMurtrie	Nominated by LGB or Sponsor and approved by the Trust and the Education Board (Chairman)	City of London Corporation - Common Councillor
Antony Smyth	Nominated by LGB or Sponsor and approved by the Trust (Vice Chair)	Partner at Ernst and Young
Simon Atkinson	Nominated by LGB or Sponsor and approved by the Trust	Assistant Chief Executive at Ipsos MORI
William Fraser	Nominated by LGB or Sponsor and approved by the Trust	
Gillian Walsh	Nominated by LGB or Sponsor and approved by the Trust	
Keith Bottomley	Nominated by LGB or Sponsor and approved by the Trust	
Elaine Davis	Parent Governor	
Bolatito Bello	Parent Governor	
Sasha Fraser	Teaching Staff	
Stephen Burgess	Non-Teaching staff	
Richard Bannister	Principal	Principal
Mickey Kelly	Nominated by LGB or Sponsor and approved by the Trust	Executive principal

City of London Academies Trust

Local Governing Bodies

Terms of Reference 2016-17

Preamble

The City of London Academies Trust (the Trust), has agreed to establish a local governing body for each school within the Trust, which will oversee the performance of individual schools against the key performance indicators set by the Trust Board as well as establish its own identity, and strengths and weaknesses, and how best to address them.

The Local Governing Bodies (LGBs) have responsibility for the functioning of their schools, within the overall strategic direction and framework of delegation set by the Trust.

Responsibilities:

- A commitment to providing outstanding education that enriches and inspires students, enabling them to reach their full academic and personal potential.
- To work within the scheme of delegation established on an annual basis, and to review effectiveness each year.
- Recommend an LGB budget plan for the financial year, and monitor the budget at least termly.
- Set targets/objectives for academy and executive principals/headteachers with the CEO of the Trust, and monitor these targets.
- Recommend the appointment of principals/headteachers and approve vice principal/deputy headteacher appointments.
- Propose staff, HR, pay, performance and disciplinary policies.
- Approve the school development plan and review progress against the development plan.
- Establish and implement a curriculum policy.
- Propose targets for student achievement and monitor targets.
- Approve pupil behaviour policies and monitor implementation of these policies.
- Propose academy admissions policy.
- Approve academy safeguarding/Prevent policies.
- Approve academy premises related policies.
- Approve and implement health and safety policies.
- Any other responsibilities as listed in the scheme of delegation (attached).
- Propose expansion opportunities for the Trust.

Membership:

LGB membership will be structured as follows:

- 2 elected parent governors
- 1 Headteacher/Principal
- 1 teacher governor

- 1 non-teaching staff governor
- Up to 7 further governors nominated by the LGB or the City of London Corporation and approved by the CoLAT Board, to include the Chair (whose appointment is approved by the City of London Corporation as Sponsor) and the Vice Chair

LGB governors are appointed by the City of London Academies Trust Trustees, in consultation with the City of London Corporation as Sponsor. The Chair of the LGB is appointed by the Trustees, with the approval of the Sponsor. The Trustees also have the power to intervene and request a governor to stand down, or in extreme cases, remove a governor if necessary.

LGB advisory groups

Each LGB will set up advisory groups, depending on the needs of the individual schools. Groups will provide advice to the LGB on areas such as finance, accountability, staffing and curriculum. LGBs will make final decisions on any matters advised on by the groups.

Quorum

A minimum of 5 governors in attendance, with the majority being governors who are not parent or staff governors, constitutes a quorum.

If the number of Governors assembled for a meeting of the Local Governing Body does not constitute a quorum, the meeting shall not be held. If in the course of a meeting of the Local Governing Body the number of Governors present ceases to constitute a quorum, the meeting shall be terminated forthwith.

Chair and Vice-Chair

The Chair is appointed by the Trust Board, but requires approval from the City Corporation as Sponsor.

Meetings

The Local Governing Body shall meet at least once in every term, and shall hold such other meetings as may be necessary. All meetings shall be convened by the Clerk to the Local Governing Body, who shall send to the Governors written notice of the meeting and a copy of the agenda at least seven clear days in advance of the meeting.

Clerking

The LGBs have responsibility for appointing their own clerks.

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Committee(s) Education Board	Dated: 25 May 2017
Subject: Mental Health in City Schools	Public
Report of: Director of Community and Children's Services	For Information
Report author: Jeanne Barnard	

Summary

This report updates Members on the work being done by the Education Unit regarding mental health in City schools. A full audit of mental health-related activity at the City schools has been completed, and is attached as Appendix 1. Common themes in the audit included anxiety, depression, eating disorders and self-harm.

Since the audit has been completed, officers have been in contact with schools to discuss how the City can further support schools' mental health offerings. The City schools identified mental health first aid training for staff as a useful contribution to its mental health offering. Officers will be looking at different providers for mental health first aid training for the City's schools, with the aim of securing a discount for the schools.

Recommendation(s)

Members are asked to:

- Note that the audit of mental health related activity at the City's schools has been completed.
- Note that since the audit has been completed, the City schools have identified the provision of mental health first aid training to staff as a key way the City can support mental health related activity.
- Note that officers will be looking into providers of mental health first aid training for the City's school, with the aim of securing a discounted service to the schools.

Main Report

Background

1. The mental health of students and staff has been identified as a growing concern in all the City schools (Trust, Co-sponsored and Independent) and discussions around the Mental Health have arisen in a number of meetings with City school staff and governors. However, a full audit of what Mental Health issues exist in City schools and what is being done to address them has never been undertaken. At Education Board on 15 September 2016 Members requested that a full audit of Mental Health related activity is undertaken to ensure this issue is being addressed and determine how the City of London Education Board support the schools in this area.

Current Position

2. An audit of all the mental health related activity at the current City schools has been completed, and is attached as Appendix 1. Common themes were identified, with the following issues identified as having a notable effect on students and/or staff:
 - Anxiety – reported by most schools, spread over all year groups and also an issue for staff.
 - Depression – reported by most schools, spread over all year groups and also an issue for staff.
 - Eating disorders – reported by two thirds of schools and affecting students, mostly in older year groups.
 - Self-harm – reported by half of schools, affecting both students and staff.
3. Other issues reported by at least one school which can be considered particularly detrimental include panic disorders, suicidal thoughts, low self-esteem and post-traumatic stress disorder (PTSD). Some schools reported that some mental health issues students experienced, particularly stress and panic disorders, were a result of examinations and performance.
4. The audit identifies the provisions schools have in place to support students with mental health and well-being. Widely used systems include:
 - Counselling – all schools indicate that they make referrals to internal or external counselling services so students can receive counselling sessions.
 - Mindfulness – two thirds of schools provide mindfulness sessions to assist with stress.
 - Child and Adolescent Mental Health Service (CAMHS) – more than half of schools make referrals to CAMHS to help with students' behavioural and emotional wellbeing.
 - Focus groups and pastoral support – all schools indicated that they provide focus groups in a number of different capacities and across year groups for students to engage in discussions with their peers and teachers.
5. Schools also noted provisions in place to support staff with mental health and well-being. Examples include:
 - Counselling – half of schools indicated they have counselling services available to staff.
 - Yoga – half of schools hold yoga classes for staff.
 - Wellbeing/Mental Health committee – half of schools have a committee which oversees staff wellbeing and holds regular meetings where staff can attend and discuss any issues.
6. In addition, at least one school indicated they have an employee assistance programme, and at least one school indicated they have dedicated work spaces for staff.

Next steps

7. Since the audit was completed, officers have been in contact with schools to discuss how the City can further support schools' mental health offerings. Schools identified mental health first aid training for staff as a top priority. Mental health first aid training is usually an educational course which teaches people how to identify, understand and help a person who may be developing a mental health issue. Many training providers can also train one staff member, who in turn can train other staff at their schools in mental health first aid.
8. Officers will be looking into which providers can offer the best service, in consultation with the schools.

Conclusion

9. This report updates Members on the work being done by the Education Unit regarding mental health in City schools. A full audit of mental health-related activity at the City schools has been completed, and is attached as Appendix 1..
10. Since the audit has been completed, officers have been in contact with schools to discuss how the City can further support schools' mental health offerings. The City schools identified mental health first aid training for staff as a useful contribution to its mental health offering. Officers will be looking at different providers for mental health first aid training for the City's schools, with the aim of securing a discount for the schools.

Appendices

- Appendix 1 – City schools mental health audit

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Mental Health and Wellbeing Support and Activities - Primary Schools

What mental health issues have you identified at your school	
Issue	Who it effects (students/year group/teaching staff/other staff)
Redriff	
Anxiety general	Pupil and support staff and parents
Separation anxiety	Pupil, parent, all staff and year group
Early loss and trauma	Pupil, parent, all staff and year group
Claustrophobia	Pupil, support staff and parents
Low mood	Pupil, year group
Relationship difficulties	Pupil, year group
Eating difficulties/disorders	Pupil, families
Body image difficulties	Pupil, parents
PTSD	Pupil, peer group, support staff
Attachment difficulties	Pupil, families, support staff, teaching staff
Low self esteem/confidence	Pupil
Sir John Cass	
Anxiety	Students, staff
Behavioural problems	Students
Impulsivity	Students
Stress	Students, staff
Depression	Students, staff

MH events or information for parents	
Event/information resource	Which parents it is targeted at
Redriff	
CAMHS	Those who have children referred
Early Help	Any family of vulnerable children
Child and Family Support Team	Parent workshops, parent advice, support with referrals e.g. CAMHS. Monitoring and information sharing with vulnerable groups. children e.g
Open door policy	
Foundation Stage workshops	
Sir John Cass	

Support and activities offered to <u>students</u> to manage MH issues and improve wellbeing (e.g. Counselling, mindfulness)	
Support/Activity	Which students it is offered to
Redriff	
PATHS	Nursery to Year 6
Jigsaw (PSE Curriculum)	KS1 and KS2
P4C	KS1 and KS2
Learning Mentoring	KS1 and KS2
Peer support groups	KS1 and KS2
CAMHS	Referral on individual basis across school
Child and Family Support Team	Team dedicated to universal and individual level of support including parent workshops, learning mentoring, safeguarding training, family support including home visits, parenting advice
Monitoring children's wellbeing: SRSS	All pupils. Termly screening to identify emotional/wellbeing issues
Pupil voice: School Council	
Pupil voice: Monitoring Pupil Attitudes to School and Self (PASS) Annual pupil survey	Annual survey KS1 and KS2 pupils
Sir John Cass	
Counselling by psychotherapist in school	Identified
Circle time activities	All students
Worry box	All students
Growth Mindset	All students
Philosophy for Children	Y1
Pastoral support by designated behaviour teacher	Any struggling with behaviour

Any other MH activity/support/training/information:

Any MH activity/support/training you would like at your school:
Sir John Cass It would be good for all staff to be trained in understanding what might cause MH and wellbeing difficulties. For staff to recognise the signs of MH difficulties in children of different ages and to know some strategies to support children.

Training for staff (on MH issues for students and staff)	
Training	Number of staff trained
Redriff	
Staff meeting Mental Health	All teaching staff KS1 and KS2
Staff meeting Jigsaw (PSE curriculum)	All teaching Staff KS1 and KS2
Staff meeting P4C	All teaching staff KS1 and KS2
Place 2 Be counselling skills	2 Learning mentors
Mental Health conference 2015	2 delegates
Mental Health Conference Southwark 2016	1 delegate
Sir John Cass	
Supporting mental health issues	1
Soilhull training	All teaching staff and all EY staff

Support/Activities offered to <u>staff</u> to manage MH issues and improve wellbeing	
Support/Activity	Number of staff who participate
Redriff	
Worklife Support: www.worklifesupport.com	Available to all staff
Mindfulness workshop for staff	Available to all staff a couple of years ago
Sir John Cass	
First Steps counselling	Available to all Soilhull trained staff
Supervision	Available to all EY staff
First Steps visits to staff meetings to talk through individual cases	Whole school

Mental Health and Wellbeing Support and Activities - Secondary Schools

What mental health issues have you identified at your school	
Issue	Who it affects (students/year group/teaching staff/other staff)
CLS	
Technology addiction (gaming)	Students in Years 12 & 13
Anxiety	Students in all years
Depression	Students in all years
Body dysmorphia/eating disorders	Students in Years 12 and 13
Drug addiction	Students in Years 11, 12 and 13
Psychosis	Student in Year 11
COLAS	
Anxiety Disorders (Panic/Social Anxiety)	Both staff and students across the board
Depression	Teaching staff/Other staff/Students
Eating Disorders	Teaching staff/Other staff/Students
OCD	Teaching staff/Other staff/Students
Post Traumatic Stress Disorder	Other staff/Students
Insomnia	Teaching staff/Other staff/Students
ASD	Other staff/Students (may affect teaching staff but have not presented in counselling)
Self-esteem	Teaching staff/Other staff/Students
Paranoia	Teaching staff/Other staff/Students
Self-harm	Teaching staff/Other staff/Students
Suicidal feelings	Other staff/Students
Freemen's	
Largely stress related	Whole school community
Specific mental health related conditions	Whole school community
CLSG	
Self-harm	Many girls from Y7 up
Eating disorders	fewer girls, one or two in Y7-8, more in Y9, a few in older years
Anxiety	Widespread across particularly senior years, Y10 upwards
Depression	A few girls in sixth form and isolated cases in younger years
Perfectionism	Widespread across school
Panic attacks	A few girls Y9 upwards
TCAH	
Anxiety	Students
Depression	Students
Eating disorder	Students
Panic disorders	Students
COLAI	
Anxiety, mood and self esteem	Pupil, potential harm to progress in GCSEs, pastoral staff and SENCO involved. Teachers
ADHD, relationships, and managing mood around medication	Student and family, teachers, pastoral team and inclusion team.
Attachment issues	Student and family, teachers, pastoral team and inclusion team.
Post Traumatic Stress Disorder	Student and family, teachers, pastoral team and inclusion team.
Gender issues	Student, family and friends a and pastoral team
Anxiety in children with Autistic Spectrum Disorder	Families, teachers, pastoral staff and senior staff, safeguarding team
Self-harm	Families, teachers, pastoral staff and senior staff, safeguarding team
Exam stress	Years 10 and 11
Depression	All / not bound by age. Student, family and friends and pastoral team
Suicidal thoughts	All / not bound by age. Student, family and friends and pastoral team

MH events or information for parents.	
Event/information resource	Which parents it is targeted at:
CLS	
Parents' Forum - talks on technology addiction, adolescent mental health, digital Familiarisation Evenings for new parents (10+, 11+ and 13+) talks about social media	All parents
Anti-bullying handbook	All parents
Pastoral Handbook with details of advisory services	All parents
Regular correspondence from HoYs and Assistant Head Pastoral with guidance about	All parents
COLAS	
Counselling sessions	All parents/more so vulnerable parents
Freemen's	
Regular initiatives which include parents	All sections
Outside professionals provide information to parents	All sections
We have an open door policy which allows parents to share information and seek advice	All sections
CLSG	
Dealing with anxiety	All parents of CLSG (CLS parents also invited)
What is normal for a teenager	All parents of CLSG (CLS parents also invited)
Also talk at CLS on cyber-bullying	
TCAH	
Parent surgery (weekly)	All parents
SEN coffee mornings	Parents of students with SEN
COLAI	
Parent meetings	All
Parent Questionnaires	All
CAMHS	Pupils referred to service
Coffee mornings	All

Support and activities offered to students to manage MH issues and improve wellbeing		
Support/Activity	Which students it is offered to	
CLS		
Mindfulness	Year 7/Year 11	
Counselling (2 counsellors - 3 days per week)	All students	
Coaching Programme	Year 6 and Year 7	
Action for Happiness Programme	Year 12	
Student Day (one to one meetings with tutor)	All years	
Individual talks from experts in wellbeing and mental health e.g. Aric Sigman and Dr Richard Graham	All years	
PSHE, form time and Assembly programme, including GREAT DREAM in Year 7 and SPEAK in Years 10/11	All years	
Parents' Forum with speakers e.g. Parent Zone, Natasha Devon to inform and educate parents about mental health and wellbeing	All years	
HoY offices for one-to-one conversations with pupils	All years	
School nurse	All years	
Relationships with mental health professionals and organisations for advice and support	All years	
CAMHS referrals	All years where relevant	
COLAS		
Counselling/Psychotherapy	All staff and students	
Dramatherapy	All staff and students	
Mentoring	students	
Coaching	Senior and middle leaders	
Mindfulness sessions	students/ staff	
Freemen's		
PSHE programmes	All from aged 7 to 18+	
Dedicated days focusing on aspects of wellbeing		
Experienced pastoral tutors		
School Counsellor		
Medical Centre Staff		
School Chaplain		
CLSG		
Counselling	All students	
Mindfulness	Y9	
Talk on perfectionism/exam stress	Y9-13	
Variety of talks on body image and anxiety, etc.	Y9-13	
Chocolate biscuit club - informal groups to talk about issues concerning the girls	Y7-8	
TCAH		
A Space counselling - Reflection, one-to-one conversation, helping students to identify and accept issues	KS 3 & 4 students	
CAMHS referrals	All students	
CHYPS support	Sixth form	
Assemblies	All Students	
High expectation - Focus on reviewing	All Students	
Core Values with the focus on working together, community, respect	All Students	
Character - Tolerance, Resilience and Integrity	All Students	
Democratic Process with local community and the butterfly effect	All Students	
Keeping safe - Spiritually and Psychologically, Exploitation	All Students	
Revised curriculum - reduced timetable	KS 3 & 4	
COLAI		
CAMHS Clinic in school - Monday and Thursday - two clinicians each with a full day of appointments of 1 hour duration	As referred through Inclusion meeting and meet threshold criteria.	
Art therapist one day per week	KS3 & KS4 pupils who meet the criteria and do not meet the threshold for CAMHS and for whom this therapy would be more	
ETHOS Counselling Service one day per week	Pupils showing anxiety and stress not meeting threshold for CAMHS	
Assessments for ADHD and Autistic Spectrum CAMHS	Children who cause concern and parents support the referral	
Cognitive assessments CAMHS	For pupils with complex needs	
Bereavement Counselling	Referred for bereavement through House system / inclusion meeting	
Pupil Focus groups	Identified by House teams and through Inclusion meetings for recidivist behaviour	
Mentor sessions	As agreed by Head of House	
Mindfulness Groups	Exam stress / managing stress KS4 by Educational Psychologist	
Referrals to Out of Borough CAMHS	Hackney pupils	
Boxall Profile	Identified as SEMH / Inclusion meetings	
Check in sessions individuals and groups	Vulnerable Yr 7 end of week check in - pupils with Autism / EHCP	

Any MH activity/support/training you would like at your school:
COLAS Coaching and Mindfulness
CLSG More effective ways of reaching the parent body who will not attend the talks we lay on and who often need the information more than those who come

Any other MH activity/support/training/information:
CLS Award from Mental Health First Aid England in recognition of the school's commitment to Mental Health awareness in 2015
Freemen's We are currently conducting an audit in all areas of the school community. Once a thorough review has been completed we would welcome information regarding further training and resources suitable for all areas of the school community.

Training for staff (on MH issues for students and staff)	
Training	Number of staff trained
CLS	
Mental Health First Aid Lite (April 2014)	All staff
Mental Health First Aid (2 day course)	24 staff
Inset - Action for Happiness (full day)	25 staff
Training in April 2015 on wellbeing - John Bockleman Evans	All staff
Tavistock - 11 week course on Adolescent mental health	3 staff
Twilight inset from Nicola Morgan - The Teenage Brain	15 staff
COLAS	
Introduction to Mental Health	4
Assemblies	students
Wellbeing workshops	students and staff
Freemen's	
Regular whole school inset sessions	Whole staff
Mental Health First Aid course	4
Boarding School Association course	4
Twilight training Epsom Mental Health Group	4
Stress management session for NQTs	2
Training of medical centre staff	4
CLSG	
Compassion focused listening/talking	80
Perfectionism and anxiety	80
Optimus Inset on Mental health	3
TCAH	
Safeguarding training to all staff. Concerns reported CP team	All staff
Early identification of students - Monitoring list	All staff
COLAI	
ADHD	25 staff per session
Attachment - small group sessions with Jenny Dover	non-directed 20 staff over three sessions
Pupil focus groups with CAMHS overview	Cohort of teachers who teach the pupil
Strategies provided for staff on dealing with SEMH issues	All teaching staff
All staff briefings on pupils in transition	All teaching staff, pastoral team and TAS
Art Therapy to support Adolescents	SENCO
Level 3 Autism training SENCO	one SENCO
Level 1 Autism training	25 per training session / 2 per year
Certificate in Child Counselling	one Teaching Assistant
Bereavement counselling	One Pastoral Support Manager
Boxall Profile	Heads of House and PSMs

Support/Activities offered to staff to manage MH issues and improve wellbeing	
Support/Activity	Number of staff who participate
CLS	
Wellbeing Committee	6 staff
Yoga is being organised for staff after school on Thursdays	15 staff
Counsellors are available for staff use	All staff
COLAS	
Benidorm	staff - all
Employee Assistance Programme	all staff
Freemen's	
School counsellor and nurses	
City Support helplines	
In house pilates, yoga, gym	
Staff are encouraged to source courses which are financed by the school	
Mental Health and Wellbeing committee provides a forum for discussion	
CLSG	
Counselling	confidential but around 10
Mindfulness	25
Yoga	13
Pilates	18
TCAH	
Safeguarding Training	All staff
Free gym	All staff
Yoga sessions (Thursdays)	All staff
Wellbeing afternoons - early finish	All staff
Empower project	Heads of house, Menotrs, CP team
COLAI	
Supervision offered to safeguarding team	one - safeguarding lead
CAMHS open day for staff (in planning)	Drop in / formal training and focus groups
Mind ED training	Open to all staff as part as ongoing CPD
Wellbeing group established regular meetings	Varies (10 per meeting)
Designated workspace for teachers created	All
Marking party	Open to all staff as part as ongoing CPD

Committee	Dated:
Education Board	25 May 2017
Subject: City of London Learning & Engagement Forum – establishing a Cultural Education Partnership	Public
Report of: Chair of City of London Learning & Engagement Forum	For decision

SUMMARY

1. This report updates Members of the Education Board on the 4 proposed priorities for the emerging City of London Cultural Education Partnership (CEP):
 - A. Community cohesion and entitlement
 - B. Employability and “Fusion” skills (a new term referring to the combination of creative and technical skills)
 - C. Professional development and lifelong learning
 - D. City and Cultural Hub assets as a joined up offer

2. The Learning & Engagement Forum requests approval from the Education Board for the Town Clerk to be given delegated authority to take a decision in June on the Learning & Engagement Forum’s business case for investment (for the period Sep 2017 – Mar 2019), in order for this to go forward to the Resource Allocation sub-committee meeting of Policy & Resources on 6th July.

3. £150,000 is currently held within the Medium Term Financial Forecast to put the Cultural Education Partnership vision into practice and implement activity in 2017/18.

RECOMMENDATION(S)

4. Members are asked to
 - A. Support the 4 proposed priorities for the emerging City of London Cultural Education Partnership.
 - B. Approve the request for the Town Clerk to be given delegated authority to take a decision on the LEF’s business case for investment, in order for this to go forward to the to the Resource Allocation sub-committee meeting of Policy & Resources on 6th July 2017.
 - C. Note that this project progresses the objectives of the Education Strategy, specifically Objectives 1 and 3 around the City’s cultural offer enriching London learners and ensuring young Londoners have opportunities to progress into fulfilling careers.

MAIN REPORT

5. The City of London Cultural Education Partnership (City CEP) is the next significant step forward for the Learning & Education Forum towards greater impact in the context of the City's wider strategic thinking. The research stage for the emerging City CEP, which is a prioritised action under Objective 1 of the Education Strategy, is now complete (see Appendix A for background on the existing Learning & Engagement Forum and the development work currently being undertaken). These findings have informed an emerging set of **priorities** and **values** for the Cultural Education Partnership (see Appendix B for definition):

RATIONALE

External needs and opportunities

6. Using their "joint work of value" methodology (see Appendix C), A New Direction has undertaken a thorough research phase to identify the **key needs and opportunities** that a City CEP needs to respond to:
 - The need for **life-long learning** opportunities
 - Certain communities face barriers to engaging with their city and a need to target interventions and build on the potential of culture to **enhance social integration** in particular places
 - Ongoing need for enhanced and more coordinated **professional development** for teachers and other professionals working with young people
 - The **changes in the post-16 skills** landscape offers significant opportunities as a key area of need
 - The need for **leadership in the development of 'fusion' skills (creative + technical)** across the school system and beyond
7. External partners were remarkably consistent in their assessment of the **strengths of the City** and their sense of its areas of particular expertise:
 - Having a **long-term view** and 800 years of history is a unique strength,
 - Embracing excellence and having an unstinting focus on **quality** is admired and important,
 - Being able to wield **influence**, whilst remaining **impartial**, is extremely useful.
8. There was also a strong sense of the City being specialist in the areas of life-long learning, apprenticeships, standard setting, being at the fore-front of trade and the development of professions. The plea from partners was to **focus on these specialisms** when seeking to build new partnerships and to **embrace the unique assets of the private sector** in the City and the **Livery companies**.

City of London priorities

9. It is critical that a City CEP contribute directly to City of London priorities and the proposed priorities for the City CEP have therefore been developed to enable the cultural partners to respond with more impact to these through joint work. In particular, they will contribute directly to
- The draft City of London **corporate plan** for 2018-2022
 - The critical role culture plays under the City of London's '**People**' and '**Place**' priority - supporting well-being and inclusion and in building a world-class cultural hub
 - **Education** strategy priorities
 - Draft **Employability** priorities
 - The vision and activities of the **Cultural Hub**
 - The emerging **Cultural Strategy**
 - The Corporation's **Future City** and **Smart City** initiatives
10. The City CEP would be the forum in which strategic planning took place in order to **ensure that the City's cultural learning & engagement assets are delivering against wider City goals** and objectives, most notably (more detail is outlined in Appendix D)

PRIORITIES

11. A set of priorities are now proposed for the City CEP:

Community cohesion and entitlement

12. Inequality, particularly along economic lines, continues to define the London context. This is most starkly seen in the statistics around youth unemployment, NEETs and wide disparity in achievement at Key Stage 5. Initiatives which expand access to the most disadvantaged groups (with clear progression outcomes) are needed, ensuring individuals thrive – both in terms of well-being and economically. The Mayor has also identified an often-hidden problem of a lack of social integration – where communities live side by side but have no real knowledge or connection with each other. Areas to consider for activity include looking at community cohesion, Alternative Provision (models such as City as School), looked after children, a coordinated approach to apprenticeships (potentially built around the concept of Fusion skills) and working intensively with specific boroughs. Borough partners are keen that any activity should be developed jointly and consider the specific key challenges of their areas.

Employability and Fusion

13. It is predicted that in the future many existing jobs will be automated which will result in an employment market that requires uniquely human skills of creativity, empathy and problem solving. This is already what employers are increasingly asking for and is challenging for the current education system, which is largely based around subject knowledge and exams rather than holistic skills. We are uniquely placed to build confidence and raise aspirations in young people in order to diversify the workforce of the future.

14. The notion of these ‘fusion’ skills (that is creative and technical skills) brings together the specialisms of the City and speaks directly to future employability and City wide strategy. Becoming ‘expert’ in fusion, working with City schools in the first instance and then looking at ways of sharing this knowledge across London and nationally is a key theme which would meet both City wide priorities and the needs of the wider economy and education sector.

Professional development and lifelong learning

15. The City has a strong history in developing professions and community education. Research has shown that there is a strong need for learners of all ages to train and retrain as sectors shift and develop in the current landscape. Teacher CPD and other forms of professional networking, leadership and support are highly needed and seen as critical to creating change. The Mayor’s office would be very interested in partnering the City in this area

City and Cultural Hub assets as a joined up offer

16. A more joined up, more holistic offer across cultural organisations would strengthen the impact we can have - making it easier for more children and young Londoners to access the assets of the City and use them as a resource for learning and progression. Collectively we are also well-placed to champion how creativity can enhance attainment. More can be done to coordinate information on the learning offers of City cultural venues, to partner with initiatives such as the London Curriculum and Artsmark and to develop digital resources that can reach more schools and other educational institutions, potentially UK wide and internationally. This requires a cultural change in how we work together as partners.

KEY VALUES

17. A set of key values are proposed for the City CEP (further details on these are within Appendix E):

- A commitment and ambition for excellence
- Collaboration and exchange
- Creativity
- Community and identity
- History
- The opportunity of infrastructure
- Individual sustainability and city sustainability
- Visibility

WHERE ARE WE NOW

18. As part of their analysis, A New Direction summarised the **current strengths** of collaborative working on cultural education across the City:

- The cultural offer is of incredibly high quality and when schools take part they value the work highly
- The Learning and Engagement Forum (LEF) is a good mechanism for exchanging information and building a sense of shared culture across City organisations
- The Schools Visits Fund has shown that the LEF can deliver joint programmes that address a demonstrable need
- The City Stories programme, Young City Poets, the Great Fire of London website and the Family Arts Network were all seen as successful examples of collaboration.

19. And areas that could be further strengthened:

- The work of the LEF is not yet driven by a clear sense of what it wants to achieve for children and young people
- The relationship of programmes and projects to meeting strategy objectives is not clear
- Joint programming could be strengthened and expanded to include more partners
- Interventions and or programmes could be devised through stronger consultative processes and their relationship to 'users' needs could be clearer.

NEXT STEPS

20. To take forward the new City CEP, we will need to particularly address:

- Building a clear and externally compelling **shared identity** and narrative
- Looking at how **data** is shared and working towards efficiencies
- Creating a model which focuses on **outcomes** for children and young people where all partners understand their role and contribution
- Acknowledging that some **activities may need to stop** in order to create space and capacity for joint working
- Consideration of an ongoing **business model** and income generation from the start

21. The next stage of the development will therefore focus on consolidating the vision, identifying and **developing a small number of ambitious, yet realistic, interventions** to put this proposed vision into practice, as well as deciding on the most appropriate membership for a City CEP.

Who are the beneficiaries?

22. We will be considering a number of key questions regarding the emergent vision – **the balance of 'in-reach and outreach'**, whether to target geographically or along demographic lines, how to reconcile the needs of Londoners and the rest of the country. However, a pattern is beginning to emerge, suggesting the value a City CEP could provide at 3 levels:

- **City focus** – the Cultural Hub learning offer – building a world class offer to respond to growth and show 'London is open' – working with the City schools as exemplars and experts
- **London focus** – working in close partnership with specific places based on the needs of young people and communities – development of City-wide offers in partnership with GLA
- **National** - providing thought leadership and long-term vision to support change that is taking place in post 16 education with a specialism and engagement with 'fusion' skills.

23. We also note the importance of the **City's family of schools** and we are in the process of setting up an exploratory discussion with them to understand the needs and opportunities for working more strategically with them to meet their improvement needs.

24. Taking a **long-term (10 year) view** allows for phasing of initiatives and programmes and the ability to have a bold or radical vision whilst also taking small steps towards change.

25. Allowing time and space for meaningful collaboration will be essential. Whilst the LEF is the basis for the new partnership it is likely to be more effective if the structure of the partnership follows the vision and ambition of the partnership, rather than the other way around. This may mean **re-shaping who sits around the table**. The more tightly drawn the purpose at the centre of the partnership the more it will be obvious who should be members and leaders.

26. In order to align with key meetings of the City of London Committees, the following timetable is proposed:

REMAINING PHASE 1 MILESTONES

May/June	Scope potential business models
May/June	Identify headline initiatives for Phase 2
12 June	Final report submitted by A New Direction
23 June	Business Case submitted by LEF to Town Clerk for delegated decision
24 June	LEF to give presentation on emerging Cultural Education Partnership to RA Sub Away Day
6 July	If approved by Town Clerk, business case submitted by LEF to RA sub meeting of P&R Committee for decision on investment
20 July	Final City CEP report submitted to Education Board

ANTICIPATED PHASE 2

27. The research and scoping undertaken in Phase 1 will inform Phase 2 when the new vision for the City CEP will be put into practice through delivering a small number of targeted, highly ambitious initiatives (indicative activity is outlined in Appendix F). These will be outlined in the final Business Case in July.

28. A budget line of £150,000 is currently included within the Medium Term Financial Forecast for activity taking place during the remainder of 17/18 financial year. Before July, we will scope the precise requirements and activities required, but we anticipate this will include:

APPENDIX A

Background to the City of London Learning & Engagement Forum and the Phase 1 development work

1. The current City of London Learning & Engagement Forum brings together the cultural organisations of the City to act together on an unprecedented scale. It has proven over the past three years that through working together in a considered way organisations which are part of the Corporation of London's "learning family" can have impact across London. A publication containing further information on their current activity and impact is to be shared with Members at the Education Board meeting.
2. In September 2016, the City of London Learning & Engagement Forum (see Appendix A) was awarded investment by the Education Board (£25,000 in 2016/17 and £37,780 in 2017/18) in order to deliver Phase 1 of the Forum's development into a Cultural Education Partnership (as set out in Priority Action 1c of the Education Strategy "to establish a City of London Cultural Education Partnership").
3. Phase 1 has three key objectives:
 - a) to ensure strong foundations for the Partnership
 - b) to gather the insight required to inform the vision and future work
 - c) to develop a two-year activity plan to deliver the Forum's ambitions.
4. A New Direction (London's strategic 'bridge organisation' funded by Arts Council England to connect young people and schools with culture) – has been commissioned to support us through Phase 1. Having now completed the research activity, this paper summarises the direction of travel and the proposed priorities for the emerging Cultural Education Partnership. Phase 1 began in February and is due to conclude in July 2017.

APPENDIX B

Cultural Education Partnerships

5. Darren Henley's report for the government into cultural education in England, identified that many offers exist to support pupil engagement with culture but there is a lack of coordination and no oversight across the cultural sector that ensures all children and young people have access to basic cultural provision. Local Cultural Education Partnerships are therefore being strongly promoted by Arts Council England in order to ensure better alignment across offers, partners and services to both improve efficiency and target those pupils and families most in need. Through creating a more discerning market place, quality should be improved.

6. The belief is that there should not be a 'one size fits all' for LCEPs but rather that they should respond most effectively to local needs and to the specialism and assets of partners. A New Direction has therefore undertaken an analysis in order to understand where a City of London Cultural Education Partnership could best add value.

APPENDIX C

Methodology

7. Partnerships are most effective when they respond to a clearly articulated need and have a strong sense of purpose. The City has a distinctive challenge because it is looking not just at the needs of its community of residents and workers, or of the communities of schools that it leads, but at its wider connection to London as a whole and beyond. Therefore it has been necessary to take a wide-ranging consideration of the external environment in order to identify the areas where the partnership could really make a difference.
8. A New Direction has used their 'joint work of value' methodology to evaluate the external environment, identify need and long-term vision. The findings below were therefore drawn from interviews with LEF steering group members, a survey of LEF members, interviews with a small number of City of London officers and members, interviews and focus group activity with key external stakeholders and document analysis. Further information on this is set out in Appendix A.
9. Activity began on the 10th March and AND will submit their final report on the 12 June.
10. To date 10 members of the LEF Steering Group have been interviewed as well as Catherine McGuinness (City of London member), Veronica Wadley (Education Board), Henry Colthurst (Education Board) Kate Smith (Head of Corporate Strategy and Performance, City of London).
11. Externally, Paula Murray (the Creative Director for Croydon Borough Council) Pauline Tambling (Chief Executive of Creative and Cultural Skills) and Caroline Boswell (Head of Education and Youth at the Greater London Authority) have been interviewed.
12. In addition the first 'visioning' session of the partnerships was held on the 27 April 2017.

APPENDIX D

Further information on the alignment between City of London priorities and the emerging City CEP

13. The draft City of London **corporate plan** for 2018-2022, aims to:
 - Benefit the communities we serve - by fostering a culture of inclusivity, opportunity and responsibility
 - Promote economic stability and growth - by championing the City as the best place in the world to do business
 - Shape the future City - by strengthening its connectivity, capacity and character

14. There is a recognition within the City in culture having a critical role to play in terms of its objectives under '**People**' and '**Place**' - supporting well-being and inclusion and in building a world-class cultural hub.

15. Harnessing the power of the mix of innovative organisations across the private, public and voluntary sectors (covering creative and digital companies as well as technology, and financial services) that come together in the City, and developing new opportunities for creative exchange and collaboration are at the heart of the future plans. The education strategy and the emergent employability strategy both amplify this context of high aspiration and connectivity.

16. The emerging City CEP also needs to align with **Education** priorities
 - Ensuring that the City Corporation's outstanding cultural and historical resources enrich the creative experience of all London's learners.
 - Ensure that all education providers are deemed 'outstanding' within three years and there is continued development of excellent further, adult and higher education opportunities. Any new school, academy or other providers are expected to be 'outstanding' within 3 years of joining the City Corporation's education portfolio.
 - Develop excellent employment opportunities and pathways

17. and **Employability** priorities (draft)
 - Ensuring that Londoners are better prepared for work
 - Better access to entry level jobs for Londoners
 - The City (finance and related professions) has the workforce it needs
 - The City (financial and related professions) has a more diverse workforce at all levels

18. The City CEP's vision needs to align with the ambitions and structures of the **Cultural Hub**, and a key success criteria is that the CEP will be seen as a key strand of the Hub. Whilst early days for both, we anticipate that these will align through:

- A City CEP would share the Cultural Hub's ethos of **collaboration** in order to ensure effective working, maximum impact and visibility of the offer
- We anticipate that the City CEP will demonstrate how the 5 core partners can **genuinely collaborate and join up their offer**, providing the forum for the 5 core partners of the cultural hub to collaborate on their learning and engagement work (all 5 are currently on the LEF Steering Group overseeing the development of the City CEP)
- The City CEP would **provide the strong learning & engagement offer for the Cultural Hub**, realising the ambition for the hub to be "a place to live, work, visit, study and do business in the 21st century" (BOP 2013) and demonstrating the role creativity can play in positioning and **ensuring the economic strength** of the City
- Many of the shared priorities emerging from Cultural Hub partners relate to learning and engagement. It is therefore likely that the City CEP will be the most appropriate forum for **partnership working across the Cultural Hub on learning and engagement initiatives** to take place (for example providing work experience and creative skills development, mechanisms for signposting schools to multiple venues, online learning platforms, teacher CPD with organisations based in the areas such as ABRSM, University of Liverpool and livery companies)
- As we anticipate that the emerging City CEP would hold the strategic overview for learning and engagement in the City, we would expect this insight to play a key role in **informing the offer** within the new capital assets within the Hub (for example the new Museum of London and proposed Centre for Music)

19. Aligning with the priorities and actions of the Corporation's emerging **Cultural Strategy** will be critical.

20. The Corporation's **Future City** and **Smart City** initiatives also need to be built into the plans for the new partnership to make the most from resources.

APPENDIX E

Key values

21. Proposed key values for the City Cultural Education Partnership:

- **A commitment and ambition for excellence** – aiming to undertake activity which is considered excellent in an international context and working with partners who can meet high expectations. This responds to the unique advantages of partners in the City with access to world class institutions and businesses.

- **Collaboration and exchange** – building on the potential for cross fertilization between industries, partners, ways of working, that comes from the close proximity of many different kinds of organisations in the City – and its central position in the country and London.
- **Creativity** – expanding the category of culture to include and embrace *creativity* so that the partnership can better represent some of the partners’ work (particularly those with a science and/or nature focused remit) can respond to needs of employers and the expanding creative sector as well as seeking to embrace young people’s own sense of culture and creative activity.
- **Community and identity** – acknowledging that not all young people have the same opportunities or capacity to engage with culture and a desire to tackle economic disadvantage head-on with targeted interventions that reinforce the idea that the City is accessible and relevant to all, and can be a part of Londoners’ identity.
- **History** – the City has a unique heritage in term of learning, trade and the professions based, amongst other things, on the Liveries and the founding of institutions. Apprenticeship, learning for life, new skills for a new economy is particularly relevant at this point in the UK’s history and it is therefore a good time to build on this specialism.
- **The opportunity of infrastructure** – the cultural hub and the new building programmes across London create a once in a generation opportunity for new forms of venue and/or institution and new use of space – these could and should be led around a vision for learning and personal growth and creativity that is inclusive for all young people.
- **Individual sustainability and city sustainability** – that is the idea that through nourishing personal engagement with culture, unlocking or own creativity and building skills for the future we unlock a positive and inclusive future for the city as a whole.
- **Visibility** – if the work is only understood by those who actively take part, it will struggle to grow and be valued long-term. It is therefore vital that the CEP is well-promoted and that it delivers initiatives with high external visibility.

APPENDIX F

PHASE 2

23. The following milestones are proposed for Phase 2:

- July 17 Decision on proposal and investment in Phase 2
- Sep 17 Job descriptions, recruitment and existing contracts extended, team in place
- Oct 17 Scoping of flagship programmes, submit any funding applications
- Nov 17 Planning of flagship programmes
- Jan 18 Delivery of Year 1 flagship programmes begins
- July 18 Year 1 of flagship programmes complete, review and revision

24. During Phase 2 we aim to develop our capacity to pool resources/develop efficiencies, test and establish a mixed funding model.

25. Whilst we hope that the City of London Corporation will continue to see the value in this work, it's contribution to delivering key ambitions and be significant investors, we anticipate the range of additional income generation may include trusts, foundations, school Pupil Premium, and health/wellbeing/regeneration investment.

APPENDIX G

26. A stand-alone publication summarising the current learning and engagement cultural offer from the Learning & Engagement Forum (being compiled for distribution at the Education Board meeting)

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Committee(s)	Dated:
Education Board Policy and Resources	25 May 2017 8 June 2017
Subject: Education float in the Lord Mayor's Show 2017	Public
Report of: The Town Clerk & Chief Executive	For Decision
Report author: Emma Lloyd, Town Clerk's Department	

Summary

The Lord Mayor's Show is one of the most important events in the City of London Corporation's calendar for promoting the City as a world-leading location in which to live, work and visit.

An event attracting millions of television viewers and thousands of spectators each year, it also provides a prime opportunity to showcase the City Corporation's educational offer, and give those schools associated with the City Corporation an opportunity to directly connect with, and participate in, a modern celebration of the City's civic governance, rooted in its historic ceremony and tradition.

It is proposed that the Lord Mayor's Show 2017 include an education float, featuring the City's family of academies and independent schools.

Recommendation(s)

Members are asked to:

- Agree to the proposal of entering and funding an education float for the Lord Mayor's Show 2017, featuring the City's family of academy and independent schools, at a cost of no more than £10,000 to be met from the 2017/18 Policy and Resources Committee's contingency fund, and charged to City's Cash.

Main Report

Background

1. The Lord Mayor's Show is the apotheosis of the City of London's historic ceremonies and traditions. It is an opportunity to bring together and celebrate the diverse components of the City of London, from the livery companies and businesses to many charitable causes, showcasing the best that the City has to offer.
2. Each November the Show is broadcast live on BBC One, attracting a domestic audience of more than 1.5 million people and commanding an international television audience across Europe, Hong Kong and Asia; as well as bringing a further half a million spectators into the Square Mile itself. This is a key opportunity to promote the City of London as a world-leading location in which to live, work and visit, and the role and activities of the City Corporation in supporting this.
3. A key component of this is the City Corporation's long history of investment in and support of educational initiatives, encompassing primary, secondary and further education; support for the state, academy and independent sectors; as well as other educational initiatives. In more recent years the City has taken active steps to strengthen its links with its connected schools, and has encouraged increased co-operation and engagement between the family of schools.

Proposals

4. It is proposed that the City Corporation include and fund an entry in the Lord Mayor's Show 2017 under the theme of education. This education float would include the City Corporation's independent schools and academy schools sponsored at the date of this report, namely:
 - City of London Academy Southwark (sponsored by the City Corporation)
 - Redriff Primary City of London Academy in Southwark (sponsored by the City Corporation)
 - Galleywall Primary City of London Academy in Southwark (sponsored by the City Corporation)
 - City of London Academy Islington (co-sponsored with City University)
 - The City Academy, Hackney (co-sponsored with KPMG)
 - City of London School (part of the City Corporation)
 - City of London School for Girls (part of the City Corporation)
 - City of London Freeman's School (part of the City Corporation)
 - King Edward's School, Witley (supported by the City Corporation)
 - Christ's Hospital School (supported by the City Corporation)
 - Sir John Cass's Foundation Primary School (state maintained school)

5. The details of the float will be developed over the coming weeks in collaboration with the schools, the organisers of the Lord Mayor's Show and other stakeholders. It is proposed, however, that each school will be represented on the float by a small number of pupils.
6. The inclusion of an education float provides a valuable opportunity to showcase the City Corporation's work in education, a hitherto less well known aspect of the City Corporation's work and activities, and demonstrate our commitment to providing London's young people with the best possible opportunities, experiences and learning.
7. It also presents a chance for the schools to become actively involved in the ceremony and traditions of the City of London and the City Corporation; making the most of our cultural and historic resources; providing an opportunity for the students to contribute creatively to the Show; and bringing the schools together in a joint initiative.

Corporate & Strategic Implications

8. This approach closely aligns with the City Corporation's Education Strategy objective to *ensure that the City Corporation's outstanding cultural and historical resources enrich the creative experience of all London's learners.*

Financial implications

9. It is proposed that funding of no more than £10,000, including a participation fee of £6000 plus VAT, to be met from the 2017/18 Policy and Resources Committee contingency fund, and charged to City's Cash.
10. The current uncommitted balance available within the Policy and Resources contingency fund for 2017/18 amounts to £208,400. This is prior to any allowances being made for any other proposals on today's agenda.

Conclusion

11. The Lord Mayor's Show is an unrivalled opportunity to promote the City Corporation's educational offer, providing a chance to showcase the academy and independent schools to a global audience, and enabling the schools to get involved in the Square Mile's living history.
12. Members are asked to agree to the proposal of entering and funding an education float for the Lord Mayor's Show 2017, featuring the City's family of academy and independent schools, at a cost of no more than £10,000 to be met

from the 2017/18 Policy and Resources Committee's contingency fund, and charged to City's Cash.

Appendices

None

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City of London Education Board report on Fire of London website April 2017

Site performance from 2 September 2016 until 31 March 2017

Overview:

- Sessions: 344,025
- Users: 220,887
- Page views: 1,036,801
- 64.1% users were new visitors, 35.9% returning
- Average session duration 08:34 minutes, typically users spend less than 15 seconds on websites
- 99% of users surveyed rate the site as good or excellent against a target of 90%

Site performance in Quarter 4, 1 January 2017 – 31 March 2017

- The website had 125,465 sessions – 61% of visitors were new users, 39% returning
- Users: 79,533
- Page views: 403,134
- 99% of users surveyed rate the site as good or excellent against a target of 90%
- An external evaluation of the website was carried out, see details below

A comparison for the same time period with the former Fire of London website

	Jan 2017 new site	Jan 2016 old site	Feb 2017 new site	Feb 2016 old site	March 2017 new site	March 2016 old site
Sessions	52,937	39,518	34,516	26,279	38,012	19,406
Users	34,449	29,656	23,593	20,554	26,097	15,072
Page views	176,526	86,020	113,912	53,408	112,696	39,449

The website had a very strong performance in previous quarters due to the interest generated by the 350th anniversary of the fire. Activity has fallen as the anniversary passed, however, despite this it continues to perform very well in comparison to the former site.

Evaluation summary

An external evaluation of the website was completed in February 2017. The report was compiled by an external researcher using a combination of Google Analytics, a survey placed on the website, phone interviews with teachers and non-teachers who had been using the site, a classroom observation of two sessions in Year 2 classes, and user testing with the public recruited at the museum.

The researcher's conclusions included:

'...the Fire of London site is clearly a success in all of the most important areas. People really enjoy using it and are pleasantly surprised to have (found) a learning tool of such high quality.'

'The greatest enthusiasm was in relation to the game...It was felt to be in a class of its own, unlike any other learning resource out there...'

'Teachers feel that the site covers everything they need to teach the fire in terms of information. They are also using the site for all the purposes stated in the original project objectives...'

'Parent and teacher users feel that the learning they see in their children is largely down to the visual and interactive nature of the site, it captivates them and makes it a pleasure for them to use. – this resource – provokes a particularly strong response. They really 'connect' with it.'

'Teachers, parents, general users and children were all enthusiastic when asked what they learned from the site, certain that they had learned at least something from it. The question of what they had learnt was put to the children in the classroom during one of the sessions I observed – They proceeded to rattle off all sorts of facts.'

The research found that the site was an overall success, that it is viewed very positively by parents and teachers and that it meets most of its objectives. Key findings included:

- KS1 teachers (our stated priority audience) are the site's main users and many parents are also using the site with their children
- At the time of reporting the site had had 192,000 visitors
- Dwell time was an average of 8.5 minutes – typically users spend less than 15 seconds on websites so this is a very strong figure
- The majority of site visitors were from the UK
- Teachers use the website for lesson preparation, classroom activities and homework
- The game is the most popular activity on the website – with 300,111 page views and a very low bounce rate 2%
- In general the site was found to be very user friendly and a positive experience
- Teachers and parents are confident that children are learning from the site
- Children can answer questions on topics covered the site
- Some usability issues were identified , including lack of a scroll bar
- It was felt that the 'Explore' section of the site was for an older audience and some of the language was difficult for younger children
- All users interviewed were very positive about their experience and it was rated at 9/10 by teachers
- The site is considered a strong enough resource to encourage teachers to choose the Fire of London as a topic to teach

Individual comments

Then following comments are examples of feedback from an online survey that received 199 responses overall.

'I love the information you share with us, as well as finding the site quite easy to use.'

'Content and navigation excellent. Very insightful.'

'Fun, interactive and educational...what more could you want!'

'Great fun for my 6 year old reading the small bundled pieces of text. Easy navigation through site. Great imagery.'

'It was fun and easy to use, I have home-schooled my children in the past and this would have definitely been something I'd have shown them. I liked the way you can click for more detail, so for those that want a quick read there is that option, but for students and just interested persons like me, there is more information there. I didn't look at the Minecraft section but am aware of it and know it will be appreciated by a younger audience.'

'Easy to manoeuvre, beautifully presented in easy to understand text. Very impressed!'

'My son loved this and learnt lots. He was able to navigate it all himself. We would highly recommend it.'

'Perfect for pupils to play.'

'A fountain of knowledge. Brilliant.'

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Committee(s) Education Board	Dated: 25 May 2017
Subject: City of London Apprenticeships	Public
Report of: Education Board	For Information
Report author: Education and Training Strategy Director	

Summary

This report provides a progress update of the City of London's apprenticeship programme and ongoing delivery strategy.

- The objective is to recruit 100 apprentices.
- In the initial campaign there were 42 vacancies advertised and over 800 apprenticeship candidate responses were received.
- At the time of writing this report, 12 posts have been filled and candidates are starting the on-boarding process.
- A review of processes and procedures will be undertaken to develop the service for the next cohort of vacancies.
- Levy payments are able to be drawn down for the training of apprentices, which will cover the basic training costs.
- The City is providing extra support with funding for posts in recruitment selection, pastoral support and HR to ensure that all apprentices are properly supported to the end of their programme and into employment or higher level study/apprenticeships.

Recommendation(s)

- Members are asked to note the report.

Main Report

Background

1. The City of London Corporation is committed to delivering its first 100 apprenticeships across all its departments between April/May 2017 and March 2018.
2. The Adult Skills and Education Service (ASES) will work with CoL's internal departments and the Skills Funding Agency to ensure that the City Of London Corporation is able to secure maximum benefits from its Levy Contributions.
3. There are four recruitment cohorts throughout the first twelve months of delivery. The recruitment for the first of its four recruitment cohort has recently closed. More than 800 potential apprentice candidate responses to the first recruitment campaign which advertised 42 internal vacancies.

4. The ASES team has successfully set up the systems needed to respond to the Digital payments. The team will be solely responsible for ensuring that the Individual Learning Records for each candidate is submitted on each planned and SFA agreed date.
5. The Recruitment/Selection and preparation for Training for the first group of COL apprentices has ensured that the following processes are firmly in place.
 - Discussions with recruitment managers and HR business partners accurately reflect the apprentice work activities, levels and training levels.
 - Recruitment and Selection process of apprentices is supported by the ASES delivery team. The final appointment decision remains the responsibility of the department line manager.
 - The initial eligibility checks are carried out by the delivery team.
 - The advertising and promoting job vacancies was supported by a number of local and national campaigns (the service was able to benefit from numerous campaigns promoting the national apprenticeship week).
 - Both internal and external preparation for training delivery for the first cohort has been secured.
 - More specialist support is being developed for those apprentices with Additional Learning Needs (ALS). In addition to this, ongoing additional support will be made available to those learners who have not secured the correct levels of Maths, English or ICT.
 - A series of 'stretch and challenge' learning options will be available to those apprentices who have gained low levels in the key skill areas.
 - The first of several support /Information Workshop for Line Managers has taken place.

Current Position

6. The initial recruitment selection and Onboarding of the April Cohort is planned to be completed by no later than May/June 2017. When this stage has been completed, the recruitment for the July/August 2017 cohort will begin.
7. The lessons learnt from the April recruitment /selection process will be analysed from the results of an evaluation of the complete processes and procedures used in the first cohort recruitment. The outcome of this evaluation will be used to further improve the Service processes and procedures.
8. Twelve apprentice job offers have been made so far. It is evident from the calibre of those candidates and others seen as part of the 'long listing' process that not only is there a need for ALS; some guidance is needed in certain areas of 'Life and Social Skills'. This level of guidance and support will form the Additional Support available to apprentices.
9. The service has intensified its promotional work with local academies, local schools and one to one discussions with parents. Many are keen to fully understand the apprenticeship delivery and achievements structures.

Proposals

10. The recruitment of some additional staff has recently taken place. The recruitment to the Section and Welfare post will take place in mid June 2017. In the meanwhile existing and agency staff is supporting the delivery of the service. All external Training arrangements to support the first cohort of apprentices is now firmly in place. The lead tutor to support the internal training arrangements is also in place.
11. The internal Onboarding activities are fully supported by the internal delivery team.
12. Line manager support is being developed. There has always been an understanding that support and some training will be available to cater for the needs of new managers, those who are engaging with the apprenticeship programme for the first time. The need for guidance in areas such as Safeguarding and how to respond to the Prevent Duty will be incorporated into Line Manager's training sessions.

Corporate & Strategic Implications

13. The apprenticeship programme has been designed to support the skills needs of individual departments. The request for different levels and types of apprentice skills will allow departments to continue to provide a high quality internal/external service.
14. The recruitment of level two and three apprentice's candidates to secure the COL targets will be achieved. There is however a need to respond to line manager's queries regarding recruiting apprentices at higher levels.

Implications

15. The training service will be funded via COL Levy payments. There is a need to a discussion about how best to maximise the use of the Levy funds. The rules supporting the expenditure of this fund dictates that Levy funding can largely be spent on approved and listed Training Standards (and some frameworks). The implication of this is that although a department may request a high level and expensive training programme, it may only be supported if it has been first approved by the Skills Funding Agency. It is however worth noting that the approved list of training standards/qualification is steadily increasing.
16. The strategy for monitoring progression of completing apprentices is now under discussion. The current arrangements of tracking apprentices for the first eighteen months following them completing their apprenticeship training course, is now under review. It is no longer sufficient to track apprentices when they complete and leave their apprenticeship training department, the service will put in place a programme for supporting individuals to secure their 'next step.' This process of coaching advising, CV preparation, application to FE or HE colleges will begin a minimum of three months before finally completing their apprenticeship.

Conclusion

17. The apprenticeship programme is an important training, education, skills and employment initiative. To ensure its ongoing success, it is important that this service is jointly shared with a wide range of external partners and employers. The link with local employers may be used to support post apprenticeship employment and with external delivery parents to communicate the levels of quality of delivery that must be delivered to apprentices.

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Committee(s)	Dated:
Education Board	25 May 2017
Subject: City Schools Governor Appointments Update	Public
Report of: Director of Community and Children's Services	For Information
Report author: Jeanne Barnard	

Summary

This report updates Members on governor membership for the City Schools. A list of all current governors for the City Schools is attached at Appendix 1.

In particular, this report updates the Board on the next steps for the City of London Academies Trust's (the Trust) establishment of permanent local governing bodies (LGBs) for five new Trust academies opening in September 2017.

Members are invited to nominate suitable nominees for appointment to the Trust's new academies' LGBs and to the position of Chair of those LGBs at this meeting. This paper also asked Members to resolve to delegate authority to City Corporation officers to consider any additional nominations received from Members after the meeting and submit them to the Trust, and consult with the Education Board Chairman and Deputy Chairman as appropriate. The nominees will be considered for appointment alongside interim governors. The Trust will make the LGB governor appointments in accordance with its constitution and governance arrangements. As per the Sponsorship Agreement between the City Corporation and the Trust, The LGB Chairs will be approved by the Education Board.

This report also notes that the Chair of the City of London Academy Southwark LGB, Andrew McMurtrie, will be stepping down as Chair and governor and that a paper addressing this vacancy will come to the Education Board at the meeting on 20 July 2017.

Recommendation(s)

Members are asked to:

- Note the list of all current governors for the City Schools attached at Appendix 1.
- Note the Trust needs to establish permanent LGBs for the five new Trust academies opening in September 2017 and the Trust's proposed governance structures and process for appointing governors to the permanent LGBs for four of the five new academies have been set out in the report your consideration and comment.
- Nominate any suitable nominees to be considered to be governors at the Trust's academies opening in September 2017.

- Resolve to delegate authority to City Corporation officers to consider any additional nominations received from Members after the meeting and submit them to the Trust, and consult with the Education Board Chairman and Deputy Chairman as appropriate.
- Note the governance arrangements for the fifth school opening in September 2017, Highbury Grove, will be addressed in a different meeting.
- Note a further report on the governance and membership of the permanent five LGBs will be presented to the Education Board at its next meeting, which will include a request from the Trust for the Education Board's approval of these LGBs' Chairs.
- Note that the Chair of the City of London Academy Southwark LGB will be stepping down from the local governing body as Chair and governor at the end of the school year and that a report addressing this vacancy will be presented to the Education Board at its next meeting on 20 July 2017.

Main Report

Background

1. Further to a report considered by the Education Board on 12 January 2017 in relation to Local Governing Body Governance for City of London Academies Trust Schools, the Education Board receives a regular update on governor membership for the City Schools as a standing agenda item.
2. "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 Academy Islington, the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.
3. The City Corporation as sponsor of the Trust and co-sponsor of The City Academy Hackney and the City of London Academy Islington is consulted on certain aspects of the three academy trusts' governance and invited to nominate or appoint suitable candidates to be appointed as academy governors when vacancies arise, and to approve the Chairs of the Trust LGBs.

Current Position

4. The list of all current governors for the City Schools is attached at Appendix 1. The membership has been updated to take into account the recent City Corporation elections.
5. The membership of the Trust's CoLAS LGB is also expected to change following the current Chair of CoLAS' confirmation that he will be stepping down as CoLAS LGB Chair and governor at the end of the summer term. A more detailed update on this Trust LGB is provided in a separate report on this meeting's agenda.

Establishment of permanent local governing bodies for new academies

6. The Trust will be opening another five academies in September this year: the City of London Academy Highgate Hill, City of London Academy Shoreditch Park, City

of London Primary Academy Islington, Newham Collegiate Sixth Form and Highbury Grove. Two of these academies will be brand new with one year group, and the other three are existing schools.

7. The Trust needs to establish permanent LGBs for the academies due to open in September 2017, which will result in changes to the membership and governance of the interim LGBs for these academies. In accordance with the Sponsorship Agreement between the City Corporation and the Trust, the Trust is consulting with the City Corporation in relation to the appointment of these permanent LGBs. In order to progress the opening of these academies, interim local governing bodies had to be put in place.
8. Due to the specific governance and leadership needs of the fifth school, Highbury Grove, its governance arrangements will be covered in a separate paper at a later meeting.

Next steps to establish permanent LGBs for academies opening in September

9. All the academies, except for Highbury Grove, have now signed a funding agreement. With a funding agreement signed, a permanent governing body needs to be in place to ensure the academies' governance structures are finalised by the time they open in September 2017. The Trust Board noted a similar report on 20 April 2017 which outlined the next steps for appointing permanent LGBs.
10. All interim LGB members have been contacted by the Trust to confirm whether they would like to be considered for appointment to the relevant permanent LGB. Interim governors have also been sent a skills audit and an expression of interest form to fill out. The skills audit will be used to assess which skillset is needed to fill vacancies on the LGBs and whether the candidate qualifies for appointment.
11. These vacancies, with the exception of the COLA Highgate Hill Foundation Governors and parent and staff appointments, will be filled in accordance with the governance model and appointment process agreed by the Trust at its meeting on 6 December 2016 and noted and endorsed by the Education Board at its meeting on 12 January 2017. The LGB governance model for Trust academies and the process for appointing governors to LGBs of Trust schools are attached at Appendices 2 and 3 respectively.
12. As per the appointment process attached at Appendix 3, the City Corporation will be invited to nominate suitable candidates to be appointed as members of such LGBs. Members are invited to name suitable nominees at this meeting. This paper also asked Members to resolve to delegate authority to City Corporation officers to consider any additional nominations received from Members after the meeting and submit them to the Trust, and consult with the Education Board Chairman and Deputy Chairman as appropriate. The nominees will be then considered for appointment alongside interim governors, taking into account the skills need of each LGB.
13. A report will be presented to the Education Board at its next meeting on 20 July 2017 confirming the establishment, terms of reference, constitution and membership of the five new permanent LGBs and asking for the Education Board's approval of these LGBs' Chairs, in accordance with the Sponsorship Agreement.

Governance Structure for the Five Academies due to open in September 2017

14. At the Trust's meeting on 6 December 2016, it approved governance documentation for all new schools joining the Trust and agreed all new academies would adhere to this structure. This governance documentation was approved noted and endorsed by the Education Board at its meeting on 12 January 2017.
15. Under the terms of the Sponsorship Agreement the City is consulted by the Trust when it appoints any LGBs. The Education Board is therefore asked to note the Trust's proposed permanent LGB governance structures below and provide any comments for the Trust's consideration.

CoLA Shoreditch Park and CoLPA Islington

16. As CoLA Shoreditch Park and CoLPA Islington are brand new academies, there are no interim parent or staff governors on their interim LGBs. These vacancies will be filled once the academies open in September 2017. As specified in the Scheme of Delegation, the appointment of teacher and parent governors are the responsibility of the local governing bodies, and approval from the Trust and the Education Board is not required. It is proposed that these permanent LGBs will be appointed in line with the Trust's governance model referred to above, whilst taking into account the individual and local needs of these two academies.

CoLA Highgate Hill

17. The proposed structure of the CoLA Highgate Hill permanent LGB does not align with the Trust's governance model. This reflects the Trust's, commitment to retain Foundation Governor places from the existing Mount Carmel School to ensure the ethos of the catholic girls school is retained for the next five years. It is noted that departing from the Trust's model structure in this instance reflects the fact that the Trust's governance model allows for local needs to be taken into account and that the retention of the Foundation Governors will provide valuable continuity as the school transitions to being a Trust academy.

Newham Collegiate Sixth Form College

18. Newham Collegiate Sixth Form Collegiate currently has 13 governors on its interim governing body. It is proposed that the permanent LGB will be appointed in line with the Trust's governance model referred to above. Two of the Sponsor Governors on the interim LGB, Mark Emmerson and Gerald Mehrstens, are Trust and City Corporation officers respectively, and are due to step down when the governing body moves from an interim to permanent governing body. Should all of the remaining interim governors wish to be considered for appointment to the permanent LGB, the Trust will need to consider, with reference to their skills and the needs of the LGB, which candidates are most suitable for appointment or depart from the Trust's model structure.
19. In addition the interim governing body only has one parent member (the articles for the Trust require two parent governors), and only the principal in terms of staff member. This will need to be addressed when putting the permanent governing body in place.

Highbury Grove

20. Highbury Grove's governance arrangements will be covered in a separate paper at a later meeting, due to its specific governance and leadership needs.

Clarification on officers being governors

21. The Education Board and Policy and Resources Committee resolved on 3 March 2016 and 17 March 2016 respectively that officers of the City Corporation should be eligible to be nominated or appointed to fill appropriate governor vacancies on the Trust's LGBs where the vacancy does not require the appointee to be an elected Member of the Court of Common Council. This decision does not extend to vacancies on the governing bodies of the City's co-sponsored academies (where governors are also the directors and trustees of the relevant charitable company) or the independent schools.

22. This paper also notes that officers of the City Corporation may be nominated or appointed to fill appropriate governor vacancies on the Trust's LGBs. There is no requirement by the Trust or the City Corporation that governors or Chairs of Trust LGBs have to be City Elected Members.

23. No explicit decision has been made by the Trust as to whether Trust officers can be governors on Trust LGBs. If the Trust is considering appointing a Trust officer to a LGB, it will need to take into account whether there would be a conflict of interest between the role of governor and their responsibilities as a Trust officer and ensure the officer and the Trust observes the Trust's conflict management where appropriate.

Conclusion

24. This paper provides an update on governor membership for the City Schools, attached at Appendix 1.

25. This paper also provides an update on the LGB governance and membership for the Trust's new academies which now require permanent LGBs. A further report on the governance and membership of the permanent LGBs will be presented to the Education Board at its next meeting, which will include a request from the Trust for the Education Board's approval of these LGBs' Chairs.

26. Officers have been informed that the Chair of the City of London Academy Southwark, Andrew McMurtrie, will be stepping down from the Southwark local governing body. A paper addressing this vacancy will come to the Board at the meeting on 20 July 2017.

Appendices

- Appendix 1 – City Schools governor membership list.
- Appendix 2 – LGB governance model for Trust academies.
- Appendix 3 – Process for appointing governors to LGBs of Trust schools.

Background Papers

- Education Board paper: Local Governing Body governance for City of London Academies Trust Schools (12 January 2017)

- Education Board and Policy and Resources Committee paper: Officers of the City Corporation as governors at City schools (3 March 2016 and 17 March 2016 respectively)

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Education Policy Officer

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City of London Corporation Schools' Local Governing Body Membership

City of London Academy Southwark

Name	Appointed as	Group, Company or Skill Set
Andrew McMurtrie	Chairman	Common Councillor
Antony Smyth	Vice-Chairman	Partner at Ernst and Young
Simon Atkinson	Nominated by LGB or Sponsor and approved by the Trust	Assistant Chief Executive at Ipsos MORI
William Fraser	Nominated by LGB or Sponsor and approved by the Trust	
Elaine Davis	Nominated by LGB or Sponsor and approved by the Trust	
Gillian Walsh	Nominated by LGB or Sponsor and approved by the Trust	
Keith Bottomley	Nominated by LGB or Sponsor and approved by the Trust	
Fiona Lake	Parent Governors	
Bolatito Bello	Parent Governor	
Lauren Feaver	Teaching staff governor	
Stephen Burgess	Non-Teaching staff	
Richard Bannister	Principal	Principal
Mickey Kelly		Executive principal

City of London Primary Academy Redriff

Name	Appointed as	Group, Company or Skill Set
Mickey Kelly	Executive head teacher	Head teacher
Sheila Cohring	Associate Headteacher	Associate Head teacher
Lucas Green	Co-opted	Chair of Local Governing Body, governance
Lorraine Baker	Co-opted	Joint Vice-Chair LGB
Stephanie Cryan	Co-opted	Finance and resources
Robert Juritz	Co-opted	Breadth and Balance Chair
Eddie Langdown	Co-opted	Safeguarding governor
Hilda Cheong	Parent	Finance and resources
Susie Clements	Parent	Joint Vice-Chair LGB
Berni Giantsos	Parent	Breadth and Balance, aspiration
Bethan Buck	Co-opted	Breadth and balance
Jeremy Simons	Sponsor Governor	Chair of finances and resources
Ada Fekete	Co-opted	
Richard Bannister	Associate Principal	

Staff vacancy		
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City of London Primary Academy Galleywall

Name	Appointed as	Group, Company or Skill Set
Lucas Green	Chair	Governance, Head of Development at Thames TV
Andrew McMurtrie		Common Council
Antony Smyth		Partner at Ernst and Young
Richard Bannister		Head teacher
Mickey Kelly	Executive head teacher	Executive head teacher
Victoria Mills		Governance, community and education
Catherine Dale		Programme manager at Guy's and Thomas' NHS Foundation Trust
Harvey McEnroe		Senior leader at NHS in South London
Clare Muid		Education
Sheila Cohring	Head teacher	Head teacher

City of London Academy Shoreditch Park Interim Governing Body

Name	Appointed as	Group, Company or Skill Set
Robert Howard	Chair	
Mark Emmerson	Nominated by LGB or Sponsor and approved by the Trust	CEO of City of London Academies Trust
Mark Malcolm	Nominated by LGB or Sponsor and approved by the Trust	Head teacher
Barbara Hamilton	Nominated by LGB or Sponsor and approved by the Trust	Apprenticeships/Adult Ed
Ukpong	Nominated by LGB or Sponsor and approved by the Trust	JP Morgan
Ryan Shorthouse	Nominated by LGB or Sponsor and approved by the Trust	Brightblue
Shiela Scales	Nominated by LGB or Sponsor and approved by the Trust	Community
Rita Krishna	Nominated by LGB or Sponsor and approved by the Trust	Community
Sue Roberts	Nominated by LGB or Sponsor and approved by the Trust	Hackney learning Trust
Holly Arles	Principal	Principal Designate
To be appointed		
Staff Governor		

Staff Governor		
Parent		
Parent		

City of London Primary Academy Islington Interim Governing Body

Name	Appointed as	Group, Company or Skill Set
Ann Holmes	Chair	SEND
Nick Bensted Smith	Nominated by LGB or Sponsor and approved by the Trust	Vice Chairman & Finance
Ena Harrop	Nominated by LGB or Sponsor and approved by the Trust	Education Leadership & Teaching & Learning
Mary Robey	Nominated by LGB or Sponsor and approved by the Trust	Recruitment & Safeguarding
Frazer Swift	Nominated by LGB or Sponsor and approved by the Trust	Education & Education Partnerships
Gerald Mehrtens	Nominated by LGB or Sponsor and approved by the Trust	Programme Management
Joyce Nash	Nominated by LGB or Sponsor and approved by the Trust	Education & Governance
Andrew Boyes	Co-opted appointment	Education Leadership & Community engagement
Norma Dews	Local Authority Governor	Local Government & Community Engagement
Kim Clapham	Headteacher	Teaching and Learning & Leadership and management
To be appointed		
Staff Governor		
Staff Governor		
Parent Governor		
Parent Governor		

City of London Academy Highgate Hill Interim Governing Body

Name	Appointed as	Group, Company or Skill Set
Pamela David	Chair	
Gerald Mehrtens	Nominated by LGB or Sponsor and approved by the Trust	HR, Recruitment
Mark Emmerson	Nominated by LGB or Sponsor and approved by the Trust	Education & Governance
Joshua Burton	Nominated by LGB or Sponsor and approved	Policy

	by the Trust	
Valerie Bossman-Quarshie	Foundation Governor	
Claudette Igiehon	Foundation Governor	
Kristin Baumgartner	Foundation Governor	
Peter Bremner	Staff Governor	
Judith Oscar	Parent Governor	
Norma Dews	Local authority Governor	Local Government & Community Engagement
Nicole Haynes	Principal	
To be appointed		
Parent Governor		
Staff Governor		

Newham 6th Form Collegiate

Name	Appointed as	Group, Company or Skill Set
Rachel McGowan	Interim Chair	Headteacher, Plashet School
Anothony Wilson	Chair of Governors	Headteacher, Lister School
Mouhssin Ismail	Principal	
Shelley Eckton	Nominated by LGB or Sponsor and approved by the Trust	SBM, Rokeby School
Ian Wilson	Nominated by LGB or Sponsor and approved by the Trust	Headteacher, Little Ilford School
Lakmini Shah	Nominated by LGB or Sponsor and approved by the Trust	Newham Councillor
Di Gowland	Nominated by LGB or Sponsor and approved by the Trust	NCFE Principal and Chief Executive
Sophie Tuhey	Nominated by LGB or Sponsor and approved by the Trust	Education Partnerships Manager, UCL
Jane Moon	Nominated by LGB or Sponsor and approved by the Trust	Deputy Director for Education, London Borough of Newham
Damian Carlier	Nominated by LGB or Sponsor and approved by the Trust	Deputy Headteacher, Sarah Bonnell School
Mark Emmerson	Nominated by LGB or Sponsor and approved by the Trust	
Gerald Mehrtens	Nominated by LGB or Sponsor and approved by the Trust	
Mahmuda Mazid	Parent Governor	
To be appointed		
Parent Governor		
Staff Governor		
Staff Governor		

Highbury Grove

Name	Appointed as	Group, Company or Skill Set
Maggie Elliott	Chair	
Neale Coleman	Nominated by LGB or Sponsor and approved by the Trust	
Richard Verrall	Nominated by LGB or Sponsor and approved by the Trust	
Helen Curran	Nominated by LGB or Sponsor and approved by the Trust	
Clare Verga	Nominated by LGB or Sponsor and approved by the Trust	
Aimee Lyall	Nominated by LGB or Sponsor and approved by the Trust	
Sarah Counter	Nominated by LGB or Sponsor and approved by the Trust Governor	
Joe Caluori	Local Authority Governor	
To be appointed		
Staff Governor		
Staff Governor		
Parent Governor		
Parent Governor		

City of London Co-Sponsored academies

City of London Academy Islington Governing Body

Name	Appointed as	Group, Company or Skill Set
Henry Colthurst	Chair	Common Councillor
Eamon Martin	Deputy Chair	City University
John Betteridge	CoL Sponsor governor	Dean Royal Society of Medicine
Lady Helen Curran	City University Sponsor governor	Chair, Curriculum and Community Committee City University
Judge Nicholas Richard Maybury Hilliard QC	CoL Sponsor governor	Judge
Marion O'Hara	City University Sponsor governor	
Dr Arti Agrawal	Co-opted	
Past Master Michael Laurie	Co-opted	
Richard Verrall	Co-opted	
Pauline Ewin	Community Governor	
Councillor Joe Caluori	Local Authority	London Borough of Islington
Clare Verga	Principal	
Angela Davies	Staff governor	
Ruth Johal	Staff governor	
Maria Larrain	Parent governor	
Amy Hulley	Parent governor	

The City Academy Hackney

Name	Appointed as	Group, Company or Skill Set
Virginia Rounding	Chair	
Dawn Elliot	Vice Chair	
Anntoinette Bramble	Local Authority	
Amanda Brown	KPMG sponsor governor	
Nigel Challis	CoL Sponsor governor	
Sophie Conway	Parent	
Lola Malaolu	Parent	
Stephen Webster	Parent	
Katie Dowbiggin	CoL Sponsor governor	
Rita Krishna	Community	
Catherine McGuinness	CoL Sponsor Governor	
Shamus Rae	KPMG sponsor governor	
Sheila Scales	KPMG sponsor governor	
Mhairi Stewart	Staff	

Emily Vicary	Staff	
Anant Suchak	KPMG sponsor governor	

City of London Independent Schools

City of London School

Name	Appointed as	Group, Company or Skill Set
Ian Seaton	Chair	
Keith Bottomley	Common Councillor	
Marianne Fredericks	Common Councillor	
Deputy James Thompson	Common Councillor	
Alderman Vincent Keaveney	Common Councillor	
Edward Lord JP	Common Councillor	
Sylvia Moys ex officio	Common Councillor	
Alexander Barr	Common Councillor	
Dominic Gerard Christian	Common Councillor	
Caroline Haines	Common Councillor	
Ronel Lehmann	Co-opted	
Tim Levene		
Lord Levene of Portsoken KBE	Co-opted	
Christopher Martin	Co-opted	
Dame Mary Richardson DBE	Co-opted	
Professor Michael Whitehouse	Co-opted	

City of London School for Girls

Name	Appointed as	Group, Company or Skill Set
Clare James	Chairman	
Nicholas Michael Bensted-Smith JP	Deputy Chairman	
Professor Anna Sapir Abulafia	External member	
Randall Keith Anderson	Common Councillor	
Professor D J Betteridge	External member	
Deputy Roger Arthur Holden Chadwick	Ex officio Member	
Richard David Regan	Common Councillor	
Emma Edhem	Common Councillor	
Dr Stephanie Ellington	External Member	
Mary Robey	Alderman	
Christopher Hayward	Common Councillor	
Tom Hoffman	Common Councillor	
Ann Holmes	Common Councillor	
Sylvia Doreen Moys	Common Councillor	

Elizabeth Phillips	External Member	
Sheriff William Russell	Alderman	
Ian Seaton	Ex officio member	
Richard Sermon	External member	
Sir Michael Snyder	Common Councillor	

City of London Freemen's School

Name	Appointed as	Group, Company or Skill Set
Roger Chadwick	Chair	
Stuart Fraser CBE	Deputy Chair	
Deputy John Bennett	Common Councillor	
Nicholas Goddard	Co-opted	
Michael Hudson	Common Councillor	
Vivienne Littlechild	Common Councillor	
Andrew McMillan	Co-opted	
Hugh Morris	Common Councillor	
Graham Packham	Common Councillor	
Elizabeth Rogula	Common Councillor	
Councillor Chris Townsend	Co-opted	
Philip Woodhouse	Common Councillor	
Gillian Yarrow	Co-opted	
Alistair King	Common Councillor	
Clive Martin	Common Councillor	
Dame Fiona Woolf	Common Councillor	
Michael Snyder	Ex Officio	

Local Authority Maintained School

Sir John Cass's Foundation Primary School

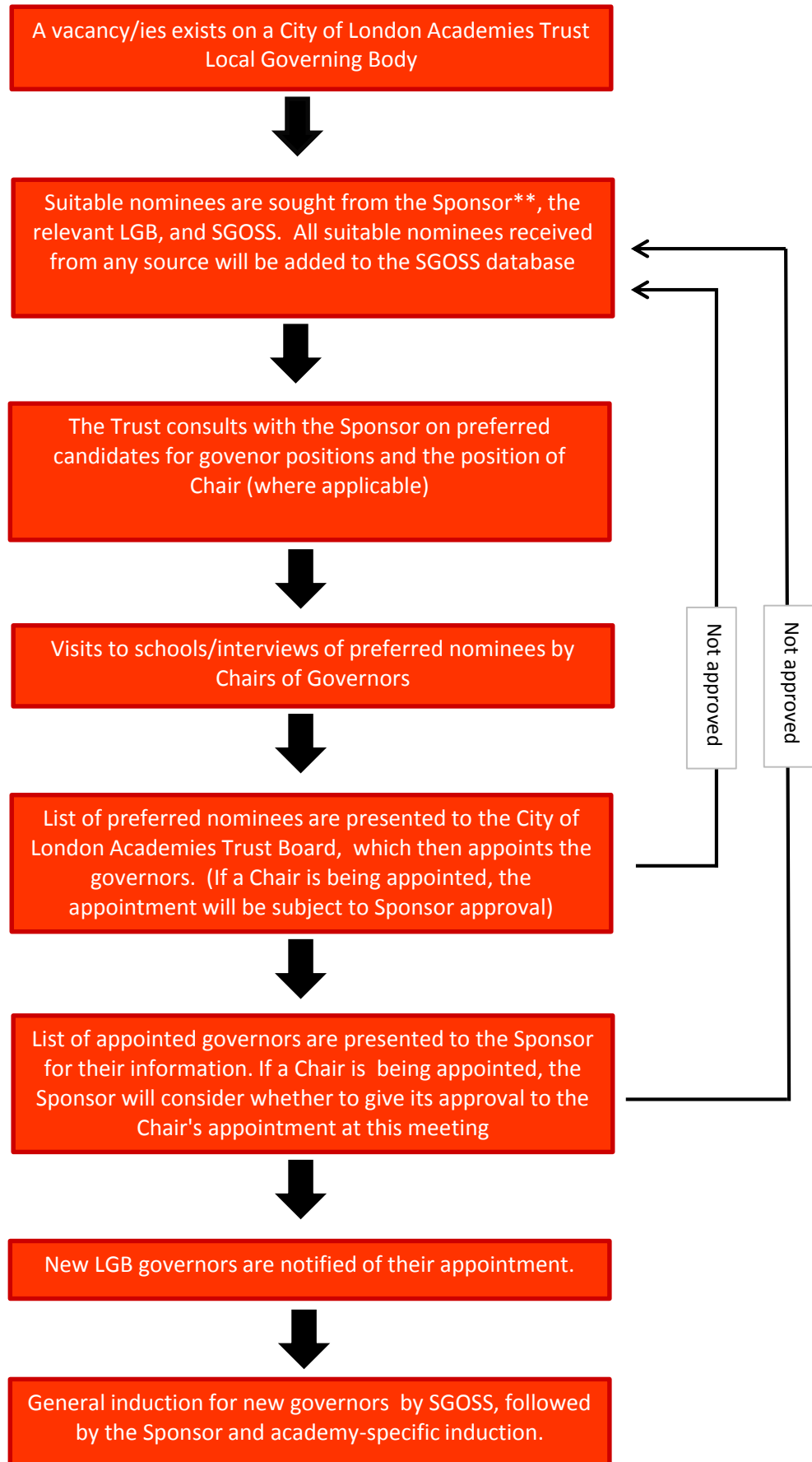
Name	Appointed as	Group, Company or Skill Set
Rev Laura Jorgensen	Chair	
Anna Godas	Parent	
John Fletcher	Local Authority	
Henry Jones	Local Authority	
Edward Keene	Foundation Governor	
David Hogben	Foundation Governor	
Tony Mullee	Foundation Governor	
Dominic Alexander	Foundation Governor	
David Williams	Sir John Cass's Foundation Governor	
Jo Welsh	Staff Governor	
Hasina Khan	Staff Governor	
Calvin Henry	LDBS Governor	
Tim Wilson	Head teacher	
Andy Wright	LDBS Governor	
Matthew Piper	St Botolph's PCC Governor	

City of London Academies Trust Governance Model

- 2 elected parent governors
- 1 Headteacher/Principal
- 1 teacher governor
- 1 non-teaching staff governor

Up to 7 further governors nominated by the LGB or the City of London Corporation and approved by the CoLAT Board, to include the Chair (whose appointment is approved by the City of London Corporation as Sponsor) and Vice Chair

City of London Academies Trust LGB Appointment Process



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