



Education Board

Date: THURSDAY, 24 SEPTEMBER 2020
Time: 11.00 am
Venue: VIRTUAL MEETING - ACCESSIBLE REMOTELY

Members: Ann Holmes (Chair)
Caroline Haines (Deputy Chairman)
Randall Anderson
Tijs Broeke
Henry Colthurst
Alderman Sir Peter Estlin
Shravan Joshi
Alderman Nicholas Lyons
Benjamin Murphy
The Rt Hon.the Lord Mayor, Alderman William Russell
Ruby Sayed
Deputy Philip Woodhouse
Rachel Bower
Tim Campbell
Dr Ioan Davies
Deborah Knight

Enquiries: Polly Dunn; polly.dunn@cityoflondon.gov.uk

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link https://youtu.be/9yQyDH_nL80

Meeting Recordings

This meeting will be a virtual meeting and therefore will not take place in a physical location following regulations made under Section 78 of the Coronavirus Act 2020. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**
 2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
 3. **PUBLIC MINUTES**
To agree the public minutes and summary of the meeting held on 23 July 2020.

For Decision
(Pages 1 - 12)
 4. **PUBLIC OUTSTANDING ACTIONS**
Report of the Town Clerk.

For Information
(Pages 13 - 14)
 5. **EDUCATION BOARD BUDGET UPDATE FOR 2020/21 FINANCIAL YEAR**
Report of the Director of Community and Children's Services.

For Information
(Pages 15 - 16)
- Education**
6. **EDUCATION ACTIVITIES UPDATE**
Report of the Director of Community and Children's Services.

For Information
(Pages 17 - 26)
 7. **COVID-19 UPDATE**
The Director of Community & Children's Services to be heard.

For Information
 8. **TACKLING RACISM TASKFORCE UPDATE**
The Chair to be heard.

For Information
 9. **TOMLINSON REVIEW UPDATE**
The Chair to be heard.

For Information

10. **GOVERNOR APPOINTMENTS UPDATE**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 27 - 36)
11. **REVIEW OF SIXTH FORM PROVISION**
Report of the Director of Community and Children's Services.
- For Discussion**
(Pages 37 - 52)
12. **EDUCATION SERVICES COMPANY FEASIBILITY STUDY**
Report of the Director of Community and Children's Services.
- For Discussion**
(Pages 53 - 106)
13. **PARENTAL ENGAGEMENT IN LEARNING**
Report of the Director of Community and Children's Services.
- For Discussion**
(Pages 107 - 114)

Skills

14. **ADULT EDUCATION, SKILLS AND APPRENTICESHIPS UPDATE**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 115 - 126)
15. **LONDON CAREERS FESTIVAL 2020 EVALUATION REPORT**
Report of the Director of Community and Children's Services.
- For Discussion**
(Pages 127 - 172)

Cultural and Creative Learning

16. **CULTURAL AND CREATIVE LEARNING UPDATE**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 173 - 182)
17. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
18. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

19. **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

20. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the meeting held on 23 July 2020.

For Decision
(Pages 183 - 186)

21. **NON-PUBLIC OUTSTANDING ACTIONS**
Report of the Town Clerk.

For Information
(Pages 187 - 188)

22. **UN-VALIDATED 2020 RESULTS DATA FOR THE FAMILY OF SCHOOLS**
Report of the Director of Community and Children's Services.

For Discussion
(Pages 189 - 194)

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

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

EDUCATION BOARD

Thursday, 23 July 2020

Minutes of the meeting of the Education Board held virtually on Thursday, 23 July 2020 at 11.00 am

Present

Members:

Ann Holmes (Chair)	Alderman Nicholas Lyons
Caroline Haines (Deputy Chair)	Benjamin Murphy
Randall Anderson	Ruby Sayed
Tijs Broeke	Deputy Philip Woodhouse
Henry Colthurst	Deborah Knight
Alderman Sir Peter Estlin	

In Attendance

Officers:

Polly Dunn	- Town Clerk's Department
Alistair MacLellan	- Town Clerk's Department
Julie Mayer	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Mark Jarvis	- Chamberlain's Department
James Gibson	- Chamberlain's Department
Bukola Soyombo	- Chamberlain's Department
Anne Pietsch	- Comptroller and City Solicitor's Department
Anne Bamford	- Community & Children's Services Department
Gerald Mehrtens	- Community & Children's Services Department
Daniel McGrady	- Community & Children's Services Department
Jack Joslin	- Central Grants Unit
Mark Emmerson	- City of London Academies Trust (Public session only)

1. APOLOGIES

Apologies for absence were received from the Rt. Hon. The Lord Mayor William Russell and Rachel Bower.

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

There were no declarations.

3. **ORDER OF THE COURT OF COMMON COUNCIL**

The Town Clerk noted that since publication of the Court Order, Deputy Keith Bottomley had issued his resignation to the Education Board with immediate effect.

The appointments of Tijs Broeke (Policy and Resources Committee representative) and Randall Anderson (Community and Children's Services Committee representative) were to be considered at the next meetings of their respective committees. Until such a time, they would continue with their existing appointment to the Education Board.

The Order of the Court of Common Council dated 16 July 2020 appointing the Board for the ensuing year was received.

4. **ELECTION OF CHAIRMAN**

An election of Chair was conducted in line with Standing Order 29. Ann Holmes, being the only Member indicating a willingness to serve, was elected for the ensuing year.

In taking the chair, the new Chair outlined the challenges facing the committee and thanked officers for the quality of their communication with Members throughout the time of COVID-19.

RESOLVED unanimously, that at the conclusion of his three-year term of office as their Chairman, members of the Education Board wish to extend to Henry Colthurst their sincere thanks and appreciation for the manner in which he has presided over their deliberations and the detailed care and interest he has shown toward the City's provision of education.

In Henry's time as Chairman, the Board has supported the expansion of the City of London Academies Trust; introduced an annual Careers Festival and implemented three new fundamental strategies in Education, Culture and Creative Learning, and Skills.

During his time as Chairman of the Board, Henry has helped the City respond to significant changes in the national curriculum within its Family of Schools. He has also played a significant role in shaping the scope of lifelong learning and apprenticeships that the City is able to offer its residents, schools, employees and visitors.

Henry has performed his role as Chairman with great enthusiasm and dedication. His vision has helped support the City through the ever-changing landscape of the education and skills sector so that it remains a place that people from the Square Mile and beyond, want to come to learn and teach.

Finally, Members wish to thank him for his generous hospitality during his years in office and to convey to him, their good wishes for his and his family's future health and happiness.

5. **ELECTION OF DEPUTY CHAIRMAN**

An election of Deputy Chairman was conducted in line with Standing Order 30. Caroline Haines, being the only Member indicating a willingness to serve, was elected Deputy Chairman for the ensuing year.

6. **PUBLIC MINUTES**

RESOLVED, that the public minutes and non-public summary of the meeting held on 5 March 2020, be approved as a correct record.

7. **APPOINTMENT OF A CO-OPTED MEMBER**

Members considered a report of the Town Clerk regarding the appointment of a co-opted Member of the Board.

The Town Clerk explained that the appointment of Dr Ioan Davies was considered at the Board's informal meeting held in May 2020. Further supporting information had been provided within a non-public appendix.

RESOLVED, that Dr Ioan Davies be appointed to the Education Board for a term of four years ending April 2024.

The Town Clerk advised that Dr Davies would now be invited to join the meeting and participate as an elected member of the Board.

8. **APPOINTMENT OF SUB-COMMITTEES**

Members considered a report of the Town Clerk regarding the appointment of the Education Board's sub-committees for 2020/21.

Members were first invited to approve the terms of reference of the Nominations Sub-Committee and note that the terms of reference for the Education Charity Sub-Committee as set by the Court of Common Council. No changes were proposed for the Nominations Sub-Committee.

Tijs Broeke and Henry Colthurst had expressed an interest in the Nominations Sub-Committee and were duly appointed for the year ensuing.

Deputy Philip Woodhouse had expressed an interest in the Education Charity Sub-Committee, as did Randall Anderson. Randall Anderson was advised by the Town Clerk that he may stand for one of the positions assigned by the Community and Children's Services Committee. Deputy Philip Woodhouse was duly appointed for the year ensuing, leaving one vacancy on the Sub-Committee.

The Chair and Deputy Chair would assume ex-officio roles on both sub-committees as per their respective Terms of Reference.

The Town Clerk verbally updated the Board on matters concerning the Education Board's appointments to the City of London Academies Trust's (COLAT) Board of Trustees.

In January 2016, the Court of Common Council resolved that the Chairman and Deputy Chairman of the Education Board would serve as Company Members/Trustees of COLAT. Accordingly, the new Deputy Chair, Caroline Haines, was appointed to the COLAT, effective immediately.

In October 2017, the Court resolved to amend its resolution of January 2016, to permit a representative/nominee of the Chairman and Deputy Chairman of the Education Board to serve as Company Member/Trustee of the City of London Academies Trust, where the original candidate is not able to serve.

The new Chair, Ann Holmes, indicated that, like the immediate past Chairman, she wished to nominate Deputy Clare James in her stead. Deputy Clare James.

As per the Court's resolution the gift of this nomination lies with the Chair, however, as per historic practice, the Board was being invited to endorse this nomination.

RESOLVED, that Members

- Approve the terms of reference and composition of both the Nominations Sub Committee and Education Charity Sub Committee;
- Appoint Henry Colthurst and Tijs Broeke to the Nominations Sub Committee for the year ensuing;
- Appoint Philip Woodhouse to the Education Charity Sub-Committee for the year ensuing;
- Note the appointment of Caroline Haines to the COLAT Board of Trustees, as Deputy Chairman to the Education Board; and
- Endorse the appointment of Deputy Clare James as the Chair's nominee to the COLAT Board of Trustees.

Dr Ioan Davies joined the meeting. The Chair welcomed the new Member to the Board.

9. **PUBLIC OUTSTANDING ACTIONS**

Members received a report of the Town Clerk regarding the Boards public outstanding actions.

RESOLVED, that the report be noted.

10. **COVID-19 UPDATE**

Members received an update from the Director of Community and Children's Services regarding COVID-19 as part of the following agenda item (item 11).

11. **THE NEW NORMAL: SCHOOLING AFTER COVID-19**

Members received a report of the Director of Community and Children's Services regarding the New Normal: Schooling after COVID-19. The following matters were raised in presentation:

- The City Family of Schools were planning to open in September 2020 with a full cohort of pupils and staff. The aim was to provide a broad and balanced curriculum and there would be an encouragement to resume school trips within local areas.
- Schools would plan for closures and re-openings if there were any local COVID outbreaks, there would also be a hybrid offer if some pupils needed to learn remotely due to school or part of the school needing to re-close.
- Adult education and apprenticeships were being delivered online and this moves into a hybrid model of online and face to face tuition from the commencement of the new academic year.
- Risk assurance training would be issued in September.
- Members were particularly concerned about the most disadvantaged children who were likely to have received less home schooling during the lockdown period.
- An independent review had been commissioned into the new normal: schooling after COVID-19.
- Following questions from Members, the Board was reassured that comprehensive training would be available for teachers around safety. There had also been a considerable amount of additional resource from the Department for Education on mental health support for both children and teachers, with more to come in due course.
- Key areas of focus for COLAT were providing curriculum catch-up and preparations for hybrid learning. Schools' provision of hybrid learning had increased, and a substantial programme would be delivered to children in isolation, with an expectation that all children participate in timetabled online provision if school needs to re-close at any time
- A query was raised on the Education Board's involvement, if any, with the Chair of Policy & Resources work on COVID-19 Hidden Heroes. This would be explored outside of the meeting.
- The final report of the independent review into the new normal: schooling after COVID-19 would come to the Board for consideration in the autumn.

RESOLVED, that the report be noted.

12. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS ANNUAL ACTION PLAN 2020/21**

Members received a report of the Director of Community and Children's Services regarding the Education, Cultural and Creative Learning and Skills Annual Action Plan 2020/21.

RESOLVED, that the report be noted.

13. **EDUCATION BOARD REVENUE OUTTURN 2019/20**

Members received a report joint of the Chamberlain and Director of Community and Children's Services regarding the Education Board's Revenue Outturn 2019/20.

RESOLVED, that the report be noted.

14. **EDUCATION BOARD BUDGET UPDATE FOR 2020/21 FINANCIAL YEAR**

Members received a report of the Director of Community and Children's Services regarding the Education Board's Budget update for the 2020/21 Financial Year.

RESOLVED, that the report be noted.

15. **CITY PREMIUM GRANT ALLOCATIONS 2020/21**

Members considered a report of the Director of Community & Children's Services regarding the 2020/21 City Premium Grant Allocations.

The figure assigned to Newham Collegiate Sixth Form (NCS) was clarified as a comma fell in the wrong place. The Proposed City Premium Grant 2020/21 for NCS should read 150,000.

It was noted that the second recommendation on the £330k supplementary City Premium Grant could be considered by the Policy & Resources Committee under urgency procedures. A decision would not, therefore, need to wait until their September meeting as the report header indicated.

RESOLVED, that

- The release of City Premium Grant funding to City academies for academic year 2020/21 be approved as per Schedule 1 below:

Schedule 1 – Proposed City Premium Grant funding to City academies.

Academy	School Allocation¹	Proposed City Premium Grant 2020/21
Galleywall Primary School	60,000	59,676
Redriff Primary School	100,000	100,000
City of London Primary Academy	40,000	39,514

¹ Based on a ceiling of £250K for secondary academies, £150K for Sixth Form colleges and £100K for primary academies pro rata according to the pupil numbers in the academy

Islington		
City of London Academy Southwark	250,000	250,000
City of London Academy Highbury Grove	250,000	249,910
City of London Academy Highgate Hill	200,000	199,823
City of London Academy Shoreditch Park	140,000	95,200
City of London Academy Islington	250,000	250,000
The City Academy Hackney	250,000	250,000
Newham Collegiate Sixth Form	150,000	150,000
Total	1,690,000	1,644,123

- The supplementary City Premium Grant funding to academies to address educational gaps due to COVID-19 apportioned to academies as per Schedule 2 below, be endorsed for onward approval by the Policy & Resources Committee under urgency procedures.

Schedule 2 – Proposed supplementary City Premium Grant funding based on schools' number of pupils eligible for pupil premium funding

Academy	Proposed supplementary funding
Galleywall Primary School	5,000
Redriff Primary School	10,000
City of London Primary Academy Islington	5,000
City of London Academy Southwark	70,000
City of London Academy Highbury Grove	60,000
City of London Academy Highgate Hill	25,000
City of London Academy Shoreditch Park	20,000
City of London Academy Islington	45,000
The City Academy Hackney	65,000
Newham Collegiate Sixth Form	25,000
Total	330,000

- The Board note the balance of the core City Premium Grant funding will be rolled into a second, smaller funding round in January 2021 following the school standards scrutiny meetings and based on greatest areas of need.
- The Board note that it will receive evaluations of the impact of City Premium Grant funded projects delivered over 2020/21 at the November 2021 Education Board meeting. This evaluation will include projects funded by the supplementary City Premium Grant to address educational gaps brought about by school closures due to Covid 19.

16. GRANT REPORT - CITY EDUCATIONAL TRUST FUND (290840) & CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY (312836)

Members considered a report of the Head of Grants regarding the City Educational Trust Fund and City of London Corporation Combined Education Charity.

Both Members and officers were disappointed that the City was not in a position to make any awards in 2020 but that this decision was necessary to enable the charities to recoup income for 2021.

Following a question, Members were assured that applications would be directed to other funds and sources of support. There were a number of alternative options available to application for 2020. Applicants would also be encouraged to reapply for next year's funding round.

RESOLVED, that

- the Central Grants Programme eligibility criteria be noted.
- the budget be noted, and the closing of the Education and Employment Programme of the Central Grants Programme until April 2021 be approved.
- the recommendation to reject all of the applications received to the April 2020 round of the Education and Employment Programme, be approved.

17. GOVERNOR APPOINTMENTS UPDATE

Members considered a report of the Director of Community and Children's Services regarding the Governor appointments update. The following matters were raised:

- Given the number of new governors due to start after the summer, Members requested that officers consider providing induction training (including safeguarding training) early in the academic year.
- Members were informed that some of the Governing Bodies of the Family of Schools were still carrying vacancies for September. The City was striving to fill those places with candidates that met any skills gaps on each Board and promoted a diverse membership.
- A number of governor terms were due to end in August 2020, this was because many of them had been appointed when COLAT was first established. Efforts were being made to ensure that the conclusion of governor terms were staggered in the future. Some larger governing bodies would also likely be reduced in size.
- It was noted that some updates were needed for the local governing body of City of London Academy Islington. It was the hope of the Chair of the Education Board and the Chair of COLAT, that a more up-to-date process for this reporting may be available to Members in future.

RESOLVED, that

- the appointment of Mary Robey as Chair of Governors to the Local Governing Body of City of London Primary Academy Islington (CoLPAI), be approved;
- the appointment of Martin Jermyn as Chair of Governors to the Local Governing Body of City of London Academy Highbury Grove (CoLAHG), be approved;
- the appointment of Shravan Joshi as Chair of Governors to the Local Governing Body of City of London Academy Southwark (CoLAS), be approved;
- the appointment of Bethan Ferguson, Ann Holmes and Mary Robey to the Local Governing Body of CoLPAI, be noted;
- the appointment of Colette Bowe, Joe Caluori, Maggie Elliott and Rachel Sherman to the Local Governing Body of the CoLAHG, be noted;
- the appointments of Nadia Forde and Megan Gerrie to the Local Governing Body of Newham Collegiate Sixth Form (NCS), be noted;
- the appointment of Alderman Robert Howard, Barbara Hamilton, Ryan Shorthouse, Sheila Scales and Rita Krishna to the Local Governing Body of City of London Academy Shoreditch Park (CoLASP), be noted;
- that all new governor appointments will be for a four-year term aligned to the academic year, be noted;
- that Dawn Brook has been re-appointed as a Co-opted Trustee of the CoLAT Board of Trustees for a four-year term expiring July 2024, be noted;
- that it be noted that the CoLAT Board of Trustees have appointed Tijs Broeke as the Chair of the Board of Trustees at their meeting on 9 July 2020; and
- that it be noted that the Policy & Resources Committee appointed Deputy Edward Lord as their appointee to the CoLAT Board of Trustees at their meeting on 9 July 2020 for a four-year term expiring July 2024.

18. **EDUCATION ACTIVITIES UPDATE**

Members received a report of the Director of Community and Children's Services regarding the City's Education Activities update.

The Deputy Chair took the opportunity for those representing stakeholders across the Family of Schools, to issue thanks for the success of the London Careers Festival. No group was left unsupported. Gratitude was also expressed

toward officers within the Corporation and other stakeholders who planned and delivered the LCF 2020 sessions.

The Chair expressed particular thanks to the Deputy Chair of the Education Board for successfully chairing the Careers Festival committee.

RESOLVED, that the report be noted.

19. **SCHOOL PLACES AND DEMAND PROJECTIONS**

Members received a report from the Director of Community and Children's Services regarding school places and demand projections.

RESOLVED, that the report be noted.

20. **CITY OF LONDON ACADEMIES TRUST, ACADEMIES DEVELOPMENT PROGRAMME - UPDATE**

Members considered a report of the Director of Community and Children's Services regarding the City of London Academies Trust, academies development programme update.

Clarification was sought over whether it was the Education Board or COLAT that needed to approve the role of KPMG and City, University of London as 'Strategic Partners'. Agreement was being sought from the CEO, Chair and Deputy Chair of COLAT (on behalf of the Trust), along with the Director of Community and Children's Services, Chair and Deputy Chair of the Education Board (on behalf of the Sponsor). Once the two co-sponsored academies had transferred, matters would only be presented to the Education Board in their capacity as sponsor, when necessary.

RESOLVED that,

- the progress of academy capital builds be noted;
- the Legal Due Diligence reports for the City of London Academy Islington (COLAI) and The City Academy Hackney (TCAH) to inform the CoLAT Board of Directors'/Trustees' decision to transfer these academies undertakings into CoLAT, be noted;
- the necessary resolutions required to be approved by the CoLAT Board to accept the transfer of the COLAI and TCAH undertakings into CoLAT by 1 September 2020, be noted;
- the proposed membership of the new COLAI and TCAH Local Governing Bodies (LGBs) which was outside the 'model' for CoLAT's LGBs governing bodies as previously endorsed by the City of London Corporation, be approved;
- Russell Willmer be appointed as Chair to the COLAI LGB and Dawn Elliott as Chair to the TCAH LGB; and,

- City, University of London in respect of COLAI, and KPMG in respect of TCAH, should continue as ‘Strategic Partners’ to these academies after the undertakings are transferred to CoLAT, and authority be delegated to Director of Community and Children’s Services [in consultation with the Chair and Deputy Chair of the Education Board and Policy & Resources Committee] to negotiate and agree the terms of the Memorandum of Understanding, and to sign the document, in each case on behalf of the City of London Corporation.

21. REPORT OF ACTION TAKEN BETWEEN MEETINGS

Members received a report of the Town Clerk regarding action taken between meetings.

The Board had historically discussed the value of summer schools, and whilst the COVID-19 pandemic had created an exceptional need for a summer programme in 2020, it was hoped that in future years it will not be necessary.

RESOLVED, that the report be noted.

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

There were no questions.

23. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no items of urgent business.

24. EXCLUSION OF THE PUBLIC

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

25. NON-PUBLIC MINUTES

RESOLVED, that the non-public minutes of the meeting held on 5 March 2020 were approved as a correct record.

26. NOTE OF AN INFORMAL MEETING

Members received a note of the informal meeting of the Education Board held on 21 May 2020.

27. NON-PUBLIC OUTSTANDING ACTIONS

Members received a report of the Town Clerk regarding the Board’s non-public outstanding actions.

28. ACADEMIES' FINANCIAL SCRUTINY MEETINGS 2020

Members considered a report of the Director of Community and Children’s Services regarding the academies’ financial scrutiny meetings 2020.

29. **CITY OF LONDON ACADEMIES TRUST STRATEGIC PLAN REVIEW 2020-24**

Members discussed a report of the Director of Community and Children's Services regarding the City of London Academies Trust Strategic Plan Review.

30. **NON-PUBLIC APPENDIX: APPOINTMENT OF A CO-OPTED MEMBER**

Members received a non-public appendix regarding the appointment of a co-opted Member.

31. **NON-PUBLIC APPENDIX: CITY PREMIUM GRANT ALLOCATIONS 2020/21**

Members received a non-public appendix regarding the City Premium Grant Allocations 2020/21.

32. **NON-PUBLIC APPENDICES: GOVERNOR APPOINTMENTS UPDATE**

Members received a non-public appendix regarding the Governor Appointments Update.

33. **NON-PUBLIC APPENDICES: CITY OF LONDON ACADEMIES TRUST, ACADEMIES DEVELOPMENT PROGRAMME - UPDATE**

Members received non-public appendices regarding the City of London Academies Trust, Academies Development Programme update.

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

There was one question.

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

There was one item of urgent business.

a) **City of London Academies Trust - Scheme of Delegation Annual Update**

Members received a report of the Town Clerk regarding the City of London Academies Trust Scheme of Delegation annual update.

The meeting ended at 12:45

Chairman

Contact Officer: Polly Dunn
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Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
1/2020/P	16 January 2020	Necessary approvals be sought from Policy & Resources and the Court of Common Council, to ensure that CoLAT Board appointments are made in line with the academic year.	Town Clerk/C&CS	In progress.
7/2020/P	5 March 2020	Information about the number of bursaries and more general information about what qualifies an individual for a bursary award to be provided to Board Members.	C&CS/ Chamberlain's	In progress.
8/2020/P	5 March 2020	Projects Sub-Committee to be requested to undertake a case study on the COLPAI project in light of the significant issues and delays.	Clerk	To be taken forward when the COVID-19 shutdown ends.
9/2020/P	5 March 2020	Interim update on the action plans in place at the City's family of schools to address issues raised by the validated 2018/19 results be submitted at the May 2020 Board meeting.	C&CS	Deferred to July 2020 due to COVID-19.
10/2020/P	5 March 2020	A report outlining City apprenticeships and what the Corporation could effectively do to improve them be submitted at the July 2020 Board meeting.	C&CS	Report due September 2020

Education Board – Public Completed Actions

Action Number	Action	Date Completed
8/2019/P	Governors for Schools would be conducting surveys of governors who access the resources to evaluate their impact and would be producing a final evaluation report in October 2019.	16 January 2020
9/2019/P	Three City Independent School Boards be invited to consider commissioning their annual Partnership reports in March of each year.	5 March 2020
10/2019/P	GSMD be invited to submit a similar “partnerships” report as those submitted to the Board by the City’s Independent Schools.	5 March 2020
11/2019/P	Schools be encouraged to approach their contractors (catering, cleaning etc) to request details of those contractors’ BREXIT contingency plans	16 January 2020
12/2019/P	Detail on the number of Livery Schools that were involved in the London Careers Festival 2019 to be circulated to the Board.	Withdrawn
13/2019/P	Two page summary evaluation report of the 2019 London Careers Festival, including media summary, to be sent to the Court of Common Council	Completed
14/2019/P	Copy of Culture Mile presentation to be circulated	Completed
15/2019/P	Corporate Strategy and Education Unit to work together on how education and learning may be better represented within the COL draft Sports Strategy	16 January 2020
6/2019/P	Produce a full evaluation report on the Summer Enrichment Programme.	5 March 2020
2/2020/P	A report on Pupil Numbers to be submitted for the May 2020 meeting	23 July 2020
3/2020/P	Information on the vacancies and skills requirements of the various LGBs to be collated and shared with Members to enable them to make nominations.	Action for COLAT
4/2020/P	City Grants Unit to provide an update on the channels through which the charities were advertised at the next meeting of the Charity Sub-Committee.	Completed
5/2020/P	The Benefices Sub-Committee to be included in the programme of work involving NEETs (those not in education, employment or training).	Completed
6/2020/P	A revised Guildhall School of Music and Drama for Scholarships report to be submitted to the May 2020 meeting which aligns with the approved criteria for the grant and includes the impact report for the 2019/20 grant allocations.	Completed under Urgency (May 2020)

Committee	Dated:
Education Board	24/09/2020
Subject: Education Board Budget Update for 2020/21 Financial Year	Public
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills) Mark Jarvis, Head of Finance	

Summary

This paper asks Members to note the latest forecast outturn position for the 2020/21 Education Board Budget.

Recommendation

Members are asked to note the report.

Main Report

Current Position

1. The forecast outturn position for the 2020/21 financial year as of Period 4 (P4) is outlined in the table on the next page. As of P4, £578.5k of the overall £2.869m allocation has been spent.
2. At the July meeting of the Education Board, Members were updated that the Education Strategy Unit were using the 2020/21 Action Plan to repurpose a predicted underspend due to unspent venue and catering costs as a result of COVID-19. This exercise occurred and the predicted forecast outturn is now on budget.

Conclusion

3. Members are asked to note the spend to date and forecast outturn for the 2020/21 financial year.

Appendices

No appendices.

Daniel McGrady

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<u>2020/21</u>		<u>Actuals</u>	<u>Current</u>	<u>Outturn</u>
<u>Budget</u>		<u>20/21</u>	<u>Balance</u>	<u>20/21</u>
<u>Local Risk</u>				
£		£	£	£
120,000¹	COLAT FUNDING	120,000	0	120,000
386,000	SALARIES	131,839	254,161	385,598
43,000	Leadership, governance and projects	7,500	35,500	43,000
25,000	Enrichment (Fusion) Events for Pupils	0	25,000	25,000
68,000	EDUCATION STRATEGY	7,500	60,500	68,000
45,000	Leadership, governance and projects	0	45,000	45,000
70,000	Fusion Skills Programme	25,034	44,966	70,000
10,000	London Careers Festival ²	5,467	4,533	10,000
50,000	Fusion, Culture and Careers Hub	0	50,000	50,000
175,000	SKILLS STRATEGY	30,501	144,499	175,000
75,000	Leadership, governance and projects	13,185	61,814	75,000
275,000	Culture Mile Learning	274,500	500	275,000
10,000	Support to pupil performances and exhibitions	0	10,000	10,000
360,000	CULTURAL & CREATIVE LEARNING STRATEGY	287,686	72,314	360,000
13,000	CENTRAL EDUCATION UNIT	1,028	11,972	13,000
1,122,000		578,553	478,447	1,121,598
<u>Central Risk</u>				
£				
250,000	COLA Southwark	0	250,000	250,000
250,000	COLA Islington	0	250,000	250,000
250,000	The City Academy, Hackney	0	250,000	250,000
100,000	Redriff	0	100,000	100,000
60,000	Galleywall	0	60,000	60,000
40,000	COL Primary Academy Islington	0	40,000	40,000
200,000	COLA Highgate Hill	0	200,000	200,000
140,000	COLA Shoreditch Park	0	140,000	140,000
250,000	COLA Highbury Grove	0	250,000	250,000
150,000	Newham Collegiate Sixth Form	0	150,000	150,000
40,000	Leadership and standards	0	40,000	40,000
1,730,000	CITY PREMIUM GRANTS (ACADEMIES)	0	1,730,000	1,730,000
7,000	Safeguarding Review (PIP Funding)	0	7,000	7,000
10,000	Feasibility Study (PIP Funding)	0	10,000	10,000
17,000	PIP FUNDING	0	17,000	17,000
1,747,000		0	1,747,000	1,747,000
2,869,000		578,553	2,225,447	2,868,598

¹ Includes uplift approved by Education Board under urgency for the City of London Academies Trust (CoLAT) Summer Provision to address COVID-19 learning loss.

² The London Careers Festival budget does not include staff expenses which are represented in Salaries.

Committee	Dated:
Education Board	24/09/2020
Subject: Education Activities Update	Public
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report updates Members on summer events and activities across the three strategies overseen by the Education Board: Education, Cultural and Creative Learning, and Skills. A calendar of forums and events for 2020/21 academic year (2020/21) is included in **Appendix 1**.

Recommendation

Members are asked to:

- Note the update on summer events and activities across the three strategy areas;
- Note the calendar of forums and events over the 2020/21 academic year in **Appendix 1**.
- Note the interim report of the City of London Academies Trust Summer Programme in **Appendix 2**.

Main Report

Education

1. City of London Academies Trust – Summer Provision

In July 2020, the Town Clerk in consultation with the Chair and Deputy Chair of the Education Board, approved the provision of £70K from the COVID-19 Contingency Fund to support City of London Academies Trust (CoLAT) to deliver a 10-day summer catch-up programme to be delivered over August 2020. The programme would focus on addressing learning gaps in English and Maths for pupils in Years 6 and 10 to support transitions into secondary school and GCSEs respectively. CoLAT were asked to submit an interim evaluation report in September with the headline outcomes and a more detailed evaluation report to be submitted in December analysing the impact of the programmes. The interim report is included in **Appendix 2**. The headlines are:

- The programme was targeted at pupils in receipt of Pupil Premium.
- Projects were delivered at each academy with Year 10 and 5 cohorts. Each academy provided a bespoke menu of activities, but all of the projects provided both academic and pastoral support, including support with trauma and anxiety.
- Health and safety precautions related to COVID-19 were taken at each of the sites.
- Overall, a total of 345 pupils and six sixth formers attended the programme for at least 90% of the sessions. This equates to approximately 41% of the invited eligible cohort.
- Of the Pupil Premium cohort, the attendance was slightly higher, with an average 42% of disadvantaged pupils attending more than 90% of the sessions.

- Lower than anticipated rates of attendance could be attributed to the circumstances and emotions of families and children surrounding COVID-19 and the summer heatwave.
- A more detailed evaluation comparing the results of the cohort who attended the provision with similar pupils who did not will be provided to the Education Board for their December 2020 meeting.

Skills

2. London Careers Festival Summer Resources

LCF 2020 had a particular focus on achieving long-term impact. One of the ways in which this has been achieved is by providing ongoing access to resources and opportunities which schools, pupils, parents and other interested individuals can access, free of charge, via the London Careers Festival website throughout the year. Directly following the festival, the website was updated to include a 'Summer 2020' page which lists a number of relevant opportunities for pupils including a competition, summer workshops, a career exploration quiz, summer school opportunities, activities designed to improve pupils' numeracy skills and more. These opportunities come from a variety of organisations including Microsoft, Financial Times, SACU Student, Faith United, Investment20/20 and others. Further information on all available summer opportunities available on the LCF website can be accessed here:

www.londoncareersfestival.org.uk/summer-2020/

Cultural & Creative Learning

3. Culture Mile Learning – Online Mentoring

Due to cultural venue closures, Culture Mile Learning (CML) were unable to run the summer work experience programme face-to-face and so adapted the project into an online mentoring programme run over Zoom. CML recruited a group of young people who are soon to be leaving care in Islington and identified their career aspirations before matching them with relatable and inspirational mentors working in sectors they are interested in, including: jewellery design, video editing, screen printing, creative entrepreneurship and youth workshop facilitation. Over the summer and early autumn, 10 young people will have three sessions each with their mentor. They will learn about their mentor's job role and complete a work-based task which will highlight and develop the key fusion skills needed in that role. Though the initial sessions have taken place over Zoom for safeguarding and social-distancing reasons, several of the young people have already had offers of some kind of real-world opportunities including being a runner on video shoots, a placement with a screen printing studio, and a placement at the Goldsmiths' Centre.

4. Culture Mile Play Packs

Since May, Culture Mile and learning partners have been designing and distributing creative Play Packs for families. These packs contain creative activities inspired by cultural organisations and art materials including chalks, string, and coloured paper and are designed to children and parents' fusion skills. The Play Packs have been a way to sustain cultural engagement for vulnerable families over the period of venue closures. So far over 9,000 packs have been distributed across London via food banks and charitable organisations to families most in need, including those without access to computers or the internet. The feedback received has been overwhelmingly positive and has highlighted the joy

they have brought to families during these stressful and unprecedented times. Electronic versions can be viewed here: www.culturemile.london/playpacks

Upcoming activities

5. Risk Assurance Training (virtual) – 23 September 2020, 9-10:30am
Training course for school leadership teams, governors, and cultural learning venues on risk assessment and risk assurance delivered by Head of Health and Safety at the City Corporation. The training will focus on the consideration of risk in decision-making and the appropriate methods and tools to effectively manage risk and provide risk assurance.
6. Fusion Cities 2 (virtual) – 9 October 2020
Following the success of Fusion Cities 1 in June 2019 which convened cities and organisations of international best practice in fusion skills to identify the challenges, Fusion Cities 2 will be delivered as a virtual event focused on system-wide transformation through cross-sector collaboration and partnership development. The event will feature a range of high-profile speakers sharing their perspective on fusion skills and their experience of fusion skills development across education, the arts, work and lifelong learning. These will be complemented by parallel sessions facilitated by subject-matter experts which will encourage sharing of methods and approaches and foster new relationships so that organisational/local change can enhance system/global change. The event involves active participation and experiential learning.
7. City Schools' Conference (virtual) – 3 November 2020
The annual City Schools' Conference will be held virtually and will focus on Retain (keeping hold of the things which improved or progressed during school closures), Recovery (addressing gaps in education and wellbeing as a result of school closures) and Reform (using the lessons learnt to reflect on the future of education and skills development). As with previous years, the conference will be a practical and interactive meeting focused on implementable strategies and approaches.
8. The calendar of forums and events over the 2020/21 academic year is included in **Appendix 1**. The calendar reflects the plans for a continued online provision of events and forums over the Autumn Term, with plans for face-to-face provision from January 2021. The Education Strategy Unit and partners will remain alert to Government announcements which may affect these plans and adjust accordingly.

Appendices

- **Appendix 1** – Calendar of Forums and Events over the 2020/21 Academic Year
- **Appendix 2** – CoLAT Summer Provision 2020, Interim Report

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Appendix 1 - Calendar of forums and events over the 2020/21 academic year

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums/training for governors

Events and Meetings 2020/21	Date	Time	Location
September			
CoLAT Trust Board meeting (For information)	03/09/2020	09:00 - 11:00	Virtual
Headteachers Forum (Autumn 1)	17/09/2020	08:00 - 10:30	Virtual
London Careers Festival Working Group	22/09/2020	10:00 - 11:30	Virtual
Risk Assurance Training	23/09/2020	09:00 - 10:30	Virtual
October			
CoLAT Finance, Audit and Risk Meeting (For information)	02/10/2020	TBC	Virtual
Skills Forum (Autumn)	06/10/2020	08:00 - 10:30	Virtual
Fusion Cities 2 Meeting	09/10/2020	All day	Virtual
Cultural and Creative Learning (Autumn)	15/10/2020	08:00 - 10:30	Virtual
London Careers Festival Working Group	27/10/2020	10:00 - 11:30	Virtual
November			
City Schools Virtual Conference	03/11/2020	12:00 - 16:00	Virtual
Scrutiny meeting (Results)	04/11/2020	All day	Virtual
CoLAT Standard and Accountability meeting (For information)	12/11/2020	TBC	Virtual
London Careers Festival Working Group	17/11/2020	14:30 - 16:00	Virtual
Headteachers Forum (Autumn 2)	25/11/2020	08:00 - 10:30	Virtual
December			
Chair of Governors Forum (Autumn)	01/12/2020	08:00 - 10:30	Virtual
CoLAT Finance, Audit and Risk Meeting (For information)	03/12/2020	TBC	Virtual
Governor Training: Advanced Safeguarding	09/12/2020	08:00 - 10:30	Virtual
CoLAT Trust Board meeting (For information)	11/12/2020	09:00 - 11:00	Virtual
London Careers Festival Working Group	15/12/2020	10:00 - 11:30	Virtual
Christmas Holidays			
January			
Skills Forum (Spring)	12/01/2021	08:00 - 10:30	West Wing – Committee Room 2
London Careers Festival Working Group	19/01/2021	10:00 - 11:30	North Wing – Room 11
Headteachers Forum (Spring 1)	21/01/2021	08:00 - 10:30	West Wing – Committee Room 2
February			
Cultural and Creative Learning Forum (Spring)	02/02/2021	08:00 - 10:30	West Wing – Committee Room 2
Debating Workshop	TBC	TBC	TBC

CoLAT Standard and Accountability meeting (For information)	04/02/2021	TBC	TBC
London Careers Festival Working Group	23/02/2021	10:00 - 11:30	Virtual
CoLAT Finance, Audit and Risk Meeting (For information)	25/02/2021	TBC	TBC
March			
Chair of Governors Forum (Spring)	02/03/2021	08:00 - 10:30	West Wing – Committee Room 2
Debating Competition	03/03/2021	12:00 - 16:00	Livery Hall
Governor Training - Finance	10/03/2021	08:00 - 10:30	West Wing – Committee Room 4
Headteachers Forum (Spring 2)	17/03/2021	08:00 - 10:30	West Wing – Committee Room 4
CoLAT Trust Board meeting (For information)	19/03/2021	TBC	TBC
Chess Tournament	19/03/2021	12:30 - 15:30	Livery Hall
Christ's Hospital Maths Challenge	22/03/2021	TBC	Livery Hall
London Careers Festival Working Group	25/03/2021	10:00 - 11:30	North Wing – Room 11
Easter Holidays			
April			
City Schools Concert Rehearsal Day	TBC	All day	City of London School
City Schools Concert Rehearsal and Performance Day	TBC	All day	City of London School
Skills Forum (Summer)	20/04/2021	08:00 - 10:30	West Wing – Committee Room 2
London Careers Festival Working Group	27/04/2021	10:00 - 11:30	Virtual
CoLAT Standard and Accountability meeting (For information)	29/04/2021	TBC	TBC
Cultural and Creative Learning Forum (Summer)	29/04/2021	08:00 - 10:30	West Wing – Committee Room 2
May			
Headteachers Forum (Summer 1)	06/05/2021	08:00 - 10:30	West Wing – Committee Room 2
Chair of Governors Forum (Summer)	11/05/2021	08:00 - 10:30	West Wing – Committee Room 2
London Careers Festival Working Group	25/05/2021	10:00 - 11:30	TBC
June			
Fusion Cities 3 meeting	07/06/2021	09:00 - 17:00	Great Hall
City Schools Conference	14/06/2021	09:00 - 17:00	Livery Hall
Governor Training - School data and performance	16/06/2021	8:00 - 10:30	West Wing – Committee Room 3
Scrutiny Meetings (Finance) Day 1	22/06/2021	All day	TBC
Scrutiny Meetings (Finance) Day 2	22/06/2021	All Day	TBC
London Careers Festival Working Group	29/06/2021	10:00 - 11:30	Virtual
Barbican Art Exhibition	TBC	All day	TBC
July			
CoLAT Finance, Audit and Risk Meeting (For information)	01/07/2021	TBC	TBC
London Careers Festival	05/07/2021 – 07/07/2021	All day	Guildhall
CoLAT Trust Board meeting (For information)	08/07/2021	09:00 – 11:00	TBC
Headteachers Forum (Summer 2)	09/07/2021	08:00 - 10:30	West Wing – Committee Room 2
London Careers Festival Working Group	27/07/2021	10:00 - 11:30	TBC

Summer Head Start Programme - Interim Report

All academies that teach year 10 and year 5 were asked to provide a two week programme for all pupils in these cohorts to ensure that they had an opportunity to re-engage with school, their learning, and to allow teachers to gain some insight into the level of learning loss they had experienced during school closure. This provision was fully funded by an emergency £70,000 allocation from the City of London Corporation.

The objectives of this initiative were to:

1. Re-engage learners, particularly disadvantaged pupils
2. Provide pastoral support and advice to address any trauma or anxiety that pupils had experienced, or were still experiencing due to the pandemic
3. Demonstrate to parents and students that our academies have taken all the necessary precautions to ensure they are safe places to learn
4. Reassert the importance of pupils being at school if they are to achieve academic success
5. Provide a tangible demonstration of the City of London's commitment to the communities our academies serve
6. Provide practical support for disadvantaged parents and families.

Offer

All students in year 10 and year 5 were offered the opportunity to attend the full two-week programme. Many schools surveyed parents and students and asked them to sign up in advance to help promote the programme and to address any concerns.

Each school provided a slightly different menu of activities, but all were asked to provide pastoral support geared towards re-engaging students and addressing any trauma or anxiety, as well as addressing any core gaps in English, mathematics and science. The provision is outlined for each school in the table overleaf.

Attendance

345 pupils and six sixth formers attended the provision for at least 90% of the sessions. This equates to approximately 41% of the invited eligible cohort. Of the Pupil Premium cohort, the attendance was slightly higher, with an average 42% of disadvantaged pupils attending 90%+ sessions.

Several factors could explain why attendance was not higher:

1. All holiday provision is voluntary
2. In August 2020, the level of anxiety around attending school was still very high with a range of mixed messages coming from the government
3. Many parents still had anxieties over whether the school would be able to manage large numbers of children safely

4. The secondary provision began on 10 August, at the start of the hottest two-week period of the year
5. Many families were taking holidays in the UK and abroad during this time.

Pupil Premium Attendance

It is pleasing to see that the percentage attendance of Pupil Premium students of 90%+ was higher than that of more advantaged students. Although this was not consistent across all schools, it does mean that the programme will have addressed some of the concerns about lack of engagement and learning loss of this group.

Interim Conclusions

The attendance standards we have measured the programme against are very high for a Summer School at 90%+, but we felt that the benefit of the programme would not be seen if pupils dipped in and out. While we would have liked to have seen better attendance, given the circumstances the programme was delivered in (providing 351 students with access to meaningful activities on a well-planned, two-week intensive programme, during a pandemic and Summer heatwave), it will have addressed a number of the objectives we set out to achieve. In particular, pupils were re-engaged, and their families were hugely appreciative of what was provided. Further data will be collected to provide a more thorough evaluation of the programme but it did effectively demonstrate to both parents and students that schools were committed to addressing gaps in learning and could operate safely and securely.

Further Data and Reporting

We are asking schools to provide data and assessment comparisons between this group and the average cohort figures at the end of the first half term, in terms of their Star tests (primary), Attainment 8 (secondary) and attendance (both) at school. We will then be able to fully evaluate the impact or otherwise of the programme in terms of engagement and learning gaps. We will ask for this data to be prepared and presented at the Trust examination scrutiny meeting on 4 November 2020 and subsequently shared with the Trust and Education Boards.

Mark Emmerson
September 2020

School	Dates	Core Curriculum Covered	Other activities	Attendance Strategies	Y 10 Roll	PP %	No. attending	Y10 Act 90% +	Act PP% 90%+	Y12 Tar	PP %	Y12 Act 90%+	Act PP % 90%+
Islington	Wb 10,17/08	Ma, Eng, Sci	Pastoral support, re-engagement with school and learning. Personal and social educational and sports programme.	Letters home, parental survey sign up forms for students and parents. Staff calling to chase.	122	87	41	33	28	46	54	14	9
Highbury Grove	Wb 10,17/08	Ma, Eng, Sci	Pastoral support, re-engagement with school and learning. Foundation subjects as well as personal and social educational and sports programme.	Letters home, parental survey sign up forms for students and parents. Staff calling to chase.	170	79	82	48	56				
Highgate Hill	Wb 10,17/08	Ma, Eng, Sci	Pastoral support, re-engagement with school and learning. Personal and social educational and sports programme.	Letters home, parental survey sign up forms for students and parents. Staff calling to chase.	54	50	20	37	40				
Hackney	Wb 10,17/08	Ma, Eng, Sci	Pastoral support, re-engagement with school and learning. Foundation subjects as well as personal and social educational and sports programme.	Letters home, parental survey sign up forms for students and parents. Staff calling to chase.	180	55	88	49	51				
Southwark	Wb 10,17/08	Ma, Eng, Sci	Pastoral support, re-engagement with school and learning. Foundation subjects as well as personal and social educational and sports programme.	Letters home, parental survey sign up forms for students and parents. Staff calling to chase.	240	70	89	37	36				
School	Dates	Core Curr	Other acts	Attendance Strategies	Y5 Roll	PP %	No. attending	Y5 Act 90%+	Act PP % 90%+				
Redriff	Wb 20,27/07	Reading, writing, maths	Pastoral support, re-engagement with school and learning. Personal and social educational. Creative and outdoor activities	Letters home, parental survey sign up forms for students and parents. Staff calling to chase.	60	42	25	40	39				
					Totals+ Averages		345	41	42				

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Committee	Dated:
Education Board	24/09/2020
Subject: Governor Appointments Update	Public
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report asks Members to note the appointments of two governors to the Local Governing Bodies of City of London Academies Trust. The current governing body membership of the City Family of Schools is attached in **Appendix 1**.

Recommendations

Members are asked to:

- Note the appointment of Kam Adams to the Local Governing Body of City of London Academy Shoreditch Park;
- Note the appointment of Dr Steven Berryman to the Local Governing Body of City of London Primary Academy Islington.

Main Report

Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approve the appointment of Chairs to Local Governing Bodies (LGBs), are consulted on governor vacancies and are notified of governor appointments.

Appointment of governors to CoLAT LGBs

2. At their meeting on 4 September July 2020, the CoLAT Board of Trustees ratified the appointments of:
 - i. Kam Adams to the LGB of City of London Academy Shoreditch Park;
 - ii. Dr Steven Berryman to the LGB of City of London Primary Academy Islington
3. To support succession planning, officers in the Education Strategy Unit have regularly reminded Chairs of Governors where governor appointments are due to expire within the academic year or there are long-standing vacancies. This has been communicated via the Chair of Governors' Forum and direct emails to the Chair of Governors and the CEO of the City of London Academies Trust.
4. Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies are a better reflection of the school communities that they serve.

Appointment of Trustees to CoLAT Board of Trustees

5. According to its Articles, CoLAT may have up to six Sponsor Trustees, appointed by the Sponsor, and may have Co-opted Trustees providing that the number of Sponsor Trustees forms the majority. In accordance with the resolution of the

Court of Common Council on 14 January 2016, as amended on 12 October 2017, the Sponsor Trustee appointments are:

- i. Two Directors/Trustees nominated by the Policy & Resources Committee;
 - ii. Two Directors/Trustees nominated by the Education Board;
 - iii. The Chairman and Deputy Chairman of the Education Board or their representatives.
6. As the newly elected Chair of the Education Board, Ann Holmes nominated Clare James as her representative on the CoLAT Board of Trustees which was endorsed by the Education Board at their meeting on 23 July 2020. At the same meeting, following the election of Caroline Haines as Deputy Chair, Caroline's appointment to the CoLAT Board of Trustees was noted by the Education Board.
7. Clare James has since resigned as the Chair of the Education Board's representative and so the position is currently vacant.

City of London Academy Islington and The City Academy, Hackney transfer to CoLAT

8. Following approval by the Education Board as Sponsor of the City of London Academies Trust (CoLAT) at their meeting on 23 July 2020 and the CoLAT Board of Trustees at their meeting on 9 July 2020, the Department for Education formally approved the transfer of The City Academy Hackney and City of London Academy Islington to CoLAT. Those two academies are now officially part of the City of London Academies Trust, effective from 1 September 2020.
9. The governing body membership for these two academies as outlined in **Appendix 1** reflects the governing body membership approved by the Education Board and CoLAT Board of Trustees at the aforementioned meetings.

Governing body membership across the Family of Schools

10. An updated list of governing body membership across the Family of Schools is included in **Appendix 1**.
11. To support succession planning, officers in the Education Strategy Unit have regularly reminded Chairs of Governors where governor appointments are due to expire within the academic year or there are long-standing vacancies. This has been communicated via the Chair of Governors' Forum and direct emails to the Chair of Governors and the CEO of the City of London Academies Trust (where relevant). Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies are a better reflection of the school communities that they serve.

Appendices

- Appendix 1 – Governing body membership of the Family of Schools.

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Appendix 1 – Governor Appointments Update

City Corporation Family of Schools - Governing Body Membership

City of London Academies Trust (04504128):

Name	Basis of Appointment	Term of Office
Peter Bennett	Education Board appointee	4 years expiring 3 August 2022
Rehana Ameer	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 12 January 2023
Edward Benzecry	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 March 2023
Tijs Broeke (Chair)	Policy and Resources Committee appointee	4 years expiring 1 May 2023
Roy Blackwell	Education Board appointee	4 years expiring 13 January 2024
Lucas Green	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 January 2024
Dawn Elliott	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 8 July 2024
Deputy Edward Lord	Policy and Resources appointee	4 years expiring 8 July 2024
Caroline Haines	Education Board appointee	No maximum term
VACANCY	Education Board appointee	

City of London Academies Trust (04504128) Academies:¹

City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Nick Benstead-Smith, CC	Appointed by the Trust Board	3 years expiring 30 August 2020
Georgia Dehn	Parent Governor (elected)	3 years expiring 17 December 2020
Celia Orford	Staff Governor (Teaching)	3 years expiring 1 April 2021
Paul Barry	Appointed by the Trust Board	4 years expiring 30 August 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring December 2023
Naureen Bhatti	Appointed by the Trust Board	4 years expiring December 2023
Neela Moorghen ²	Staff Governor (Non-Teaching)	4 years expiring December 2023
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Ann Holmes	Appointed by the Trust Board	4 years expiring July 2024
Bethan Ferguson	Parent Governor (elected)	4 years expiring July 2024
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring July 2024
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher

Southwark Local Governing Body³

Name	Basis of Appointment	Term of Office
Lucas Green (Vice Chair)	Appointed by the Trust Board	Expired 14 May 2019 ⁴ (standing down in January 2020)
Hilda Cheong (Vice-Chair)	Appointed by the Trust Board	Expired 3 June 2019 (continued by acclimation)

¹ The Trust appoints all members of the LGB in consultation with the City Corporation, with the exception of the Chair who is appointed with the approval of the Education Board. The Trust's Articles of Association require that there are at least two parent governors on each LGB.

² At their meeting on 12 December 2019, the City of London Academies Trust Board of Trustees approved the request to vary the constitution of the City of London Primary Academy Islington to allow a second member of the teaching staff to join the Local Governing Body for the period of one term.

³ The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School, City of London Academy and Galleywall Primary, City of London Academy.

⁴ The Chair of the Local Governing Body has requested an extension to this term for formal approval at the next Local Governing Body Meeting.

Steve Burgess	Staff Governor (teaching)	Expired 4 October 2019 (standing down January 2020)
Keith Bottomley, CC	Appointed by the Trust Board	2 years expiring 24 January 2020
Simon Atkinson	Appointed by the Trust Board	Starting from 13 December 2017 (term of office unstated)
Antony Smyth (Chair)	Appointed by the Trust Board	3 years expiring 12 January 2021
Elaine Davis	Appointed by the Trust Board	3 years expiring 12 January 2021
Fiona Edlin	Parent Governor (elected)	3 years expiring 16 January 2021
Maya Pursani	Staff Governor (non-teaching)	3 years expiring 26 January 2021
Ann Chuyi Wang	Parent Governor (elected)	3 years expiring 19 March 2021
Shavran Joshi	Appointed by the Trust Board	4 years expiring 30 August 2023
Nihar Mehta	Appointed by the Trust Board	4 years expiring 30 August 2023
Leanne Werner	Appointed by the Trust Board	4 years expiring 30 August 2023
Mickey Kelly	Executive Principal – Ex officio	During term of office as Executive Principal of Galleywall Primary School and Redriff Primary School
Mike Baxter	Principal – Ex Officio	During term of office as Principal
VACANCY	To be appointed by the Trust Board	
VACANCY	To be appointed by the Trust Board	
VACANCY	Parent Governor (elected)	

City of London Academy Shoreditch Park⁵

Name	Basis of Appointment	Term of Office
Mark Malcolm	Appointed by the Trust Board	3 years expiring 30 August 2020
Sue Roberts	Appointed by the Trust Board	3 years expiring 30 August 2020
Rebecca Couper	Parent Governor (elected)	3 years expiring 29 September 2020
Mark Sullivan	Parent Governor (elected)	3 years expiring 29 September 2020
Liam Smyth	Staff Governor (Teaching)	3 years expiring 20 November 2021
Maria Dennis-Waters	Staff Governor (Non-Teaching)	3 years expiring 29 September 2021
Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring July 2024
Sheila Scales	Appointed by the Trust Board	4 years expiring July 2024
Rita Krishna	Appointed by the Trust Board	4 years expiring July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring July 2024
Holly Arles	Principal – Ex officio	During term of office as Principal

City of London Academy Highgate Hill⁶

Name	Basis of Appointment	Term of Office
Roy Blackwell (Chair)	Appointed by the Trust Board	3 years expiring 30 August 2020
Kristin Baumgartner	Appointed by the Trust Board	3 years expiring 30 August 2020
Valerie Bossman-Quarshie	Appointed by the Trust Board	3 years expiring 30 August 2020
Josh Burton	Appointed by the Trust Board	3 years expiring 30 August 2020
Julie Robinson	Appointed by the Trust Board	3 years expiring 30 August 2020
Simon Turner	Appointed by the Trust Board	3 years expiring 30 August 2020
Peter Bremner	Teaching staff governor	3 years expiring 30 August 2020
Kathryn Spencer	Non-teaching staff governor	3 years expiring 21 October 2021
Donaleen Johnson	Parent Governor (elected)	3 years expiring 31 December 2021
Katerina Jenkins	Parent Governor (elected)	3 years expiring 31 December 2021
Shireen Fraser	Appointed by the Trust Board	4 years expiring December 2023
Prince Gennuh	Principal – Ex officio	During term of office as Principal

⁵ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

⁶ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

City of London Academy Highbury Grove⁷

Name	Basis of Appointment	Term of Office
Mark Boleat (Chair)	Appointed by the Trust Board	3 years expiring 30 August 2020
Helen Curran	Appointed by the Trust Board	3 years expiring 30 August 2020
Michael Simpson	Appointed by the Trust Board	3 years expiring 30 August 2020
Richard Verrall	Appointed by the Trust Board	3 years expiring 30 August 2020
Sarah Counter	Non-teaching staff governor	3 years expiring 30 August 2020
Neale Coleman	Parent Governor (appointed)	3 years expiring 30 August 2020
Stella McAteer	Teaching Staff Governor	3 years expiring 11 October 2021
Jonny Shipp	Parent Governor (elected)	3 years expiring 7 October 2021
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley ⁸	Trust Board Appointee	3 years expiring 12 December 2021
Nick Worsley	Trust Board Appointee	3 years expiring 12 December 2021
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring July 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring July 2024
Rachel Sherman	Appointed by the Trust Board	4 years expiring July 2024
Colette Bowe	Appointed by the Trust Board	4 years expiring July 2024
Clare Verga	Executive Principal	During term of office as Executive Principal (attendee)

Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Caroline Haines (Chair)	Appointed by the Trust Board	3 years expiring 31 December 2021
Gerald Mehrstens ⁹	Appointed by the Trust Board	3 years expiring 31 December 2021
Matthew Squire	Staff Governor (Teaching)	3 years expiring 31 December 2021
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022
Christine Nunn	Staff Governor (Non-Teaching)	3 years expiring 27 September 2022
Simon Beck	Appointed by the Trust Board	4 years expiring 12 December 2022
Reshma Bhudia	Parent Governor (elected)	3 years expiring 2 December 2022
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring December 2023
Anna Foreshaw	Appointed by the Trust Board	4 years expiring December 2023
Nadia Forde	Appointed by the Trust Board	4 years expiring July 2024
Megan Gerrie	Appointed by the Trust Board	4 years expiring July 2024
VACANCY	Parent Governor (elected)	
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal

City of London Academy Islington¹⁰

Name	Basis of Appointment	Term of Office
Russell Wilmer (Chair)	Appointed by the Trust Board	4 Years expiring 31 August 2021
HH Philip Katz	Appointed by the Trust Board	4 Years expiring 31 August 2021
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 30 September 2022
Natasha Lloyd-Owen	Appointed by the Trust Board	4 years expiring 11 March 2023
Henry Colthurst, CC	Appointed by the Trust Board	4 Years expiring 31 August 2023
Ruth Johal	Appointed by the Trust Board	3 years expiring 31 August 2023
Cllr Vivien Cutler	Appointed by the Trust Board	4 Years expiring 31 August 2023

⁷ LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

⁸ Corporation employee

⁹ City Corporation employee.

¹⁰ Part of the City of London Academies Trust effective from 1 September 2020

Reema Khan	Appointed by the Trust Board	4 years expiring 20 May 2024
Hafiza Patel	Appointed by the Trust Board	4 years expiring 31 August 2024
Professor Sanowar Khan	Appointed by the Trust Board	4 years expiring 31 August 2024
Sonia Jacob	Principal	During term of appointment as Principal
VACANCY	Parent Governor	
VACANCY	Parent Governor	
VACANCY	Staff Governor	
VACANCY	Staff Governor (Non-teaching)	

*The City Academy, Hackney*¹¹

Name	Basis of Appointment	Term of Office
Cllr Rita Krishna	Appointed by the Trust Board	4 years expiring 11 November 2020
Tijs Broeke (Vice Chair)	Appointed by the Trust Board	4 years expiring 12 July 2021
Oleander Ogbetu	Parent Governor	4 years expiring 12 July 2021
Mark Essex	Appointed by the Trust Board	4 years expiring 27 September 2021
Anant Suchak	Appointed by the Trust Board	Expiring 30 April 2022
Cllr Anntoinette Bramble	Appointed by the Trust Board	4 years expiring 1 September 2022
Tamas Kiss	Staff Governor (Non-teaching)	4 years expiring 1 October 2022
Darren Thompson	Appointed by the Trust Board	4 years expiring 24 September 2023
Dawn Elliot (Chair)	Appointed by the Trust Board	4 years expiring 26 Sept 2023
Nina Kuh	Staff Governor	4 years expiring 1 October 2023
Roisin Sharkey	Appointed by the Trust Board	4 years expiring 1 October 2023
Stephen Webster	Parent Governor	4 years expiring 10 November 2023
Mark Malcolm	Principal	During term of office as Principal

Independent Schools

City of London School

Governor	Basis of Appointment	Current Term Ends
Caroline Haines	Commoner	3 years expiring April 2020 – Due for reappointment at CCC 16 July 2020
Nicholas Bensted-Smith (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	1 year expiring June 2020 (term subject to Chairmanship of CLSG)
Dominic Christian	Commoner	3 years expiring July 2020 – Due for reappointment at CCC 16 July 2020
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	June 2020 (term subject to Chairmanship of CLFS)
Alderman Vincent Keaveny	Alderman	1 year expiring April 2021
Tim Levene (Chair)	Commoner	4 years expiring April 2021
Alexander Barr	Commoner	4 years expiring April 2021
Deputy Keith Bottomley	Commoner	4 years expiring April 2021
Edward Lord OBE JP, Deputy	Commoner	4 years expiring April 2021
Lord Levene (Co-Opted)	Co-Opted	1 year expiring June 2021
Paul Stein (Co-Opted)	Co-Opted	3 years expiring June 2021
James Thomson	Commoner	4 years expiring April 2022
Rosie Gill (Co-Opted)	Co-Opted	4 years expiring June 2022
Ronel Lehmann (Co-Opted)	Co-Opted	4 years expiring June 2022
Marianne Fredericks	Commoner	4 years expiring July 2023
Sylvia Moys	Commoner	4 years expiring July 2023
Ian Seaton	Commoner	4 years expiring July 2022
Andrew Jones	Co-Opted	4 years expiring July 2023
Lesley Cartmell	Co-Opted	4 years expiring July 2023
John Cloughton	Co-Opted	4 years expiring July 2023
Paul Madden (Co-Opted)	Co-Opted	4 years expiring June 2024

City of London School for Girls

Governor	Basis of Appointment	Current Term Ends
Tim Levene (Ex-Officio)	Ex officio (Chairman of the Board of the CLS)	July 2020 (term linked to Chairmanship of CLS)
Rehana Ameer	Commoner	3 years expiring July 2020 – Due for reappointment at CCC 16 July 2020
Deputy Richard Regan	Commoner	4 years expiring July 2020 – Due for reappointment at CCC 16 July 2020
Shravan Joshi	Commoner	1 year expiring July 2020 – Due for reappointment at CCC 16 July 2020
Soha Gawaly (Co-Opted)	Co-Opted	3 years expiring December 2020
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the CLFS)	July 2021 (term linked to Chairmanship of CLFS)
Deputy Clare James (Deputy Chair)	Commoner	4 years expiring July 2021
Alderman Emma Edhem	Alderman	4 years expiring July 2021
Mary Ireland (Co-Opted)	Co-Opted	3 years expiring July 2021
Dhruv Patel OBE	Commoner	3 years expiring July 2021

Mary Durcan	Commoner	2 years expiring July 2021
Nick Bensted-Smith (Chair)	Commoner	4 years expiring July 2022
Peter Gordon Bennett	Commoner	3 years expiring July 2022
Mark Bostock	Commoner	3 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	3 years expiring Oct 2022
Alderman Prem Goyal OBE	Alderman	4 years expiring April 2023
Randall Anderson	Commoner	4 years expiring July 2023
Deputy Tom Hoffman	Commoner	4 years expiring July 2023
Sylvia Moys	Commoner	4 years expiring July 2023
Dr Stephanie K Ellington (Co-Opted)	Co-Opted	4 years expiring July 2024
Elizabeth Phillips (Co-Opted)	Co-Opted	4 years expiring July 2024
1 x Co-opted Vacancy	Board of Governors to appoint	

City of London Freeman's School

Governor	Basis of Appointment	Current Term Ends
Graham Packham	Commoner	4 years expiring July 2020 – Due for reappointment at CCC 16 July 2020
Alderman Susan Langley	Alderman	1 year expiring April 2021
Alderman Bronek Masojada	Alderman	1 year expiring April 2021
Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	June 2021 (term subject to Chairmanship of CLS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	June 2021 (term subject to Chairmanship of CLSG)
Deputy Roger Chadwick (Deputy Chair)	Commoner	4 years expiring July 2021
Brian Harris (Co-Opted)	Co-Opted	3 years expiring July 2021
Hugh Morris	Commoner	4 years expiring July 2021
Deputy Philip Woodhouse (Chair)	Commoner	4 years expiring July 2022
Tracey Graham	Commoner	3 years expiring 2022
Deputy Elizabeth Rogula	Commoner	4 years expiring July 2022
Nicholas Goddard (Co-Opted)	Co-Opted	1 year expiring February 2023
Andrew McMillan (Co-Opted)	Co-Opted	4 years expiring February 2023
Cllr Chris Townsend (Co-Opted)	Co-Opted	4 years expiring February 2023
Lady Gillian Yarrow (Co-Opted)	Co-Opted	4 years expiring February 2023
John Bennett	Commoner	4 years expiring July 2023
Kevin Everett	Commoner	4 years expiring July 2023
Michael Hudson	Commoner	4 years expiring July 2023
3 x Common Councillor vacancies	CCC to appoint	
1 x Co-opted Vacancy	Board of Governors to appoint	

Local Authority Maintained School

Sir John Cass's Foundation Primary School

Name	Appointed By	Term of Office
Mrs J Greenlees	Sir John Cass Foundation	4 years expiring 6 September 2021
Mr D Williams	Sir John Cass's Foundation	4 years expiring 7 September 2021
Ms S Moore	London Diocesan Board for Schools	4 years expiring 30 September 2021
Ms I Culpan	Parent Governor	4 years expiring March 2022
Ms Z Lawley	Parent Governor	4 years expiring March 2022
Ms B Ryan	Deanery	4 years expiring June 2022
Mr M Ali	LA Governor	4 years expiring 8 January 2023
Mr M Piper (Chair)	St Botolph Aldgate	8 years expiring 31 August June 2023
Ms A Frain	Teaching Staff Governor	4 years expiring 17 October 2021 or during term of employment at the School if this ends earlier.
The Revd. L Jørgensen	Ex Officio The Rector, St Botolph Aldgate	While Rector of St Botolph's Church
Ms A Allan	Headteacher	During term of office as Head
VACANCY	Sir John Cass's Foundation	
VACANCY	Sir John Cass's Foundation	
VACANCY	Co-opted governor	

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Committee	Dated:
Education Board	24/09/2020
Subject: Review of Sixth Form Provision	Public
Report of: Director of Community and Children's Services	For Discussion
Report author: Anne Bamford, Strategic Education and Skills Director	

Summary

This report updates Members on the outcomes of an external review undertaken to explore the potential future strategic recommendations for post-16 education across the City of London's Family of Schools. The study also examined potential ways to further develop more systematic partnerships and to harness its educational assets and expertise to improve outcomes for learners. A copy of the report produced by Dr Jane Overbury OBE, "Exceptional learning delivered by the City of London's Family of School sixth forms: Shared ideas about what might make a difference" is included in **Appendix 1**.

Recommendation

Members are asked to:

- Note the recommendations of the report
- Discuss the strategic implications of the recommendations for sixth form provision across the Family of Schools.

Main Report

Background

1. Evidence would suggest that there is much to do in improving the outcomes at age post-16 for London's young people. A report by the Social Market Foundation (The Next London Challenge, Nov 2019) indicates that although disadvantaged young people do exceptionally well in London's education system up until age 16, their performance drops off significantly after strong achievement at GCSEs, with A Level results in Inner London being considerably lower than would be expected.
2. The City of London's family of eight independent and state-funded secondary schools and colleges collectively educate almost 2000 sixth form students.
3. Two secondary schools, Shoreditch Park and Highgate Hill will also be starting their sixth form provision in the next few years.

Strategic Aims

4. The City of London (COL) Education Strategy sets the strategic direction for education and delivery is focussed on impact. It commits to actively encouraging social mobility and supporting young people who experience educational disadvantage. Part of the COL strategic aim is that the Family of Schools are recognised locally, nationally and internationally as outstanding and with their unique mix of academies and independent schools who can draw on all the City of London has to offer, they are well placed to develop cutting edge, innovative and creative approaches that can begin to address the London post-16 challenges.

Process of Inquiry

5. All the schools which currently offer a sixth form provision were visited by Dr Jane Overbury as part of the review.
6. In order to provide some further context to the review, the following COL associated institutions were also visited:
 - The ADA College for Digital Skills (co-ed, specialist FE, working closely with the COL)
 - The London Screen Academy (co-ed, specialist school, working closely with the COL)
 - Emanuel School (co-ed, independent day school, part of the Westminster Grey Coat Foundation, historic links to the COL)
7. East visit lasted for 1-2 hours and the aim was to learn about the individual contexts for each institution and specifically their sixth form provision in order to develop a bottom-up understanding of their strengths and challenges from the perspective of Head Teachers, Heads of Sixth Form and other colleagues.
8. The meetings were not used to make judgements regarding the quality of sixth form provision in any school and the summary published performance table data was used only to set a high-level context for the report.
9. The schools and CoLAT were given the opportunity to review the findings and comment.
10. The study commenced in October 2019 and was completed in March 2020. The reporting was delayed due to disruptions caused by coronavirus.

Key findings

11. The recommendations in this report arise from the following findings:
 - a) There is a deep commitment from all COL schools and academies to delivering an outstanding sixth form education.
 - b) There is a variability of outcomes between and within academies.
 - c) Sixth form funding and economic viability poses a significant challenge for academies.
 - d) Financial sustainability is compounded by an almost uniform overlap of the Key Stage 5 curriculum offer, with very small group numbers in some academies placing the viability of their provision at risk
 - e) Student recruitment is resource intensive and the competitive nature of the Key Stage 5 application process brings many uncertainties in terms of student number planning.
 - f) For a range of different reasons academies have difficulties finding, recruiting, training and retaining outstanding Key Stage 5 teachers with appropriate levels of subject knowledge and experience.
12. Taken collectively, these challenges impact on delivery of the curriculum, wider learning and on pupil outcomes.
13. There are several successful partnerships between the COL independent schools and the COL academies, many of which have developed around individual staff or specific projects. However, logistical barriers to sustaining collaborations can be significant and hinder their long-term effectiveness.
14. Specialist associate colleges have much to share with the Family of Schools.

Recommendations

15. The recommendations are to:
 - a) Develop a clear evidenced-based strategic vision for sixth form provision

- b) Establish a central sixth form specific Key Stage 5 teaching and learning collaborative.
- c) Establish a central post-16 careers brokerage service.
- d) Develop systematic, joined-up approaches to students' wider skill development.
- e) Establish or identify a framework where emerging or existing operational sixth form challenges can be explored at a strategic level in a timely way.

Appendices

- **Appendix 1** – A copy of the report “Exceptional learning delivered by the City of London’s Family of School sixth forms: Shared ideas about what might make a difference” by Dr Jane Overbury OBE

Anne Bamford

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Exceptional learning delivered by the City of London's Family of School sixth forms: Shared ideas about what might make a difference

By Dr Jane Overbury OBE

Executive Summary

Evidence would suggest that there is much to do in improving the outcomes at age 16+ for London's young people.

The City of London's family of eight independent and state schools collectively educate almost 2000 sixth form students. The review findings, which are shaped from a bottom-up understanding of the strengths and challenges for each school from the perspective of Head Teachers, Heads of Sixth Form and other colleagues, point to several common themes and issues. The recommendations in this report arise from the following findings:

- There is a deep commitment from all City of London (COL) schools and academies to delivering an outstanding sixth form education.
- There is a variability of outcomes between and within academies.
- Sixth form funding and economic viability poses a significant challenge for academies.
- Financial sustainability is compounded by an almost uniform overlap of the Key Stage 5 curriculum offer, with very small group numbers in some academies placing the viability of their provision at risk
- Student recruitment is resource intensive and the competitive nature of the Key Stage 5 application process brings many uncertainties in terms of student number planning.
- For a range of different reasons academies have difficulties finding, recruiting, training and retaining outstanding Key Stage 5 teachers with appropriate levels of subject knowledge and experience.
- Taken collectively, these challenges impact on delivery of the curriculum, wider learning and on outcomes.
- There are several successful partnerships between the COL independent schools and the COL academies, many of which have developed around individual staff or specific projects. However, logistical barriers to sustaining collaborations can be significant and hinder their long-term effectiveness.
- Specialist associate colleges have much to share with the Family of Schools

The recommendations are to:

1. Develop a clear evidenced-based strategic vision for sixth form provision
2. Establish a central sixth form specific Key Stage 5 teaching and learning collaborative.
3. Establish a central post-16 careers brokerage service
4. Develop systematic, joined-up approaches to student wider skill development
5. Establish or identify a framework where emerging or existing operational sixth form challenges can be explored at a strategic level in a timely way.

Introduction

Evidence would suggest that there is much to do in improving the outcomes at age 16+ for London's young people. A report by the Social Market Foundation (The Next London Challenge, Nov 2019¹) indicates that although disadvantaged young people do exceptionally well in London's education system up until age 16, their performance drops off significantly after strong achievement at GCSEs – with A Level results in Inner London being considerably lower than would be expected. Furthermore, a report from the London Councils (Level Up London, February 2020²) finds that a lack of skills provision matched to young people's diverse needs, strengths, aspirations and learning styles has left almost half of young Londoners without a Level-3 qualification at age 18 and argues that the system needs to deliver an increased variety of vocational and technical courses and learning routes to enable all young Londoners to fulfil their potential. This is underscored by a report from Impetus (The Employment Gap in London, February 2020³) which argues that whilst London now has the smallest employment gap for disadvantaged young people, these headlines mask a complex picture where poverty and exclusion create significant disparities in achievement, opportunities and outcomes for young Londoners. Young people in London, it says, need access to a diverse range of well-supported, effective routes to qualifications, skills and experiences that will enable them to make the most of London's fast-paced labour market. Finally, it is argued that too many young people are not getting the right careers information, advice and guidance, which is vital in helping them navigate options for learning and work.

The City of London (COL) Education Strategy has strong strategic oversight and delivery is focussed on impact. It commits to actively encouraging social mobility and seeks to support young people who experience educational disadvantage. The COL Family of Schools collectively delivers sixth form education to just under 2000 students and is an important part of the City Corporation's education offer, which spans all phases from early years to post-16 and beyond. Part of the COL strategic aim is that the Family of Schools are recognised locally, nationally and internationally as outstanding and with their unique mix of state academies and independent schools who can draw on all the City of London has to offer, they are well placed to develop leading edge, innovative and creative approaches that can begin to address the London post 16 challenges.

It is generally recognised that Key Stage 5 has had less focus nationally than other education phases and there is a dearth of educational literature that can be drawn on to inform practice. In this context the COL has commissioned a small review of the Family of School's sixth forms, in order to gauge whether there are aspects of provision that might be usefully taken forward in a more systematic way. The aim of the review is to better understand what schools see as the strengths and challenges of their sixth form provision, what the benefits and challenges might be in terms of developing strategically driven partnership approaches and whether there are shared ideas about what make might a real difference.

Approach to the review

The Family of Schools include eight schools who currently offer sixth form provision, and all were visited as part of the review. The schools are an interesting mix of educational type, each contributing its individual ethos and culture to the collective:

- City of London Academy Islington (co-ed, standalone, co-sponsored City, University of London)
- City of London Academy Highbury Grove (co-ed, part of the COL MAT, CoLAT)
- City of London Academy Southwark (co-ed, part of the COL MAT, CoLAT)

- City of London (boys, independent day school)
- City of London Freeman's (co-ed, independent day and boarding school in Surrey)
- City of London Hackney (co-ed, standalone, co-sponsored with KPMG).
- City of London School for Girls (girls, independent day school)
- Newham Collegiate Sixth Form Centre COL Academy (co-ed, part of the COL MAT, CoLAT)

In addition, in order to provide some further context to the review, the following COL associate institutions were visited:

- The ADA College for Digital Skills (co-ed, specialist FE, working closely with the COL)
- The London Screen Academy (co-ed, specialist school, working closely with the COL)
- Emanuel School (co-ed, independent day school, part of the Westminster Grey Coat Foundation, historic links to the COL)

East visit lasted for 1-2 hours and the aim was to learn about the individual contexts for each institution and specifically their sixth form provision, in order to develop a bottom-up understanding of their strengths and challenges from the perspective of Head Teachers, Heads of Sixth Form and other colleagues. The purpose of organising these meetings across the Family of Schools was to gather school specific intelligence from which to discern whether schools faced individually different challenges or whether there were themes that were common across the family schools and if so, to use the findings to inform any subsequent review recommendations.

The meetings were not used to make judgements regarding the quality of sixth form provision in any school and the summary published performance table data is used only to set a high-level context for the report generally:

- A Level programmes are offered in all the COL academy sixth forms. Four academies also offer Applied General courses, with some Tech Level qualifications. Collectively vocational programmes amount to approximately 20% of the sixth form offer in those schools and 11% of the offer in COL academies.
- At Key Stage 4, 35% of all pupils in the four academies achieve a GCSE pass rate at Grade 5 or above for English and Maths, 61% achieve a pass rate at Grade 4 and above and 39% of pupils achieve a pass rate below Grade 4 and above in those subjects
- At Key Stage 5, the 16-19 academy achieves progress, average point scores and average grades for A Level provision which are significantly above national benchmarks. In two academies the progress score is average and in two academies it is below average. One academy achieves average point scores and grades which are at the national average and in three academies these are below the national average.
- For Applied General Courses, two academies achieve average point scores and grades at or above the national average and in two academies they are below. Two academies show average progress and in two academies progress is below average
- In the COL Independent schools two have progress scores above average and one is average. The average grade is A for two schools and A- for one school. The average point score ranges from 47.43 - 51.02. At the time of writing, national independent school comparison data is not available.

Findings

The overall impression is of a deep commitment to delivering an outstanding sixth form education which will enable students to flourish and to achieve the best academic results they can. This was clear

in all the Family of Schools. Without exception responses were measured, balanced and colleagues were open and frank about what worked well and what did not. It was also evident that in every school there is a real appetite for developing ways of working that will ensure all sixth formers benefit from expert teaching, meaningful and well-planned extension activities and exceptional pastoral care.

The discussion focus developed differently in the state and independent schools – in state schools the discussion tended to be focussed on their sixth form provision and in independent schools it was focused on their partnership work. However, there were common themes and ideas that were repeated across all the schools. In order to reflect this the findings are organised by those which were pertinent particularly to the COL academies and those which were pertinent to the whole family of schools.

COL Academies

Leaders are very ambitious and there is a clear focus on driving up standards and in improving outcomes. This is underpinned by a strong culture and ethos which is highly developed in some academies and developing in others. Leaders report that there is much good practice from highly committed staff and that they are gaining a deeper understanding of what underperformance looks like at Key Stage 5 and how it can be addressed. Whilst each academy has different ways of working with students, to a greater or lesser extent each has a focus on expectations, routines and rules.

Sixth form funding and economic viability poses a significant challenge for all the COL academies. Most leaders have a good understanding of how the post 16 funding model impacts on academy finances and are clear there should be a cut off point for staffing costs as a percentage of recurrent income. However, it is increasingly difficult to design a curriculum which shows the breakeven point. This is exacerbated in the 11-18 academies where the curriculum needs to be broad enough to attract internal and external students. In turn there is pressure on resourcing for the pastoral, enrichment and extension curriculum.

Student recruitment exercises everyone, requiring much energy and significant resources to be spent on designing, delivering and managing a process which has many uncertainties. Leaders spoke of the need to maximise student numbers, whilst also ensuring the right students are on the right course.

Having a clear curriculum vision at school level and as a COL family of academies is crucial in terms of student number planning and financial viability. Currently there is an almost uniform overlap of offers. Some academies have very small group numbers, and this is an issue in terms of their long-term viability. There is a consensus across the academies that it is important to retain their sixth form provision and that their sixth forms should be a destination of choice. Some academies know that they need to streamline their offer so that the balance between cost effectiveness and attractiveness of offer can be better achieved. However, there did not seem to be a coherent view of what that offer should include and which groups of students the sixth form is for. The prevailing view is that the focus is on A Level provision for high achieving learners whilst the reality in most of the academies is A Levels for students with a range of grades at GCSE and an ad hoc number of different sized BTEC courses. This seems at odds with the MAT (CoLAT) vision that its sixth forms provide an A Level curriculum for the most-able pupils and a small number of BTEC Extended Diploma courses for pupils missing the threshold for A Level.

Structural partnerships work in different ways across the academies, with some being more successful than others. For example, whilst the Islington Sixth Form Consortium is a well-established network which has a clear sense of strategic purpose, at an operational level it is resource hungry and the sum benefits appear negligible.

In all academies there is a sense of clarity about the subject curriculum framework – how it is organised, what time and resources are allocated to it and what the expectations are for staff and for students. However, this is less clear in terms of the pastoral curriculum and there is greater variability across the academies. Skill development (including fusion skills) is high on the list of priorities and there are lots of examples of programmes and initiatives that deliver this, but it is less evident how this is being delivered in a systematic way across the academies.

Finding, recruiting, training and retaining outstanding Key Stage 5 teachers with appropriate levels of subject knowledge and experience is a common challenge across the academies but for a range of different reasons. In some cases, this is a subject specific issue (this could be around hard to recruit and retain subjects such as Computer Science, Chemistry, Economics, Physics and Maths, or A Level only subjects such as Psychology or Sociology). In other cases, it is about the balance of Key Stage 5 teaching alongside teaching at Key Stages 3 and 4, the need to prioritise the raising of standards at Key Stage 4 or the challenges of being a lone subject teacher. There are several strategies in place across the COL academies aimed at tackling inconsistencies in the quality of subject teaching and in delivery of the pastoral curriculum and careers, each with varying degrees of success. Academy leaders identified a need for more forensic detail around the curriculum and the pedagogical practices needed to successfully engage and challenge their sixth form students, many of whom come from disadvantaged backgrounds. Whilst it was acknowledged that sixth form teaching requires approaches, tailored CPD time is limited in most academies.

All academy leaders spoke of the need to do more in terms of skills for work or further study including placements, career advice and post-school support. It was acknowledged that there is limited internal expertise in up to date and relevant careers knowledge but there is very little capacity to address this as single institutions. Similarly, there is a desire to do more in terms of sixth form specific cultural capital and a super-curriculum offer including character education, fusion skills and academic literacy but limited resources prevent this being addressed in a deep, meaningful and sustainable way.

COL Family of Schools

All the COL academies and the COL independent schools spoke of the importance and value of partnership work. Existing collaborative work includes academy staff and students participating in independent school opportunities such as specialist workshops, guest speakers, careers and higher education programmes, specialist subject tuition, revision courses and CPD. Examples of current successful partnership work includes the student to student mentoring programme run in collaboration with the COL Girls School (CLGS), the virtual school programme run in collaboration with the COL School and the residential revision programme run in collaboration with Freeman's. The success of these individual programmes is attributed to there being a targeted need, a simplicity of vision and an operational workability.

Many partnerships are shaped up around individual staff and these can be ad hoc, not joined-up and there is a need to learn more about how to build on what grows organically in a more systematic way. All three independent schools view partnership work as a key strategic priority. A new partnership strategy has been agreed between the CLSG and COL School. Its aim is to be pioneering in its approach, learning from and building on the work they have individually undertaken to date and using this to shape a clear path and strategy starting in September 2020. Working together the two schools have appointed a Director of Partnerships, who will have a central role in delivering the strategy aims and objectives. In May 2020 Freeman's is launching a Developing Leadership through Partnership project and all COL academies are invited to participate. Given its location in Ashted Surrey, Freeman's also

places a high priority on serving its local community and is engaged in several local partnership projects.

Leaders identified partnerships around CPD and student-centred activities as being potentially of great value. It was acknowledged that there are many staff and students from across the family of schools who would welcome the opportunities this would afford but getting the right people together at the right time would be of crucial importance. The framing of this type of work is important in this regard, ensuring mutually beneficial ways of working and avoiding any model of patronage.

The whole family of schools have benefitted from opportunities provided or brokered by the COL – these include the summer careers festival and a number of other employers, educational, cultural and arts related events. Leaders from all family of schools spoke highly of the excellent range of opportunities these provided. Engagement of schools in planning the activities was felt to be important so targeted needs are met and so that the logistics are organised around what is practicably possible in terms of the school day.

Whilst there are examples of successful partnership practices, the logistical barriers to sustainable collaborations were acknowledged by leaders to be not insignificant: for schools offering the opportunities it's important to know if the offer is wanted and valued – if it is being asked for and what its impact is. For those schools receiving the opportunities, the offer can sometimes become burdensome – this can be because they arrive in ad hoc ways, are practically difficult to accommodate or there are not the in-school resources necessary to properly access them. In addition, the day-to-day challenges are also not inconsiderable: schools work on different rhythms and timetables, teachers are extraordinarily busy, and the logistics are difficult and time consuming.

However, there was general agreement that difficulties of operation can be overcome if there is a clear strategic priority which is signalled and led at a senior level in each school and across the family of schools. Leaders were clear that there should be mutual benefits to partnership work which should also be meaningful and achievable, with any innovations being drivable, reliable and sustainable for the longer term and that everyone involved in partnership work must see how it relates and applies to them.

COL Associate Institutions

The ADA National College for Digital Skills and the London Screen Academy are two specialist colleges each offering contextualised tailored curriculum pathways which include vocational and academic elements for young people aged 16-19, with routes into higher education, higher degrees and into the industries they serve. They both benefit from extensive and strong links with industry and as well as serving the students they educate, they aim to innovate their respective industries by providing a diverse, talented supply of young people.

The colleges draw students from a wide area across London with most students being self-selecting. However, in general parents and pupils struggle to understand this type of post-16 offer and have a limited understanding of the best routes into these industries at 18. In addition, many schools are newly getting to grips with the higher and degree apprenticeship system and some fail to promote it well.

Whilst specialist links are important, strong teaching and learning and sound pedagogical approaches are seen as key in ensuring student success. Both colleges recognise the need to ensure good transition from Key Stage 4 and to engender a strong focus on disciplined study with academic approaches to learning.

As part of the Westminster Greycoat Foundation, Emmanuel School has good partnerships with the foundation's family of schools with some embedded joint practices and brokered ad hoc CPD for single department teachers and in shadowing for stepping up roles. The school also has extensive partnerships with local primary schools which are driven strategically and supported by year 12 students. These collaborative activities and independent state school partnerships work at their best when they are driven from the top with an understanding that relationships on the ground matter and when they are focussed and mutually beneficial.

Recommendations

Recommendation 1: Develop a clear evidenced based strategic vision for sixth form provision

There is a consistent view amongst leaders that there should be a high-quality curriculum offer in the COL family of schools sixth forms, delivered by expert teachers, supported by strong CPD, utilising external partnerships to ensure extensive pastoral, careers and super-curriculum support. However, there are varying views amongst leaders, both in terms of vision and operationally, what that curriculum should include: the subjects and number of courses, the balance of academic and general vocational provision, the levels of learning and the student needs it should meet.

In this context it is recommended that a strategic vision and rationale for sixth form provision is shaped and articulated in each of the COL academies. This vision should be developed in the context of the COL Education Strategy, the whole school vision and align, where applicable, with vision of the COL Academy Trust:

- The vision should be informed by evidence and data. For example, when considering the balance and level of the academic and vocational provision the current numbers need to be evaluated and a rationale developed. Currently there is a combined number of just under 400 students in the current Year 12 across the 4 COL school academy sixth forms. On the supply side the combined number of Key Stage 4 pupils from the 4 COL academy schools is 715. If the number of students who scored Grade 5 or above in English and Maths is used as a proxy for entry to study A Levels, 250 pupils would meet this criteria, and if Grade 4 English and Maths is used as proxy for Advanced Level BTEC courses approximately 186 pupils would meet this criteria. Lastly if no Level 2 or 1 provision is offered, 279 pupils are required to progress elsewhere. Furthermore, just over 300 Year 12 students study at the post 16 NCS, meaning that to stand still 700 sixth form places need to be filled in COL academies and NCS for September 2020. All the school sixth forms aim to grow their sixth form numbers so to achieve targets this overall number needs to grow. If this is looked at in a wider way, across the three London Boroughs in which the COL academies and the NCS are located, collectively some 5,580 young people completed Key Stage 4 with approximately 2,550 pupils achieving Grade 5 and above in English and Maths. However, the biggest competitive market in these boroughs is around selective post-16 A Level provision with many institutions trying to entice the same students. The vision should set out realistic expectations about how many of these students can be realistically attracted to COL academies. Alongside this the vision should explain how strong progression for all Year 11 pupils will be fulfilled.
- The vision should be informed by clear financial planning, whilst balancing the tangible benefits of a sixth form offer. Financial planning should include a costed curriculum plan, with projected student numbers and an indication of the student numbers needed to break even for each subject and overall. When student numbers do not break even, a plan should be developed showing how this is to be remedied with timescales. If it is expected that student numbers in a particular subject will not reach target, there should be an explanation of why it should remain on the curriculum.

Help with establishing the basis for cost effectiveness across the schools may be needed to support this exercise.

- Consideration should be given to the possible benefits of COL Highbury Grove and COL Highgate combining their sixth forms. This has the potential to ensure the viability of sixth form provision in both schools. The sixth form provision could be consolidated on one site, with leadership and staff teaching being drawn from both schools so that better of economies of scale are achieved and a more rounded experience for students is provided. Alongside this there should be a strategic review of the impact and efficiency of the Islington Sixth Form Consortium with a view to either withdrawing from the group or to remaining involved and strengthening its work.
- The sixth form vision should provide the foundation for all other sixth form related initiatives and as such it needs to be strategically driven and agreed at the highest level by senior school and trust leaders as well as the relative governing bodies. The COL could support and facilitate this exercise by helping to establish a common framework and agreed timescales by when schools might reasonably expect to conclude this piece of work.

Recommendation 2: Establish a central sixth form specific Key Stage 5 teaching and learning collaborative.

Every school spoke of the need to have strong Key Stage 5 teachers and leaders who are well supported by targeted, relevant and high-quality CPD. Discussions also highlighted the wealth of good practice that exists across the family of schools.

Much has been written about self-improving school systems and when working well they can be particularly effective in delivering bespoke CPD, transferring professional knowledge, building expertise and leadership capacity, distributing innovation and delivering efficiencies in the use of resources. In this context, it is recommended that a central sixth form specific Key Stage 5 teaching and learning collaborative is established.

- The collaborative should have a clear set of aims and a framework of guiding principles that would ensure activities are driven by the needs of the schools, bring tangible benefits, are practical to deliver and are cost effective.
- The collaborative should develop ways to establish and promote Key Stage 5 specific pedagogical delivery models and subject specific best practice. This should also focus on some specific areas identified by schools such as the sharing of subject specialisms, resources and extension activities, sharing of good practice in terms of A* & A teaching and learning, moderation of work, providing exemplar materials and responses and the sharing of examiner knowledge. In addition, the collaborative should consider what can be learnt from each other in terms of establishing scholarly approaches to learning in the classroom and working with staff who might struggle to meet expectations.
- The collaborative should explore ways to share mutually beneficial strategies with a focussed group of staff, such as heads of sixth or tutors, looking at pastorally focussed areas identified by schools such as fusion skills, study skills, character education, working with underperforming students, effective tutoring, effective PHSE provision, intransigent poor attendance and mental health, including how to staff and resource these areas more efficiently.
- The collaborative should consider ideas around research and whether this might provide ways of unifying sixth form specific CPD across schools so that teachers own their own professional scholarship and development. This could include investigating how current models of school professional research practice can be shared or become founding ideas. For example, the CLGS

collaborative enquiry groups, which are rooted in academic research, could have the potential to form the basis of teacher groups drawn from across the family of schools who investigate, research, observe and feedback on an agreed and mutually beneficial theme.

- The collaborative should aim to develop deep collaboration through innovative and pioneering practices. As such it should seek to go beyond the usual twilight meeting model and develop sustainable practices through coaching, peer support, teacher partnerships, exchanges and sequenced conferences. This also might include, for example, developing the capacity of subject or leadership specialists to share best practice, or creating capacity to share hard to recruit subject specialists.
- Once established the collaborative should be self-sustaining but will need to be driven by senior leaders from each school at its inception. The specialist associate colleges could contribute to and benefit from being part of this enterprise. Given that the COL Boys and CLGS partnership strategy is to be launched for September 2020 it is recommended that strategic discussions take place to explore the contribution they might make in facilitating the establishment of this collaborative.

Recommendation 3: Establish a central post-16 careers brokerage service

Most schools spoke of the need to do more to strengthen specialist Higher Education and Higher and Degree Level Apprenticeships advice and to better prepare students so that they make well considered high quality applications. There is a plethora of opportunities available to schools through their location in London and through the COL and the COL independent schools and for these opportunities to have most impact they need to fit into a coherent progression planning programme.

In this context it is recommended that a central post-16 careers brokerage service is established. The brokerage should provide the specialist up to date expertise and knowledge needed to help students navigate their way through decision making and application processes so that they make well-informed, well-judged and sound progression plans.

- The service should have a clear set of aims and a framework of guiding principles that would ensure activities are driven by the needs of the schools and students, bring tangible benefits, are practical to deliver and are cost effective.
- The service should provide an expert end-to-end service to schools including clear, current planning data and detailed progression information regarding Oxbridge, Russell Group universities, Ivy League universities, specialist universities, city and other employer schemes, higher and degree level apprenticeships. The service should draw on the expertise of the specialist associate colleges.
- The service should provide on the ground support to leaders, staff and students as well as brokering opportunities for students to access specialist preparation and help such as LNAT and BMAT preparation so that activities are planned, systematic and timely.
- The service should draw on the City of London to broker sustainable meaningful work-related learning and work experience that schools can rely on. As part of this work the service should provide guidance and training for schools, students and employers so that each knows what is expected of them and how to make the experience mutually beneficial. In addition, the service should build on and further develop alumni links so that these are used to model those expectations.

Recommendation 4: Develop systematic, joined-up approaches to student wider skill development

Leaders spoke of the benefits of a coordinated approach to student enrichment and extension activities across the family of schools. Rich and meaningful opportunities in which the focus is to develop wider skills are often to be found where a programme is expertly facilitated and where there is a critical mass of participants who together provide a range of learning opportunities. Habits, opportunities, exemplars and standards are all important in wider skills development particularly when delivered regularly and often.

In this context, it is recommended that consideration be given to how student-centred wider skill development activities and resources can be developed and planned in a more systematic, targeted and sustainable way. For the purposes of this recommendation, wider skill development refers to the skills and understandings that help students to flourish in a range of settings and through which they are also able to develop cultural capital. This includes fusion skills and character development, as well as skills that facilitate good social and working relationships and skills that underpin educational success.

- Suggestions from schools regarding specific opportunities where economies of scale and better learning opportunities could be achieved across the family of schools included subject specific contextualised learning through local, national and international field trips, attending joint cultural lectures and excursions, themed conferences and workshops, programmes to support private study and independent learning, emerging talent programmes, coordinated programmes of revision sessions and organised programmes such as the Higher Level Duke of Edinburgh Award.
- These joined up approaches could be facilitated through the teaching and learning collaborative or through the central careers brokerage. The COL Boys and CLGS partnership strategy has a focus on establishing mutually beneficial learning opportunities and so this might be a useful avenue to strategically explore.

Recommendation 5: Establish or identify a framework where emerging or existing operational sixth form challenges can be explored at a strategic level in a timely way.

Leaders themselves recognised that for initiatives to be successful and sustainable there must be a strategic imperative signalled from the highest level. Often barriers to strong partnership work are in the detail of delivery but those difficulties of operation are more likely to be overcome when the issue in question is a priority. One of the challenges of partnership work is establishing what might be a strategic priority for everyone in the partnership and given the lower profile of Key Stage 5 internally and externally, this focus on the sixth form has the potential to be problematic. Another challenge both operationally and strategically is how the culture, ethos and standards of a school play out when bringing people together.

In this context it is recommended that an existing strategic framework is identified or a new one established where sixth form specific priorities can be routinely discussed and tested collectively by school leaders.

- An area for consideration could be the development of good, robust databases across the trust to speed up and improve the sharing of information and good practice. This could include the rationalising of data requests, linked up systems to avoid duplication, and more joined-up approaches across COL academies in terms of ICT based monitoring systems.
- Similarly, the possibility of establishing a centralised staffing recruitment process particularly for hard to recruit sixth form subject teachers may have some merit

The framework should be lean, responsive and be able to make judgements quickly. It should ensure a ruthless analysis of possible time invested versus impact, so that ideas that do not bring tangible benefits to the whole enterprise are not commissioned and so that what does not work is stopped.

Dr Jane Overbury OBE 16/03/2020

Biography

Jane retired as Executive Principal of Christ the King Sixth Form College in 2017 having had a long career in London inner city institutions spanning the school, FE and sixth form sectors. Christ the King is a family of three sixth forms located in Sidcup, Brockley and Lewisham, educating some 2,500 students. Jane studied for her doctorate at the Institute of Education 2001-2007. In 2010 she was awarded an OBE for services to education.

¹ Kathryn Petrie, *The Next London Challenge, Converting strong educational performance into great jobs for disadvantaged Londoners*, The Social Market Foundation (November 2019)

² London Councils *Level Up London, Fixing the skills and employment system for Londoners*, (February 2020)

³ Impetus, *Research Briefing 8: The Employment Gap in London* (February 2020)

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Committee	Dated:
Education Board	24/09/2020
Subject: Education Services Company Feasibility Study	Public
Report of: Director of Community and Children's Services	For Discussion
Report author: Anne Bamford, Strategic Education and Skills Director	

Summary

This report updates Members on the results of an external investigation undertaken to explore the potential for an Education Services Company (ESC) to support the City of London's Family of Schools and additionally support and provide services to other schools across London and beyond. The study also explored other potential ways for the City Corporation to harness its educational, cultural and business assets and expertise to improve outcomes for learners. The report cover note and the full report produced by the Education Development Trust (EDT) and the ISOS Partnership are included in **Appendices 1 and 2**.

Recommendation

Members are asked to:

- Note the summary report (**Appendix 1**) and full report (**Appendix 2**) produced by EDR and ISOS Partnership
- Endorse a further investigation of the four recommendations made in the report

Main Report

Background, aims and processes

1. As a contribution to its Education, Skills and Cultural and Creative Learning Strategies for 2019-23, and to inform its broader vision, via Priority Investment Pot (PIP) funding, the City Corporation commissioned the Education Development Trust and the ISOS Partnership to carry out a feasibility study.
2. The purpose of the study was to explore the potential for an Education Services Company (ESC) to support the City's Family of Schools and additionally support and provide services to other schools across London and beyond.
3. The study also explored other potential ways for the City to harness its educational, cultural and business assets and expertise to improve outcomes for learners.
4. To gain a deeper understanding of possible foci of activities the City could undertake, the study tested the feasibility of a greater City role in the following areas:
 - Back-office support
 - School Improvement support
 - Added value and Innovation (i.e. – career learning, cultural learning and fusion skills)
5. These were examined across three potential beneficiary groups: The City of London Family of Schools; Livery Company supported schools; and schools across London, England and beyond.
6. The study commenced in October 2019 and was completed in May 2020. The reporting was delayed due to disruptions caused by Coronavirus.

7. The process included desk-based research, individual interviews, focus groups, and targeted market analysis.
8. The study examined potential around non-educational support (e.g. back office functions; school improvement services (e.g. governor training); career related learning (e.g. work experience broker); cultural learning (e.g. music provider); and fusion skills (e.g. fusion curriculum design).
9. The study also explored potential at different levels, including the Family of Schools, the broader Livery Schools Network and other national and international schools or school systems.
10. A matrix was used to categorise the likely impacts of various types and levels of service provision. The matrix applied a 'traffic light system' of low, medium and high across four categories, namely:
 - Financial return on investment
 - Educational return on investment
 - Demand
 - Connection to the City's assets, expertise and practices
11. Recommended areas were highly rated on most of not all four of the categories.

Key Findings and recommendations

12. The final analysis suggests that:
 - a) The City should not invest resources in creating an Education Services Company.
 - b) The City's most immediate priority should be to consolidate the relationships and practices within its existing Family of Schools.
13. The report recommended that the City should:
 - a) Increase its efforts to foster back-office and school improvement-focussed collaborations between the CoLAT, its broader Family of Schools and the Livery Companies.
 - b) Pilot a CPD programme for teachers, drawing on all the City's assets to support schools' aspirations to improve curriculum design, cultural capital and fusion skills.
 - c) Play a national leadership role on fusion skills by building a long-term, system-changing collaboration between a larger number of schools and the City's cultural and business institutions.
 - d) Contribute to the City's ambitions to improve social mobility by working in a deep, sustained way with one or two areas of significant economic and educational challenge.
14. A copy of the Education Services Company: PIP funded Feasibility Study, Final Report is included in **Appendix 1**.

Appendices

- **Appendix 1** – Summary Report – Education Development Trust and ISOS Partnership: Education Services Company Feasibility Study
- **Appendix 2** – Full Report – Education Development Trust and ISOS Partnership: Education Services Company Feasibility Study

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City of London Education Services Company (ESC) Feasibility Study

Education Development Trust and ISOS Partnership

1. Background

As a contribution to its education, skills and cultural and creative learning strategies for 2018-23, and to inform its broader vision, the City of London Corporation (henceforth referred to as “the City”) commissioned Education Development Trust and the ISOS Partnership to carry out a feasibility study. The original purpose of the study was *to explore the potential for an Education Services Company (ESC) to support the City’s Family of Schools and additionally support and provide services to other schools across London and beyond.* Following early discussions with the Education Strategy Unit, the study also explored other potential ways for the City to harness its educational, cultural and business assets and expertise to improve outcomes for learners across London and beyond. Over time, with agreement from the City, the original brief evolved towards exploration of alternatives to an ESC.

We have now completed our study. The attached slides detail our process, findings and recommendations. The key points from the slides are summarised below:

2. Process

To gain a deeper understanding of possible foci of activities the City could undertake, the study tested the feasibility of a greater City role in the following areas:

- **Back-office support to schools (e.g. finance, HR, facilities management, etc.)**
- **School Improvement support**
- **Added value and Innovation (i.e. – career learning, cultural learning and fusion skills)**

These were examined across three potential beneficiary groups – the City of London Family of Schools, Livery Company supported schools and schools across London, England and beyond. The study commenced in October 2019 and was completed in April 2020 in two main phases.

- **Phase I** – an exploratory phase which took place between October and December 2019. The focus of this phase was to gather insight from key stakeholders across various institutions into where the City should invest to best support schools in the City and beyond.
- **Phase II** – a phase of targeted testing which took place between January and March 2020. Based on the findings from phase one, this phase focused on targeted testing of the feasibility of a City ESC and alternative City initiatives through additional interviews and market analysis.
- **Phase III** - Further development of the fusion skills-related offer.

Across the phases the following activities took place:

- **Initial desk-based research:** This included the understanding of the current City of London offer and assets, research of key initiatives taking place (e.g. Culture Mile), light market analysis and review of strategic documents.
- **Focus Groups:** The study team facilitated three focus groups with an overall attendance of c.30 participants from schools, city businesses, and cultural institutions, each discussing one or several of the potential activity area for the City. This included: cultural learning and fusion skills, career-related learning, back-office support and school improvement.
- **Interviews:** The study team interviewed close to 20 stakeholders from a variety of organisations. Some of which included: headteachers from the City of London Family of Schools, representatives of the CoLAT, Livery Companies, City businesses, Culture Mile Learning, City cultural institutions, headteachers outside of London, and the Durham Commission,

- **Targeted market analysis:** A review and analysis of the market in the areas of back office and cultural CPD.

3. Key initial findings and recommendations:

We outline our detailed findings against each of the three areas of potential activity in more detail in the full powerpoint report. We have summarised below the main findings and recommendations in relation to each area:

- **Back-office support.** Views on demand for services in this area were mixed with some Liveries interested in a more co-ordinated and joined-up offer. On the supply side there is limited expertise available and lots of potential competitors. For these reasons we recommend developing their own offer is not an area the City should prioritise.. Instead we would suggest time and effort is better spent on deepening CoLAT's work to secure efficiencies across the Family of Schools and sharing of back office expertise across Livery company schools. The latter could take a number of forms as the recent paper (29.04.20) to the City of London and Livery Company Education network on Governance and Compliance set out; from creating a centralised HR and legal service or collaborating to procure external service providers to more of a 'Trustpilot' shared database of expertise and sharing this expertise across schools.
- **School improvement.** There was limited demand from either the Family of Schools or wider Livery network for further school improvement services given the existing support that is provided already. Nationally, this is a crowded market with schools receiving support from many different sources. Given this, we do not consider that the City should try to enter the school improvement market at this stage. The one consistent need identified around teacher recruitment and retention is a difficult one for the City to support on a national scale and it is already working across the family on this. The City should continue to invest in developing CoLAT's school improvement offer and facilitating collaboration with and amongst Livery Companies by identifying common priorities and sharing expertise. Governor support is one area where the City and Livery Companies working together may be able to achieve greater impact and scale.
- **Added value and innovation.** Overall, our analysis strongly suggests that this is the strand where the City has the most unique, valuable, and sustainable role to play locally, nationally and possibly globally. There is significant appetite from cultural partners, schools in the Family and the Livery Companies to collaborate to transform schools' approaches to cultural learning, aligned to Culture Mile Learning's current strategy and longer-term ambitions. Fusion Skills was identified as the domain where the City could make the most difference: designing scalable models of practice that can influence debate, policy and practice; and playing a global 'system leadership' role. Fusion Skills is already embedded in the City's education and culture strategies, and there are existing programmes, relationships and goodwill to build on. In short, Fusion Skills is the area where there is the most significant alignment between the strategy/assets of the City and the needs/interests of schools and the school system.

Overall our analysis suggests that:

1. The City should not invest resources in creating an Education Services Company.
2. The City's most immediate priority should be to consolidate the relationships and practices within its existing Family of Schools.
3. There are possibilities for further exploration and investment that go beyond the ESC, but might provide foundations for a future ESC. The City could:
 - a) Increase its efforts to foster back-office and school improvement-focussed collaborations between the CoLAT, its broader Family of Schools and the Livery Companies
 - b) Pilot a CPD programme for teachers, drawing on all of the City's assets to support schools' aspirations to improve curriculum design, cultural capital and fusion skills

- c) Play a national leadership role on fusion skills by building a long-term, system-changing collaboration between a larger number of schools and the City's cultural and business institutions
- d) Contribute to the City's ambitions to improve social mobility by working in a deep, sustained way with one or two areas of significant economic and educational challenge

4. Fusion Skills: Recommendations and next steps

Following consultation with the Town Clerk and other Members you asked us to focus any further work on the development of idea c: the creation of a long-term, system-changing collaboration between a larger number of schools and the City's cultural and business institutions around Fusion Skills. Within this, we were asked to explore possibilities around the fourth idea: a targeted geographical offer.

4a. Reminder – Why the focus on Fusion Skills?

We identify three reasons why we think this is such a critical area for the City to focus on:

- This area is of high priority for schools today due to employers demands and the changing labour market, but the system in England appears 'stuck' and unable to develop the long-term thinking and action that such an agenda requires
- Fusion Skills are already embedded in the City's education and culture strategies, and there are existing programmes, relationships and goodwill to build on.
- The need in developing Fusion Skills cuts across the various school partnerships and structures, enabling the City to create an initiative that reaches a wide group of schools.

4b. What might any new offer around Fusion Skills include?

We have identified seven potential areas we think the City could focus on in developing the future offer around Fusion Skills:

1. **Pedagogical innovation and Joint Practice Development.** Support a small number of schools to become genuine test beds for robust, innovative pedagogies and other classroom-based practices that support Fusion Skills.
2. **Pilot Fusion Skills programmes.** Design, trial and scale age-specific, subject-specific and cross-cutting programmes, including family learning and school-to-work transition. Explore possibilities for blended/hybrid learning
3. **Curriculum design and focused peer review.** Support schools to review their current curriculum offer and identify how to strengthen the development of fusion skills. Develop a tailored Fusion Skills peer-review offer.
4. **Develop CPD and Leadership Development programmes.** Use resources of the City and Livery to develop high quality resources to support schools on Fusion Skills. Trial the concept of an accredited 'Fusion Skills City Teacher'.
5. **Apprenticeship Pathways.** Work with providers (including City and Guilds) to include Fusion Skills as a structured part of the programme of learning, learner portfolios and the "20% off the job element".
6. **Assessment and Qualifications.** Develop fusion skills-infused approaches to assessment and qualifications design, with a possible focus on alternatives to GCSEs.
7. **Governor support.** Develop a national network of "Fusion Skills Champion Governors" to promote these skills. Explore the development of shared governor audit teams and Governor Peer Reviews.

We believe that these separate strands of activity need to be underpinned by a new organisation with the following remit:

- Advocacy, research, policy development and influence
- A deep partnership with a small number school groups, City-based businesses and organisations with a long-term commitment to leading systemic change

- A broad offer for a wider group of schools
- A targeted geographical offer to work in a deep sustained ways with one-to-two areas of significant economic and challenge (including an Opportunity Area outside London)

4c. Why is there a need to create a new organisation to take this work forward?

From our work to date, it is unclear whether the existing structures, or the City Itself, has the requisite institutional form to take a more systemic, transformative approach to fusion skills. In addition, the City is limited by a governance, commissioning, committee and risk structure, both as a corporation and local authority, which could hinder the rapid and responsive approach needed for this type of programme. We believe that achieving these goals requires a deeper, longer-term collaboration between a larger number of schools and the City's cultural and business institutions. These schools and institutions should become Fusion Skills world leaders and innovators, and the City itself should play a system leadership role.

For this reason, we suggest the City should develop a City Fusion Skills Civic Trust that could enable long term, systemic collaboration on the most complex and ambitious fusion-skills-related objectives, building a coalition/critical mass of committed schools that includes but is not limited to the City Family and the Livery-supported schools. Schools would be connected to a wider, more radical mission that seems too risky to achieve independently. Cultural and business institutions would provide long-term backing and relationships to support this mission. Whilst the Trust would focus on Fusion Skills, it would provide a forum for self-generated collaboration on other standard school improvement and back-office priorities. The annex to our report includes a number of English and international examples to learn from.

4d. What might the new organisation look like and how might the financing work?

We suggest a Fusion Skills Civic Trust could follow the basic model of an Umbrella Trust where groups of schools (including but not limited to Academies and MATs) and other partners (e.g. businesses, HEIs) agree to work together over the long-term through a formal collaborative partnership. There are a number of potential advantages to this approach over others we have considered but most important is that the terms of the partnership encourages long-term, sustained, collaboration without changing the overall governance of individual institutions or the MAT, and any related accountabilities. Crucially, Umbrella Trusts are not accountable for school performance, and have no formal intervention powers - therefore, the fundamental principle of school/MAT autonomy remains.

Umbrella Trusts can take many forms and can develop their own Memorandums of Understanding with individual schools and other partners. More work would be needed to develop the detailed legal and governance model but we outline one potential model in the report for membership of any Trust linked to financial contributions. On this basis the City would take a 25% membership stake, Liveries and Businesses would take 25% each and the rest might be allocated to smaller members who pay an annual membership or one off fee. Cultural institutions might also be given a member stake in recognition of any in-kind contributions they make.

The report sets out the principles for a financial model. This shows that the City is likely to need to make an upfront investment of £250,000 per year to build and develop the capacity of the organisation but that this should become a declining proportion of the Trust's overall revenue over time as the revenue from other partners and from traded activities increases over time. We suggest you should aim for upfront financial commitment from a small number of Livery Companies and Business organisations so they have a strong commitment to the Trust from the start and to increase the number over time as the Trust demonstrates its impact. Our initial estimates suggest the Fusion Skills Civic Trust would need a budget of £500,000 in Year 1 growing to £1million by Year 3. Year 1 costs are estimated between £400,000-£500,000.

4e. How could this work be taken forward next?

We have included a proposed timeline with suggested milestones and activities, with a view to a 'soft launch' of the Trust at the October Fusion Skills conference, and creating a fully operational Trust for the start of the 2021-22 academic year. We have also suggested the following next steps to maintain momentum:

- Developing a more detailed programme of work
- Testing interest and appetite from key Livery Companies and other school groups
- Interviewing key stakeholders, including within DfE and targeted Academy Trusts, to understand how the Trust could work with areas in significant economic and education challenge
- Developing more detailed options for financial models and governance models

We thank everyone involved for their active participation in this work would be delighted to discuss our findings further with the Board and other colleagues from across the Corporation.

Simon Day, Joe Hallgarten, Rosie Leonard-Kane Tal Rafaeli

May 2020

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City of London Corporation Education Services Company PIP funded Feasibility Study

Final Report

July 2020



Background

As a contribution to its education, skills and cultural and creative learning strategies for 2018-23, and to inform its broader vision, as part of a PIP bid, the City of London Corporation (henceforth 'the City') has commissioned Education Development Trust and the ISOS Partnership to carry out a feasibility study. The purpose of the study was:

To explore the potential for an Education Services Company (ESC) to support the City's Family of Schools and additionally support and provide services to other schools across London and beyond.

Following discussions with the Education Strategy Unit, the study also explored other potential ways for the City to harness its educational, cultural and business assets and expertise to improve outcomes for learners. Over time, with agreement from the City, the original brief evolved towards exploration of alternatives to an ESC.

To gain a deeper understanding of possible foci of activities the City could undertake, the study tested the feasibility of a greater City role in the following areas:

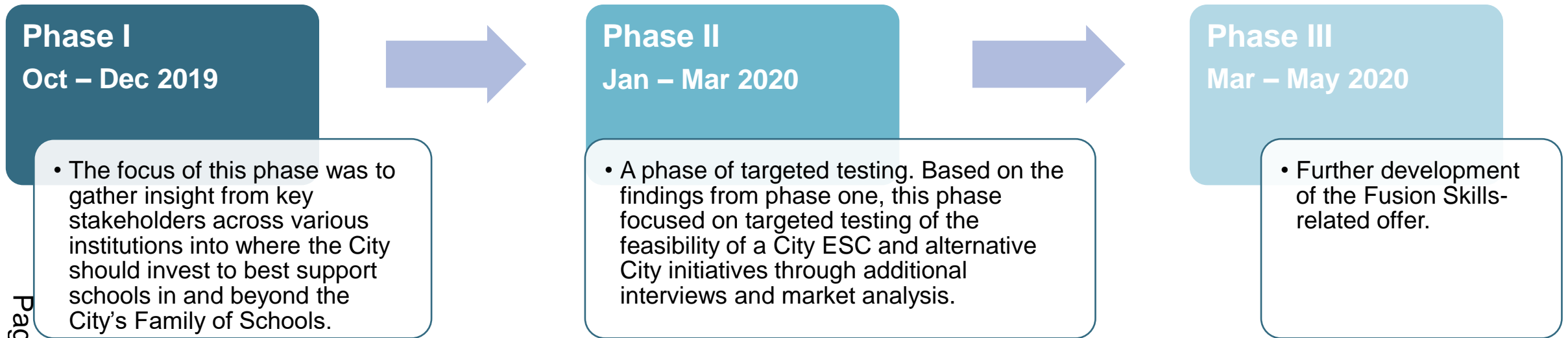
- Back-office support to schools (e.g. finance, HR, facilities management, etc.)
- School Improvement support
- Added value and Innovation (i.e. career learning, cultural learning and fusion skills)

These were examined across three potential beneficiary groups: the City of London Family of Schools, Livery Company supported schools and schools across London, England and beyond.

The study commenced in October 2019 and was completed in May 2020. The following slides provide an overview of the process, findings and recommendations.

Overview of Feasibility Study Process

The study has included three phases –



Across the phases the following activities took place:

- **Initial desk-based research** – this included an understanding of the current City of London offer and assets, research of key initiatives taking place (e.g. Culture Mile), light market analysis and review of strategic documents.
- **Focus Groups** – the study team facilitated three focus groups with an overall attendance of c.30 participants from schools, City businesses, and cultural institutions, each discussing one or several of the potential activity area for the City. This included: cultural learning and Fusion Skills, career-related learning and fusion skills, back-office support and school improvement.
- **Interviews** – the study team interviewed close to 20 stakeholders from a variety of organisations. Some of which include – Headteachers from City of London Family of Schools, representatives of the COLAT, Livery Companies, City businesses, Culture Mile Learning, City cultural institutions, Headteachers outside of London, the Durham commission, etc. The full list of interviewees is included at Annex 2.
- **Targeted market analysis** – a review and analysis of the market in the areas of back office and cultural CPD.

Overall Findings and Insights

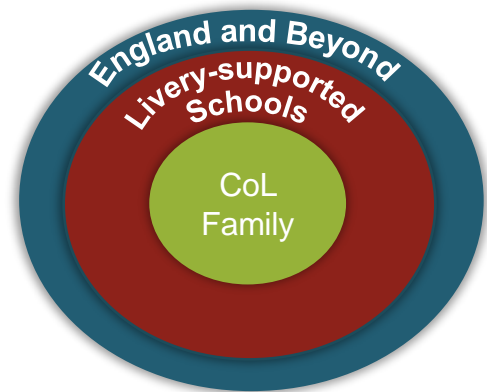
Throughout the interviews and focus groups we tested the potential areas of focus for any Education Services Company or the City more broadly: Based on these discussions, we:

- Confirmed that the framework covered the main areas which stakeholders thought the City should consider operating within
- Refined the framework to reflect the views of stakeholders. The activity areas we focused on were:

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Activity Area	
	Non-educational support (e.g. back-office, HR, Finance)
	Standard school Improvement support (e.g. peer review, CPD, governor training)
	Career-related learning (e.g. create more work experience opportunities for learners)
	Cultural learning (e.g. building on current activities and plans within Culture Mile Learning)
	Fusion Skills (e.g. Fusion Skills focused CPD, supporting schools in Fusion Skills curriculum design)

We then tested each of these activity areas through the lens of each beneficiary group it would be most relevant for:



Non-Educational Support

Groups	Assets	Needs
City of London Family of Schools and city institutions	<ul style="list-style-type: none"> COLAT has developed its capacity and expertise to support its own academies and is moving towards more central procurement/purchasing Some opportunities are offered to other family schools e.g. joint TES advertisements Independent schools receive support from the City HR and Finance Departments 	<ul style="list-style-type: none"> Individual academies still have own finance/business managers and historical contracts – scope to do more together across COLAT Scope to do more with other family schools – opportunities around estate management and potential opportunity to develop links with City provider Skansa
Wider family of Livery-supported schools	<ul style="list-style-type: none"> Livery Companies already share and recommend providers to one another informally, which helps reduce risk of low-quality service 	<ul style="list-style-type: none"> Some Livery Companies expressed an urgent need for high-quality support and advice on non-educational functions especially around legal, HR, finance, health and safety Others were more interested in having access to quality assured external experts in estate management and procurement
Schools across and beyond England	<ul style="list-style-type: none"> Many large MATs will be doing this themselves Other schools may get support still from local authorities and some private companies that provide good non-educational support to schools 	<ul style="list-style-type: none"> Academies in small MATs or maintained schools without access to support from LA or an ESC are likely to be in need of high-quality support and advice on non-educational functions.

Financial Return on Investment	High
Educational Return on Investment	Low
Demand	Medium
Connection to City assets and practices	Low

Non-Educational Support

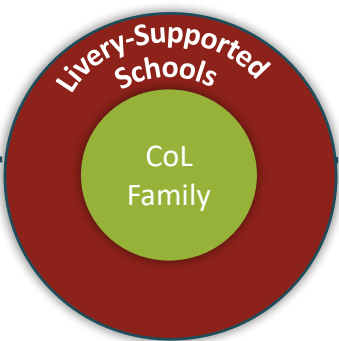
What?

For Whom?

Considerations

Convening

Good practice sharing and encouragement of joint development of back office functions

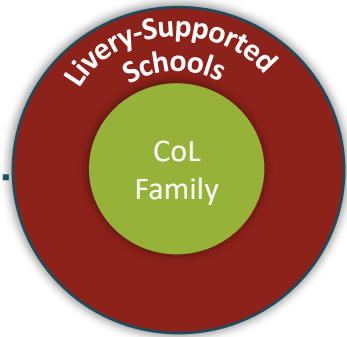


There is potential to do more to share expertise across schools here and share internal and external expertise.

This could start by mapping expertise and needs in back office functions across family schools.

Brokering and QA

Assist school in identifying high-quality providers in areas such as – legal, HR, health and safety, estate managements, etc.

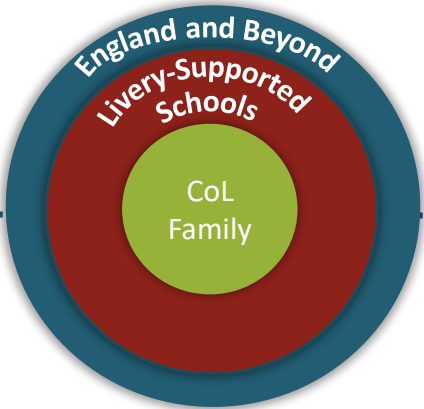


There is interest from some in having access to common external expertise and potential efficiencies to be gained in joint procurement.

But though potentially beneficial to schools, the City will be required to quality assure recommended providers and risks liability and reputational damage in cases which low-quality service is provided. City businesses could play a role

Creating a service

Create a high-quality non-educational support service that is education sector specific



There is strong demand/interest from some liveries/schools in such a service. But developing this service would likely require significant investment from the City as it requires the development of new expertise.

The COLAT could be an asset to build on here but there are complications around academy related party rules. There was little interest in the City's institutions creating new back office functions. If the City could develop a high-quality offer there would likely be demand from both Liveries/wider group of schools & MATs.

Non-educational support – summary of findings and recommendations

Views on demand for back-office support were mixed.

CoLAT already provides support for other schools in the Family. Independent schools were positive about existing support from the City. Some Livery Companies were interested in the City providing expert support around HR, Finance, and Legal. Others were more interested in the City providing access to quality assured experts in specific areas like property management and bid writing. Nationally, many schools and academies are either providing their own back-office support or get support from an LA or private companies so wider demand seems unlikely.

On the supply side there is limited expertise to draw on and lots of competitors.

Whilst CoLAT has a developing back-office offer, which in time could support more schools, its current focus is on deepening work across the Trust. Some Liveries have access to expertise which they might be willing to share more widely. Nationally, this is already a crowded market with offers from a variety of organisations including private service companies, representative organisations such as ISBL and ASCL and LA Education Service Companies such as Camden Learning and and Herts for Learning. We found no evidence of city businesses having an appetite to provide more of their own expertise to help develop a more coherent offer, whether independently or with the City.

Recommendation.

This is not an area the City should prioritise; any development would require significant up-front investment in order to become competitive in the current market and to tailor an offer to uncertain national demand. Instead, time is better spent on deepening CoLAT's work to secure efficiencies across the Family of Schools and sharing of back-office expertise across Livery companies. This could include ideas set out in a recent paper to the City of London and Livery Education network on Governance and Compliance - from creating a centralised HR and legal service or collaborating on procuring external service providers to more of a 'Trustpilot' shared database of expertise and sharing this expertise across schools.

School Improvement

Groups	Assets	Needs
City of London Family of Schools and City institutions	<ul style="list-style-type: none"> The COLAT has a strong and secure school improvement offer that has already delivered improvements in some schools The City has its own support offer to schools and academies including impact visits, HT meetings, Governor support, access to City premium grants and pupil enrichment events 	<ul style="list-style-type: none"> Recruitment and retention of teachers Alternative provision
Wider family of Livery-supported schools	<ul style="list-style-type: none"> Livery Companies have school improvement resources, but they vary in depth and areas of focus 	<ul style="list-style-type: none"> Recruitment and retention of teachers Access to specialists. This is limited when the expertise are not in-house, and the scale is not sufficient to hire a full-time specialist Short term focused collaboration on specific issues Collaborative CPD for teachers (e.g. early careers and leadership)
Schools across and beyond England	<ul style="list-style-type: none"> The overall school improvement market is highly competitive, fragmented and largely saturated Most schools can find school improvement support themselves from a range of sources 	<ul style="list-style-type: none"> Recruitment and retention of teachers is a common issue in most areas Other needs likely to vary and depend on size, performance, location and type of school so it is difficult to identify common priorities

Financial Return on Investment	Low
Educational Return on Investment	High
Demand	Medium
Connection to City assets and practices	Low

School Improvement

Convening
Brokering and QA
Creating a service

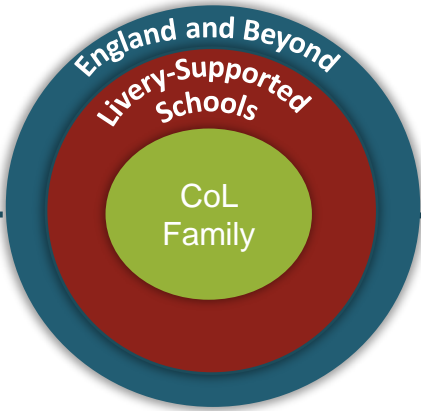
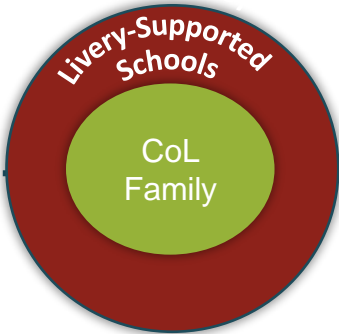
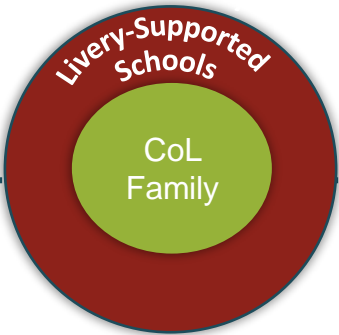
What?

Practice sharing and practice development around specific school improvement priorities, with informal sharing of school improvement specialists

Network of school improvement specialists to support schools

Build CoLAT's capacity to provide school improvement expertise to other schools on a traded basis

For Who?



Considerations

- Consider opening the City school improvement offer to its family of schools to Livery supported schools
- Work with the City Family of Schools and interested Livery supported schools to decide on annual school improvement foci, with a small co-funded budget for activity.
- Map existing school improvement capacities, needs and willingness to support other schools

- Identify (and potentially accredit) specialist experts to work across family and Livery schools., could include external experts already working with schools/MATs with capacity to do more, and brokering school-to-school support
- Develop and agree on a costed model for providing access to these experts to all schools

- Identify areas of expertise and strength within the current COLAT offer that could be built on
- Identify needs within Livery schools or particular types of schools that their needs are currently unmet

School Improvement – summary of findings and recommendations

There is no clear demand for additional School Improvement (SI) support from the City.

CoLAT is providing SI support for its academies. The City already has a ‘free’ offer to all Family Schools of impact visits, HT meetings, Governor support, access to City premium grants and pupil enrichment events. Livery companies generally provide SI support themselves or say they have access to the SI support they need, although some said they would welcome access to shared specialist expertise in non-core subjects. The one area of need that was consistently raised by all Livery Companies was around Teacher Recruitment and Retention.

There are many sources of school improvement support already for schools.

Nationally this is a crowded market with schools receiving support from Academy Trusts, Local Authorities, and consultants or working with other schools to develop their own support. DfE also has a national support offer for schools judged most in need. Support for governors is a more mixed picture with national organisations like the National Governor Association and Academy Ambassadors and/or Local Authorities providing some support. Some Livery companies seemed to have a strong Governor support offer which could potentially be shared and offered to others.

Recommendation.

Given the lack of demand and crowded existing market, the City should not try to enter the school improvement market. The one consistent need identified around recruitment and retention is a difficult one for the City to support on a national scale and it is already working across the Family of Schools on this topic. The City should continue to invest in developing CoLAT’s school improvement offer and facilitating collaboration with and amongst Livery Companies by identifying common priorities and sharing expertise, including around governor support.

Careers

Groups	Assets	Needs
City of London Family of Schools and City institutions	<ul style="list-style-type: none"> There are many high-quality businesses that offer specific career services The independent schools within the family have connection and approaches to careers which could be of more benefit students in COLAT 	<ul style="list-style-type: none"> We have identified no appetite from City businesses to extend their offer or increase collaboration in this area beyond their existing work, e.g. the London Careers Festival
Wider family of Livery-supported schools	<ul style="list-style-type: none"> Many Liveries have a focused and well-developed career offer for students, and collaborate well on specific events, e.g. the London Careers Festival 	<ul style="list-style-type: none"> We have not identified specific needs in this area
Schools across and beyond England	<ul style="list-style-type: none"> It is a crowded space with some high-quality offers such as Education Employers Task Force and Local Education Business Partnerships 	<ul style="list-style-type: none"> Lack of consistency and clarity on provision of career services for learners Significant geographic inequity

Financial Return on Investment	Low
Educational Return on Investment	High
Demand	Medium
Connection to city assets and practices	High

Consideration:

There is not enough evidence to suggest that this should be an area of focus for the City. However, the City should use its influence to create greater equity in the career and work-related opportunities between their independent and state schools.

Cultural Learning and Fusion Skills

Groups	Assets	Needs
City of London Family of Schools and City institutions	<ul style="list-style-type: none"> Culture Mile Learning has made an impact in developing a more coherent and high-quality offer through effective collaboration of the City's cultural institutions The institutions within Culture Mile Learning are eager to do more to improve the offer to schools Some of the City of London schools are strong in cultural teaching and learning 	<ul style="list-style-type: none"> Develop a better understanding of how these groups of schools could be better served by the City's cultural assets Cultural institutions have expressed a need to develop an offer that is better tailored to schools' needs and to improve their outreach to schools Schools across various groups and partnerships require support in developing a systematic and integrated approach to Fusion Skills
Wider family of Livery-supported schools	<ul style="list-style-type: none"> It does not appear that any of the Livery Companies schools focus on cultural learning The Livery Companies are cultural assets themselves, through the buildings they own and the resources they allocate to schools and learners 	
Schools across and beyond England	<ul style="list-style-type: none"> There is longstanding interest across the education sector in the development of broader skills and dispositions, and a number of initiatives happening nationally and locally. However, various accountability and curriculum changes means that the English school system as a whole appears less open to the development of Fusion Skills. 	<ul style="list-style-type: none"> As schools rebuild and improve their cultural provision in response to the Ofsted framework, the Durham commission and the arts premium for secondary schools, they may wish to draw on the City's cultural assets more systematically Inequities in cultural provision appear to have increased over the last 10 years. Any offer to other schools, needs to aim to narrow gaps in access and opportunities Schools require support in developing a systematic and integrated approach to Fusion Skills

Financial Return on Investment	Medium
Educational Return on Investment	High
Demand	Medium
Connection to city assets and practices	High

Cultural Learning

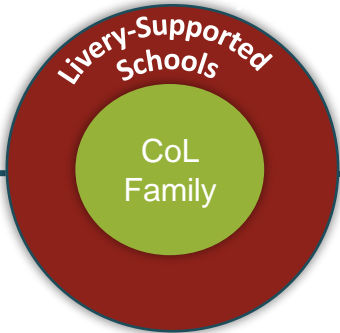
What?

For Who?

Considerations

Convening
Brokering
Page 73
QA

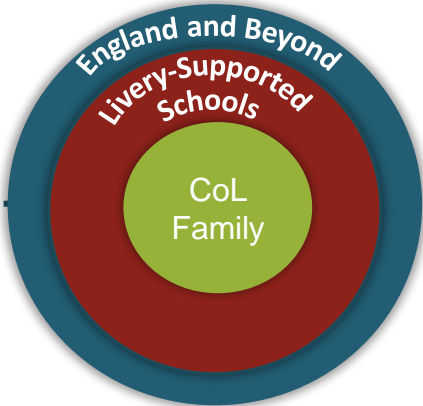
Broker a set of deeper collaborative relationships between Culture Mile Learning and the CoL Family of schools as a first step, possibly including the Livery Companies as cultural assets, and their schools as partners as a next step



This could align with Culture Mile’s strategy to ‘develop a collaborative partnership model with other high-quality learning providers including the City of London Corporation Family of Schools’

Creating a service

Informed by AEA report, build on the foundations of Culture Mile Learning to create a sustainable subscription or membership model that can support many schools more effectively



Such a model could include offers such as:

- A cross-institutional cultural CPD offer
- A cross-institutional thematic offers combining physical and digital assets (e.g. architecture themed day with a visit to St. Paul’s and the Barbican)

Fusion skills

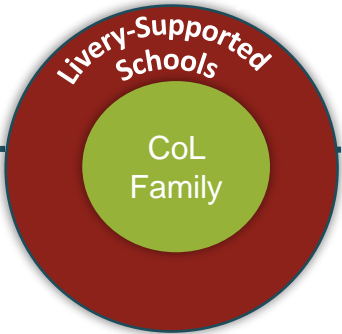
What?

For Who?

Considerations

Convening

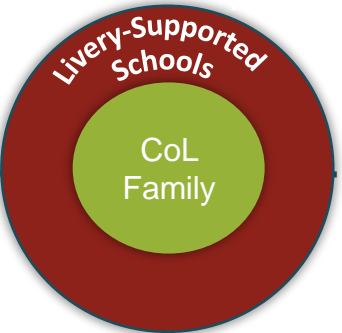
Fusion skills focused events including training and development, and continuation of the Fusion Skills prize



These activities are already being initiated by the City; however, there is a question about their potential strategic impact – will they be enough to ‘turn the dial?’

Brokering
Page 74

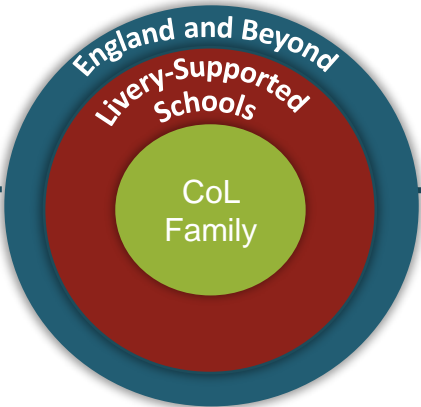
Identifying and brokering fusion skills expertise and supporting the scaling of best practice



This intervention could be integrated as part of a school improvement initiative

Creating a service

Create longer term system-changing programmes and interventions



Recommendations on this proposed intervention will be elaborated on in slides 22-23

Added value and innovation – summary of findings and recommendations

Overall, our analysis strongly suggests that this is the strand where the City has the most unique, valuable, and sustainable role to play locally, nationally and possibly globally. Exploring three issues in more detail:

- Whilst the City's work around **career-related learning** is welcomed, there is little appetite from either supply side or demand side for a more co-ordinated offer that would reach schools nationally. Local Education Business Partnerships and national organisations already play these co-ordinating roles.
- There is significant appetite from cultural partners, schools in the Family and the Livery Companies to continue improving approaches to **cultural and creative learning**, aligned to the strategy. Whilst the demand side needs further exploration, changes to the Ofsted framework and momentum from the Durham Commission may increase demand. The City's provision of cultural services to Islington could possibly be extended to one or two other boroughs, but the current model does not appear scalable
- Most stakeholders perceived **Fusion Skills** as the domain where the City could make the most difference: designing scalable models of practice that can influence debate, policy and practice; and playing a global 'system leadership' role. This area is of high priority for schools today due to employers demands and the changing labour market, but the system in England appears 'stuck' and unable to develop the long-term thinking and action that such an agenda requires. Fusion Skills is already embedded in the City's Education, Cultural and Creative Learning and Skills Strategies, and there are existing programmes, relationships and goodwill to build on.

Recommendation: Fusion Skills is the area where there is the most significant alignment between the strategy/assets of the City and the needs/interests of schools and the school system.

However, to achieve systemic change, we recommend that the City becomes more ambitious in its approach – building a long-term coalition for change.

Summary of our findings (non-Fusion Skills)

Activity Area	Avoid	Quick Wins	Explore
Back-office	The City should not attempt to create a new back-office support service for schools unless it can convincingly identify where the necessary educational expertise could be provided from	The City should continue to encourage and support COLAT to develop and build its back-office expertise and encourage schools across the family to make greater use of this expertise	The City could explore how to identify existing expertise used within the family and Liveries and signpost that expertise to others within the wider network of Livery schools
Standard School Improvement	The City should not try to become a new player in the school improvement market nationally at this stage.	The City should build on the greater Livery Company collaboration by mapping school improvement expertise/capacities and agreeing on an annual school improvement foci to work on	The City could start to develop a directory of expertise across the family and wider Livery network of schools. The City should also explore the potential for a more formalised system of accreditation and deployment of these experts across all schools.
Career-related learning	.	The City should use its influence to create greater equity in work-related opportunities between the independent and state schools in the family.	The City could explore how to support career-related learning as part of a broader Fusion Skills offer.
Cultural learning	The City should not attempt to develop any cultural learning activities that exist beyond the structure and strategy of Culture Mile Learning	Culture Mile Learning c/should develop stronger relationships with Livery Companies (as cultural assets) and with their schools (as test beds for deeper relationships with cultural institutions)	Culture Mile Learning could explore the development of a broader subscription/membership model, including an integrated digital offer

Responding to the key question in the original brief

Is a City of London Education Services Company a feasible idea?

Our analysis suggests that the City should not invest resources in creating an Education Services Company, for the following reasons:

- The City lacks sufficient existing expertise or track record in any of the areas outlined in the specification.
- Our attempt to *'map the possible opportunities to leverage in some of the expertise in broader Square Mile services'* has not revealed any demand from businesses in the City to create school-focused services that might create a unique City ESC.
- Whilst the CoLAT and wider Family of Schools have established a strong reputation for both efficient back-office services and strong school improvement, these are not sufficiently embedded within these collaborations to be sold beyond these schools.
- The CoLAT has limited appetite now to 'trade' its services in this way.
- ESFA Related Party Transaction Rules for Academies could prove an insurmountable obstacle to any traded relationships between the CoLAT and a City ESC.
- None of the people we have talked with so far have supported the idea of a City ESC, and many pointed out the potential reputational risks; both in terms of quality of delivery, but also how such a commercial offer might render other partnerships, for instance around Fusion Skills, more difficult to build.

Our analysis also suggests that the City's most immediate priority should be to consolidate the relationships and practices within its existing Family of Schools and build collaboration across the wider network of Livery Companies.

For instance, more needs to be done to ensure that CoLAT pupils benefit as much as the independent schools from the City's cultural and career-related assets. However, the broader question in our analysis opened-up four other possibilities for further exploration and investment that go beyond the ESC but might provide foundations for a new organisational structure.

Recommendations for areas that warrant further exploration and investment

1. **The City could increase its efforts to foster back-office and school improvement-focussed collaborations between the COLAT, its broader Family of Schools and the Livery Companies**

This might require a more structured approach, for instance: brokering the sharing or joint commissioning of back-office expertise; or agreeing on an annual school improvement foci to work on through joint practice development.

2. **The City could work with Culture Mile Learning to pilot a single CPD programme for teachers, drawing on all of the City's assets to support schools' aspirations to improve curriculum design, cultural capital and Fusion Skills**

This could: focus on London schools or schools in the East of England (within easy train access to the City) who can use the City as a learning destination; target emerging school leaders or early career teachers; be developed in collaboration with East Bank; be accredited or certified; attract additional funding from trusts and foundations, Livery Companies or city CSR budgets.

3. **The City could play a national and international leadership role on Fusion Skills by building a long-term, system-changing collaboration between a larger number of schools and the City's cultural and business institutions**

Possibly taking the form of a Civic Trust, this would enable a critical mass of committed schools (including the Family and some Livery Schools) to collaborate rigorously on more radical changes to pedagogies, practices and policies. Long term partnerships with key City institutions would give credibility and support systemic impact, genuinely 'turning the dial' - something that similar initiatives have failed to achieve, nationally and globally.

4. **The City could contribute to its ambitions to improve social mobility by working in a deep, sustained way with one or two areas of significant economic and educational challenge**

This could aim to support both fusion skills and standard school improvement objectives; be done in partnership with the DfE through the Opportunity Areas programme; support targeted non-Londoner access to the City's apprenticeships programmes.

Focus of our further work

Following consultation with the Town Clerk and other Members we were asked to focus any further work on the development of the third idea: **the creation of a long-term, system-changing collaboration between a larger number of schools and the City's cultural and business institutions around Fusion Skills.**

Within this, we were asked to explore possibilities around the fourth idea: a targeted geographical offer.

Given our strong finding on the lack of appetite for a more traditional Education Services Company, it was agreed not to pursue this idea in any further detail.

Fusion Skills: Recommendations and Next Steps



Fusion Skills: Why we think this is the main area to focus on

Of all the areas we have explored, we believe that the Fusion Skills element has the most potential for the City and its institutions to have a distinctive and vital impact on learners for the following reasons:

This area is of high priority for schools today due to employers' demands and the changing labour market, but the system in England appears 'stuck' and unable to develop the long-term thinking and action that such an agenda requires.

Fusion Skills is already embedded in the City's Education, Cultural and Creative Learning and Skills Strategies, and there are existing programmes, relationships and goodwill to build on.

The need in developing Fusion Skills cuts across the various school partnerships and structures, enabling the City to create an initiative that reaches a wide group of schools.

In short, Fusion Skills is the area where there is the most significant alignment between the strategy/assets of the City and the needs/interests of schools and the school system.

However, to achieve systemic change, we recommend that the City becomes more ambitious in its approach, building a long-term, school-focused coalition for change.

NB – Our ideas around Fusion Skills attempt to build on the work already being done by the City of London and partners and align with our knowledge of current and future plans.

Developing an offer: Possible areas of focus

1. Pedagogical innovation and Joint Practice Development

Support a small number of schools to become genuine test beds for robust, innovative pedagogies and other classroom-based practices that support Fusion Skills.

2. Pilot Fusion Skills programmes

Design, trial and scale age-specific, subject-specific and cross-cutting programmes, including family learning and school-to-work transition. Explore possibilities for blended learning.

3. CPD and Leadership Development programmes

Use resources of City and Livery to develop high quality resources to support schools on Fusion Skills. Trial the concept of an accredited 'Fusion Skills City Teacher'.

4. Curriculum design and peer review

Support schools to review their current curriculum offer and identify how to strengthen the development of Fusion Skills. Develop a tailored Fusion Skills peer-review offer.

5. Apprenticeship Pathways.

Work with providers (including City and Guilds) to include Fusion Skills as a structured part of the programme of learning, learner portfolios and the "20% off the job element".

6. Assessment and Qualifications

Develop Fusion Skills-infused approaches to assessment and qualifications design, with a possible focus on alternatives to GCSEs.

7. Governor support

Develop a national network of "Fusion Skills Champion Governors" to promote these skills. Explore the development of shared Governor audit teams and Governor Peer Reviews.

To achieve systemic change, these offers should be underpinned by a new organisation with four specific strands

Possible areas of focus...	1. Pedagogical innovation and Joint Practice Development		2. Pilot Fusion Skills programmes		3. CPD and Leadership Development programmes	
	4. Curriculum design and peer review	5. Apprenticeship Pathways	6. Assessment and Qualifications		7. Governor support	
Underpinned and delivered by a new organisation with the following remit	Advocacy, research, policy development and influence					
	A deep partnership with a small number of school groups, City-based businesses and organisations with a long term commitment to leading systemic change					
	A broad offer for a wider group of schools					
	A targeted geographical offer to work in a deep sustained ways with 1-2 areas of significant economic and challenge (including an Opportunity Area outside London)					

Creating a coalition for change: Why a new organisation might be required to play a systemic, transformative role in the development of Fusion Skills.

We have already argued there was little support for the creation of a new Education Services Company and an agreement that it would be more productive for the City to focus on strengthening collaboration across the Family of Schools and wider Livery companies. There is already a strong focus on Fusion Skills in the City's education agenda and many schools are interested in promoting Fusion Skills. So why is anything new needed at all?

From our work to date, it is unclear whether the existing structures, or the City Itself, has the requisite institutional form to take a more systemic, transformative approach to Fusion Skills.

We believe that achieving these goals requires a deeper, longer-term collaboration between a larger number of schools and the City's cultural and business institutions. These schools and institutions should become Fusion Skills world leaders and innovators, and the City itself should play a system leadership role.

For this reason, we suggest the City should develop a **City Fusion Skills Civic Trust that could enable long-term, systemic collaboration on the most complex and ambitious objectives related to Fusion Skills**, building a coalition/critical mass of committed schools that includes but is not limited to the City Family and the Livery-supported schools. Schools would be connected to a wider, more radical mission that seems too risky to achieve independently. Cultural and business institutions would provide long-term backing and relationships to support this mission. Whilst the Trust would focus on Fusion Skills, it would provide a forum for self-generated collaboration on other standard school improvement and back-office priorities.

Annex One includes an analysis of similar partnerships to learn from



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The Fusion Skills Civic Trust: Initial thinking

The model of a Fusion Skills Civic Trust could follow the basic model of an Umbrella Trust:

- Groups of schools (including but not limited to Academies and MATs) and other partners (e.g. businesses, HEIs) agree to work together over the long-term through a formal collaborative partnership
- The terms of the partnership encourages long-term, sustained, collaboration without changing overall governance of individual institutions or the MAT, and any related accountabilities
- Crucially, Umbrella Trusts are not accountable for school performance, and have no formal intervention powers. Therefore, whilst some effective collaboration (e.g. on curriculum design) might require some temporary sacrificing of individual school autonomy, the fundamental principle of school/MAT autonomy remains
- Trusts are often joint ventures, pooling investment from individual schools and MATs with investment from other partners and leveraging additional external funding for particular purposes
- Umbrella Trusts are often based on 3-7-year agreements with partners, enabling long-term stability, commitment and secured revenue on which long term planning can take place.

Note: There is no single DfE-approved model for Trusts that enable partnerships of MATs. Providing they are not seen as ‘soft’ alternatives to MATs, and meet charity commission rules, Trusts can take many forms and can develop their own MoUs with individual schools and other partners. Existing models to learn from, nationally and internationally, are included in Annex 1.

The Fusion Skills Civic Trust: A potential ‘founder membership’ model

The ambition would be to establish the Fusion Skills Civic Trust with a small number of core committed founder members from across the City’s networks of schools, businesses and other institutions with a strong interest and experience in promoting and leading work on Fusion Skills. These founder members should include representation from the following groups:

School membership should come from existing school groups including:

- The existing Family of schools (14 schools)
- 2-3 Livery company-led groups (e.g. Skinners, Haberdashers’ Company)
- 1-2 additional groups of schools, possibly in areas of significant economic challenge and/or those with existing relationships to the city e.g. United Westminster and Grey Coat Foundation

Business membership should be restricted to those with offices within the City of London boundaries, ideally including both financial and technological expertise

Other membership might include a representative from Culture Mile, one Higher Education Institution with a base in the city and any other relevant national institutions that might support the promotion of Fusion Skills e.g. CST, City and Guilds?

Overall, membership should be based on commitment and capacity, rather than current ability and performance – joining this Trust would be a serious step.

The Fusion Skills Civic Trust: A potential governance model

More detailed work would be needed to determine the precise legal and governance model for a Fusion Skills Civic Trust.

On the basis of our work with other school partnerships there are a number of questions to consider here:

1. Why create a new legal structure at all rather than simply enter into voluntary/looser arrangements?

- It enables the new body to enter into contracts (either as a provider or a commissioner)
- It enables the new body to employ staff in its own right
- It can provide some longevity in terms of governance, when individuals move on
- It provides a locus for the continued engagement of the local authority with any new partnership but it establishes the financial independence of any organisation from the local authority

2. How should the membership rights be decided in any new legal structure?

The City will need to consider what proportion of the membership it wants to take for itself and how the rest of the membership should be made up. In other models we have seen local authorities have typically taken a 20-40% stake themselves and the rest of the membership has been made up of local headteachers, system leaders and other partners.

3. Should membership rights be linked to financial contributions?

One potential model here would be to link membership to funding contributions (see slide 28). On this basis the City would take a 25% membership stake, Liveries/other school groups and Businesses would collectively take 25% each. Cultural institutions, Higher Education and other partners might also be given a member stake in recognition of any in-kind contributions they make.

The Fusion Skills Civic Trust: Developing a financial model

Based on our work in helping establish other partnerships, below are some key principles that might inform the development of a robust financial model.

- The City is likely to need to make a significant upfront investment to build and develop the capacity of the organisation. In other local partnerships Local Authorities have invested anywhere from £250 to £500K depending on whether it is an upfront grant or an ongoing basis to support local partnership development.
- City already provides annual funding for schools in its family (£250K per secondary academy and 100K per primary academy). An equivalent investment in a Civic Trust would have the potential to support many more schools.
- We have worked on the basis that
 - The City contribution should be a declining proportion of the Trust's overall revenue over time as the revenue from other partners and any traded activities increases over time.
 - The City should continue to invest on an annual basis to support the longer-term development of the Civic Trust and to fund specific pieces of work e.g. targeted support to disadvantaged communities and students
 - We have aimed for upfront financial commitment from a small number of Livery Companies/school groups and Businesses, partly as a demonstration of 'buy-in'. We have aimed to increase the number involved over time as the Trust demonstrates its potential to grow and impact.
 - Over time we have aimed to shift the balance, so the Trust is generating more revenue directly from work with Trusts and schools that are not core members. There will need to be more detailed market testing to identify potential revenue streams, but we have set the aim of matching the City's contribution within three years.

The following slide sets out an initial estimate of income over first 3 years and Year 1 Costs.

The City Fusion Skills Civic Trust: Developing a financial model

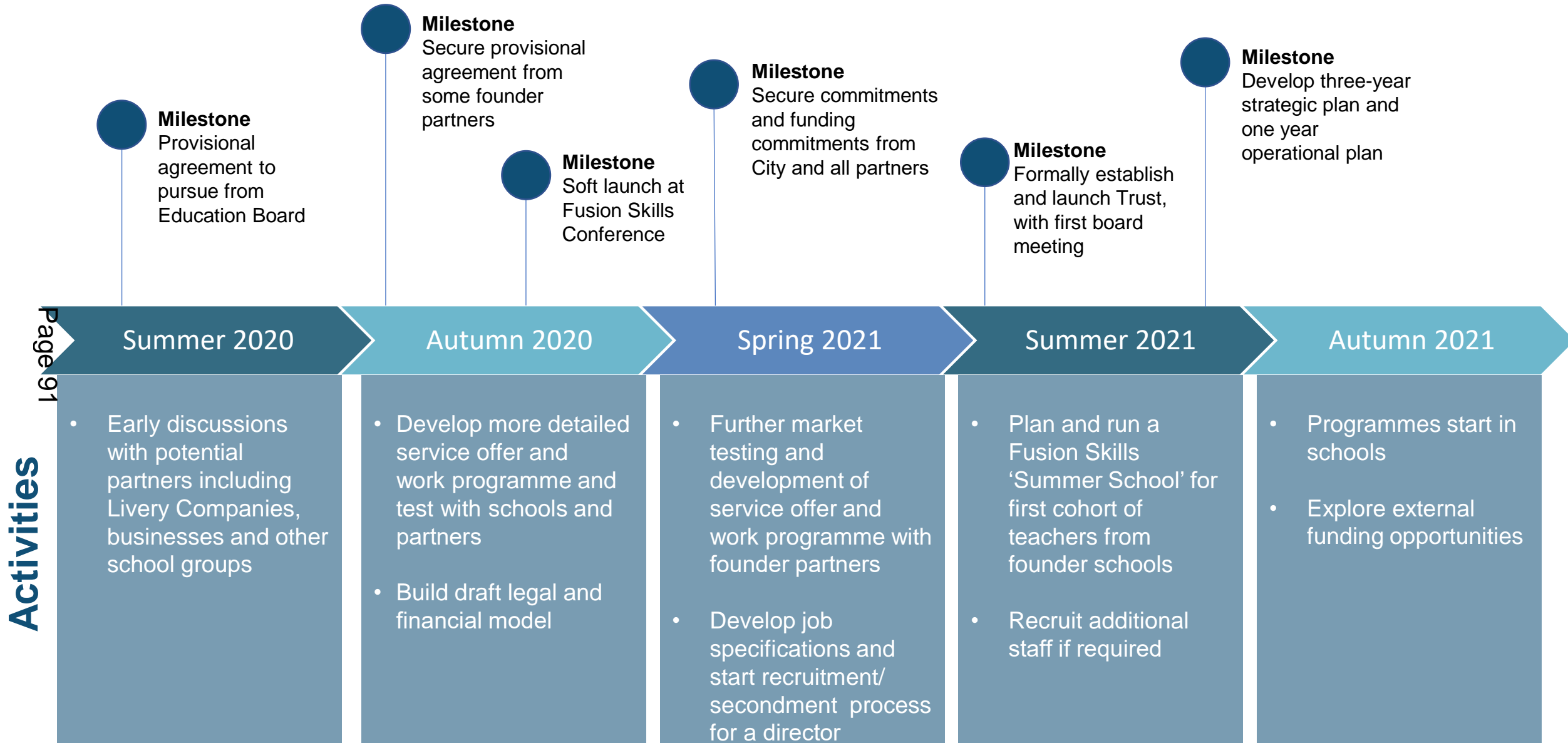
Income Stream	Year 1	Year 2	Year 3
City contribution	£250,000	£250,000	£250,000
Livery/school groups contribution (assume 3 initially, then 5 by Year 3 at £50K each)	£150,000	£200,000	£250,000
Business contribution (assume 2 initially, then 5 by Year 3 at £50K each)	£100,000	£150,000	£250,000
Income for specific projects from other schools and external funders	£0	£100,000	£250,000
Total income	£500,000	£700,000	£1,000,000

Year 1 Costs: More detailed modelling will be needed to understand the tasks and effort required to develop and deliver the programme of work. We have worked on the basis that it would require a small team of c. 2-3 staff initially plus some possible external support.

There would be legal costs to support set up and a communications and website development budget. Based on modelling undertaken for other partnerships we think these Year 1 set up and development costs can be met within the budget above.

NB – the income above does not include any ‘in-kind’ support, which could be factored in and quantified

The City Fusion Skills Civic Trust: Possible implementation timeline



Possible immediate next steps

Given that Covid-19 might disrupt or delay standard decision-making processes, the following activities could be carried out in advance of any decision from the Education Board, or to inform this decision and further developments:

- Developing a more detailed programme of work relating to each of the seven offers, considering what could be achieved rapidly, and what would need longer timescales
- Testing interest and appetite from key Livery Companies and a small number of other school groups
- Interviewing key stakeholders, including within DfE and targeted Academy Trusts, to understand how the Trust could work in a deep, sustained way with a small number of areas in significant economic and education challenge*
- Developing more detailed options for financial models and governance models

** Pre-COVID, we had arranged interviews with DfE and some MATs to explore this issue, but postponed these due to pressures caused by school closures*

Annex 1: Exemplars of system-level collaborations with a Fusion Skills focus



Criteria for inclusion

- ✓ **Systemic impact** – does the collaboration aim to achieve sustainable system-level change?
- ✓ **Longevity** – has the collaboration existed or intends to exist over an extended period?
- ✓ **Partnerships** – does it build a dynamic collaboration involving schools and other stakeholders?
- ✓ **Changes in practice** – does the collaboration lead to new ways of working and thinking?
- ✓ **Fusion Skills** – is the focus on developing a broader set of skills or educational goals?

Summary of examples included

Location	Title	Type	Timeframe
England	Big Education	A Charity, incorporating the Big Education Trust, aiming to create a wider movement for change	2011 (Trust) 2018 (Charity) - Current
England	RSA Academies	An Umbrella Trust supporting its schools to learn together and prepare their students for life	2011 - Current
England	Creative Education Trust	A Multi-Academy Trust of 17 schools in post-industrial & coastal towns and cities	2010 - Current
Nashville, US	Academies of Nashville	An initiative of the Metropolitan Nashville Public Schools to prepare students to be 'work ready'	2006 - Current
Catalonia	Escola Nova 21	A public-private collaboration over 3 years to catalyse the desire & capacity for education change	2016 - 2019
New Zealand	Communities of Learning	An initiative from the NZ Ministry of Education to build communities of schools & others for change	2014 - Current
Ontario	Leading Student Achievement	A multi-level network model focused on developing expertise, research and collaborative inquiry	2005 - 2019
Christchurch, NZ	Grow Waitaha	A partnership between schools & communities to rebuild and redefine education post earthquake	2015 - Current
Plus other emerging partnerships: Schools 2030 (global); NAF (US); Educacio 360 (Spain), K-12 Innovation (Canada)			

England

Current provision & appetite for this type of collaboration in England

- Despite Fusion Skills being an area of high priority (linked to employer demands and the personal development of pupils), in reality, there is significant inconsistency in provision between individual and groups of schools, and a lack of coherent collaboration to improve in this area.
- Policy changes in England, including the introduction of Progress 8 and EBacc Measures, has in some cases led to a narrowing on the formal curriculum and fewer opportunities for pupils to develop Fusion Skills.
- Education leaders (Inc. Schools, Trusts, Local Authorities) have struggled to systematically promote Fusion Skills development – partly attributable to competing priorities around raising achievement and narrowing the gap. Area-based education partnerships have tended to concentrate on more standard school improvement and CPD activities.
- Whilst most MATS attempt to develop a 'USP' around their ethos, few are developing a reputation for delivering on a broader set of outcomes for their young people. Most, due to a combination of their values and accountability pressures, tend to be focusing on more traditional approaches to improving examination results.
- There are several local and national initiatives promoting broader outcomes, but their reach so far has been limited and systematic impact appears to be lacking.

United Kingdom – Emerging Partnerships



Big Education (est. 2017). In addition to a MAT of 3 schools, Big Education has a wider remit to develop and incubate innovative programmes and build a wider movement for change in the education sector. Voice 21 grew out of School 21, the Big Leadership Adventure & Education Dialogue Series seeks to engage the wider education community in a new vision for education.



RSA Academies (est. 2011). An Umbrella Trust set up by the RSA and sponsoring both individual schools & a MAT, all schools share a commitment to arts, culture, creativity, preparing pupils for life beyond school and wellbeing & mental health. The network of schools & organisations partner on various projects, events and sharing practice between schools.



Creative Education Trust (est. 2010). A not-for-profit multi-academy trust established to work in England's post-industrial and coastal towns and cities. The network of 17 schools work together to build cultural capital and provide educational equality through curricular innovation, as epitomised in their *Knowledge Connected* programme.

What: A coalition between schools, families, businesses & community partners which aims to support students gain 'industry' skills in preparation for college or careers.

Where	Nashville, USA	When	2006 – Current	Scale	12 Metro Secondaries 350 Business & Community Partners
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Key information:

- Founded by a coalition between the Public Schools Board, Charitable Foundations & the Chamber of Commerce in 2006.
- Funding model: Government & public sector grants, donations & contributions.

Why this example?

- Having a measurable impact on outcomes – graduation rates have increased 25%
- A sustainable partnership model where stakeholders are mutually accountable for successful implementation.
- Rigour with an annual improvement process for each 'academy'.
- Schools and employers equal beneficiaries– real world learning for pupils and improved pool of future employees for organisations.
- Includes a major focus on teacher development to improve practice in schools – developing cross-curricular pedagogy, externships, teachers co-designing projects.

Note: Academies of Nashville was assigned the first **Ford Next Generation Learning Model Community** in 2014. It was announced in 2019 that the North-East of England will be the first Ford NGL Community outside of America.

Alignment with recommendations for City of London

Pedagogical Innovation	Y
'Fusion Skills' programme	Y
Professional & Leadership Development	Y
Curriculum Design & Peer Review	Y
Apprenticeship pathways	Y
Assessment & Qualification Development	Y
Governor Support	Y
Targeted geographic offer	Y

What: An alliance of schools & civil society institutions aiming to transform the educational system and increase the focus on competency-based skills in schools.

Where	Catalonia	When	2016 - 2019	Scale	494 schools 64 Networks
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Key information:

- Founded by UNESCO Center of Catalonia, the Jaume Bofill Foundation the Universitat Oberta de Catalunya, “la Caixa” Welfare Projects and the Barcelona Provincial Council.
- A public-private collaboration.

Why this example?

- Initial 3 year project which aimed to catalyse the desire for educational change – other initiatives have emerged from it e.g. Educacia 360, Networks for Change.
- Built on existing strengths in the system – Escola Nova identified and consolidated 25 ‘centre’ schools who played a leading role in local networks.
- Generated & refined a protocol for systemic change in schools - 30 test schools piloted a procedure for change which was independently evaluated.
- A focus on building capacity in the system for sustainable change – alliances were created between educational & local administrations who now have co-responsibility for driving change.
- Evaluation showed significant changes in practice in schools within 3 years from engagement in the networks.

Alignment with recommendations for City of London

Pedagogical Innovation	Y
'Fusion Skills' programme	Y
Professional & Leadership Development	Y
Curriculum Design & Peer Review	Y
Apprenticeship pathways	Y
Assessment & Qualification Development	Y
Governor Support	
Targeted geographic offer	Y

Communities of Learning | Kāhui Ako

What: Groups of schools (Kura) who come together with local partners including businesses to raise achievement for all by sharing expertise and supporting one another.

Where	New Zealand	When	2014 - Current	Scale	214 Communities of Learning 1761 Schools (as of Feb 2018)
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Key information:

- One of three initiatives funded as part of NZ's Investing in Educational Success (2014)
- Funded by the Ministry of Education

Why this example?

- Governance structure: Each community creates their own organization structure & appoints roles, supported by a central team from the MoE who facilitate networking between communities.
- Geographic dimension: A community includes teachers, parents, students and community members from multiple schools & organisations in a geographic area.
- Focus on student learning – with a particular focus on those at risk of underachievement and shared learning on how best to deliver NZ's competency curriculum.
- Shared stakeholder challenges – each community identifies a shared goal between all stakeholders and develops plan to achieve it.
- Centrally funded professional learning and development pot – communities can apply for funding each year to spend on PLD linked to their chosen shared challenge.

Alignment with recommendations for City of London

Pedagogical Innovation	Y
'Fusion Skills' programme	Y
Professional & Leadership Development	Y
Curriculum Design & Peer Review	Y
Apprenticeship pathways	Y
Assessment & Qualification Development	
Governor Support	Y
Targeted geographic offer	Y

Leading Student Achievement: Networks for Learning

What: A project to provide support to district and school leaders to improve learning and wellbeing of students through networks and collaborative inquiry

Where	Ontario, CA	When	2005 - 2019	Scale	3000 Leaders 124 Districts
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Key information:

- Principals Boards of Ontario established the initiative in 2005 as part of Ed. Strategy.
- Funded by the Student Achievement Division, Ontario Ministry of Education

Why this example?

- Multi-level support networks: School, District, Province level.
- Focused on creating sustainable learning networks which developed their own projects and initiatives (Notable initiatives include Knowledge Building, Collaborative Inquiry)
- Emphasis on capacity building for education leaders through collaborative learning, sharing of practice and contributing to research.
- Co-designed resources created from the networks (digital, social, technological) and made available for all. These are still available beyond the scope of the project.
- Mixed delivery model – annual symposium, regional sessions, virtual / webinars, print and digital resources, network website and learning exchange website.

Alignment with recommendations for City of London

Pedagogical Innovation	Y
'Fusion Skills' programme	Y
Professional & Leadership Development	Y
Curriculum Design & Peer Review	Y
Apprenticeship pathways	
Assessment & Qualification Development	Y
Governor Support	
Targeted geographic offer	Y

What: A partnership between the Ministry, education providers, schools and community to support schools through a citywide education transformation project

Where	Christchurch NZ	When	2015 - Current	Scale	150 schools
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Key information:

- Est. by MoE and founding partner in response to the Christchurch earthquake, 2011
- Included the rebuild scheme but went beyond this remit with a wider aim to grow collaboration between schools and collect and share learning & experiences





Why this example?

- A co-designed, multi-agency collaboration in a complex public sector context – a collaborative panel of 4 providers were chosen as delivery partners.
- The 4 providers established shared Terms of Reference which underpinned the work & ensured shared focus and transparency throughout
- A city-wide project aiming to support schools to grow their thinking of education for the future – central focus was on building capacity in the system through networking & collaboration.
- A collaborative, flexible structure including foundational partners, sector stakeholders, workstream coordinators and workstream groups. This evolved throughout the period of the project in response to the needs and wishes of the schools.

Alignment with recommendations for City of London

Pedagogical Innovation	Y
'Fusion Skills' programme	Y
Professional & Leadership Development	Y
Curriculum Design & Peer Review	Y
Apprenticeship pathways	
Assessment & Qualification Development	
Governor Support	Y
Targeted geographic offer	Y

Other emerging international collaborations

		Schools 2030 – A 10-year longitudinal action research and learning improvement programme working across 10 countries. Bringing together a coalition of global, national and school level leaders to identify what works to improve holistic outcomes for marginalised children / youth.			
Where	Global	When	2020 - 2030	Scale	10 National Governments, 1000 schools, 50,000 teachers and 500,000 learners.
		NAF - A national network of education, business, and community leaders who work together to ensure high school students are college, career, and future ready. NAF Academies are small learning communities within mainstream high schools in America which prepare young people for the future through a combination of school-based curricula and work-based experiences.			
Where	America	When	1980 – Current	Scale	110,000 students in 2019-20 attending 620 NAF academies across 34 states.
		Educacio 360 – Continuing the work of Escola Nova 21, an alliance between schools, organisations, municipalities and any agencies who agree to the shared manifesto to provide more and better education opportunities for all. The alliance works to promote the right to 360 learning opportunities into political agendas, promote experiences in Catalonia, systemize the research & evidence and build partnerships.			
Where	Catalonia	When	2017 - Current	Scale	150 organisations including local authorities, schools, county councils, networks of social, cultural and sports organisations
		K-12 Innovation Strategy – A partnership between educators and government to provide support for those who are interested in – or already are – pursuing innovative education practices, including community partnerships.			
Where	British Columbia	When	2015 - Current	Scale	Current cohort – 31 partnerships across 23 districts.

Annex 2 – Interviewee List

Full Name	Organisation
Jenny Brown	City of London School for Girls
Clare Hersey	City of London Academies Trust
Mark Emmerson	City of London Academies Trust
Alistair Falk	Association of Education Partnerships
Martha Schacolas	Media Trust
Jo Owen	Education Entrepreneur and leadership expert
Clare Loughlin-Chow	Gresham College
Tony Wilson	Skinner's Company
Andy Chambers	Haberdashers' Company
Sean Gregory	Barbican
Holly Donagh	A New Direction
Leora Cruddas	Confederation of School Trusts

Annex 2 – Interviewee List

Full Name	Organisation
Christine Gilbert	Former HMCI, EDT Trustee, Chair of Camden Learning
Cindy Mahoney	CityHR
Paul Roberts	Innovation Unit
Rae Snape	Headteacher Spinney Primary School in Cambridge and National Leader of Education, Kite Teaching School Alliance
Maggie Farrar	Senior Associate, Education Development Trust and lead, School Partnerships Programme
Frazer Swift	Museum of London/Culture Mile Learning
Sian Bird	Guildhall School of Music and Drama
Beth Crosland	Museum of London/Culture Mile Learning
Nicky Morgan	Director of Education, Arts Council England

A list of participants at the three workshops is available on request.

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Committee	Dated:
Education Board	24/09/2020
Subject: Parental Engagement in Learning	Public
Report of: Director of Community and Children's Services	For Discussion
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

The Education Strategy 2019-23 commits to enabling pupils in the Family of Schools to flourish and thrive which includes working with parents and families to support parental engagement in learning. Members are asked to consider the strategic and research context for parental engagement in learning¹ as well as examples of practice from City Corporation departments. Members are asked to discuss the points in Section 9 to inform the next steps for this area of work.

Recommendation

Members are asked to:

- Consider the strategic and research context of parental engagement in learning
- Consider the projects and activities currently conducted by the City Corporation to encourage and facilitate parental engagement in learning
- Note that a review of policy and practice in this area across the Family of Schools will take place over the 2020/21 Academic Year to discover what activities are taking place and what works
- Discuss the discussion points in Section 11

Main Report

Strategic Context

1. The Education Strategy 2019-23 commits to ensuring that pupils in the Family of Schools receive exceptional education to enable them to flourish and thrive. A key aim for achieving this is to support the Family of Schools to “use effective communication and feedback to ensure pupils and their families are partners in children’s learning.”² The links between parental engagement and pupils’ learning is well established in research and practice and are key considerations for the Education Board in fulfilment of the goals in the Education Strategy. This report was requested by the Chair of Education Board to frame a discussion by Members on how it can continue to support parental engagement in learning across the City Corporation and its Family of Schools.

Research Context

¹ The term ‘parental engagement’ is inclusive of carers and other family members who live with or provide significant support to a child.

² City of London Corporation, *Education Strategy 2019-23*, 2019

<<https://www.cityoflondon.gov.uk/assets/Services-DCCS/city-of-london-education-strategy-2019-23.pdf>>

2. The Education Endowment Foundation (EEF) defines 'parental engagement' as 'the involvement of parents in supporting their children's academic learning' which could include any (or all) of the following³:
 - Approaches and programmes which aim to develop parental skills such as literacy or IT skills;
 - General approaches which encourage parents to support their children, for example, with reading or homework;
 - The involvement of parents in their children's learning activities;
 - More intensive programmes for families in crisis.
3. EEF acknowledge that tracking the impact of parental engagement on pupils' outcomes is complex and challenging and the evidence for what schools can do to effectively engage parents in a way that improves children's learning outcomes is limited. However, they do conclude that "parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes." Some evidence has shown that effective parental engagement can lead to learning gains of +3 months over the course of a year.⁴
4. Effective parental engagement can be challenging for schools, parents and pupils. The research compendium which informed the development of the new Ofsted Education Inspection Framework states the value of parental engagement and echoes the EEF in highlighting the challenges in employing the right approaches and engagement methods to actually have an impact on children's academic outcomes.⁵ Although the Inspection Framework does not outline what approaches schools should use, the effectiveness of parental engagement in a school's curriculum development is assessed as part of the Leadership and Management Judgement.
5. Considering the mixed evidence surrounding parental engagement methods, it is important not to assume that it is always a lack of parental motivation or interest which leads to projects being ineffective. Instead, the EEF advocate a system-wide approach which is tailored and responsive to individual school, pupil and parental circumstances.
6. The EEF have developed guidance for primary and secondary schools on some of the best ways for communicating with parents and supporting learning at home developed from meta-analysis of a range of programmes. In summary, the recommendations are:⁶
 - i. Critically review how you work with parents – EEF advises that schools need to continuously monitor and evaluate their work with parents and use different strategies for different age groups. EEF suggests schools should **"focus on the skills you want children to develop at different ages"** and work with parents to specifically develop those. For example, in the

³ Education Endowment Foundation (EEF), *Parental Engagement - Teaching & Learning Toolkit*, April 2020
<<https://educationendowmentfoundation.org.uk>>

⁴ EEF, *Working with parents to support children's learning*, 2018
<<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>>

⁵ Ofsted, *Education inspection framework: overview of research*, 2019
<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/813228/Research_for EIF framework 100619_16_.pdf>

⁶ EEF, *Working with parents to support children's learning, guidance report*, 2019
<https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf>

early years, parents could support activities that develop oral language and self-regulation at home; for primary, a focus on reading at home; for older pupils, activities which support independent learning. To be continuously effective, schools should cyclically **plan** their strategies based on parents' changing needs, **support** teachers with the right training and resources to continuously engage parents and regularly **monitor** the effectiveness of approaches and activities.

- ii. Provide practical strategies to support learning at home – EEF recommends that schools can provide parents with **practical activities which they can do with their children at home** to support learning. For younger children, these might include reading together or playing with letters and numbers and fostering elements of a positive home learning environment such as ensuring that there are learning resources in the home such as books, puzzles, and toys. For older pupils, parental encouragement and interest in children's learning are more important than direct involvement and so guidance could be provided to parents on how to support their child to plan and self-assess their learning and regulate their emotions as they learn.
- iii. Tailor school communications to encourage positive dialogue about learning – The EEF recommends that schools should pay attention to the methods and styles they use to communicate with parents and advises that '**school communications with parents are likely to be more effective if they are personalised, linked to learning, and framed positively** (for example, celebrating success).' For some parents, a weekly text message is a useful form of communication about their child, however for others, face-to-face or telephone contact might be more effective. Similarly, differences apply to different age groups of pupils. In the early years and primary school, there should be a greater focus on activities that parents and children can do together, whereas at secondary school, factual updates of academic progress and prompts for 'learning conversations' can be more effective. EEF recommends that schools should give careful thought to the frequency, timing, and targeting of messages, reviewing existing approaches as a starting point and personalising messages as far as possible.
- iv. Offer more sustained and intensive support where needed – Some families will need more targeted and intensive support to address children's learning gaps, attendance or behaviours. EEF recommends being sensitive about targeting to avoid blaming and stigmatising parents as well as planning the right programme of support and activities for parents with a focus on encouragement and positivity. Parents might have had their own negative experiences at school or might have barriers to engagement such as childcare or health appointments. All of these should be taken into consideration when using more intensive support packages for families who might benefit.

Parent Views and Parental Engagement during COVID-19

7. The charity Parentkind run annual surveys of parents to understand the state of education through the eyes of parents and gather insight into parental engagement and school-parent relationships. In the 2019 survey, the main reasons parents identified which prevent them from getting more involved in their

children's learning are 'not enough time', 'unsure what skills/knowledge they can offer' and 'not being asked'.⁷ Moreover, only one half of surveyed parents felt that their school listens to them, and just over a quarter felt that the multi-academy trust/local authority listens to them. These views are important considerations for school governance at all levels, including for the role of parental voice in decision-making, parent governors and transparency of decision-making at all levels.

8. Parentkind have monitored the views of parents during the COVID-19 pandemic. The most recent survey (July 2020) found that:

- 88% of parents feel engaged in their children's learning during school closures and more than half (53%) feel more engaged in their child's learning now compared to before lockdown.
- Despite this, a third of parents (33%) said that they felt their child was quite or very disengaged with their learning and more than half (57%) felt that their child was less engaged in their learning now compared to before lockdown.⁸

These views indicate that schools should reflect on how they can retain some of the methods and communications which have led to parents feeling more engaged in their children's learning during returning to a state of 'normal' which enables pupils to return and engage fully in school.

Examples of City Corporation Activities

9. There are a number of projects and activities delivered or supported by the City Corporation which seek to engage parents in children's learning. These are supplementary to the many and diverse ways in which the Family of Schools engage pupils' parents which are not mapped here. The Family of Schools have shown excellent practice in this area, for example, the community choir at Galleywall Primary School, the local area engagement at Redriff Primary School and parent liaison projects at City of London Primary Academy Islington. The individual work of schools in this area will be mapped in detail in future reports.
10. Examples from City Corporation departments include:

Department / Service	Projects / Activities
Education Strategy Unit	<ul style="list-style-type: none"> • City Schools' Conference – The 2019 conference for leaders and teachers across the Family of Schools focused on pupil, staff and family wellbeing and included practical workshops on methods for parental, family and community engagement to support learning and wellbeing. Workshop facilitators in this area included: <ul style="list-style-type: none"> ○ <u>Cristina Odone - The Parenting Circle Charity</u> - The Parenting Circle charity supports parenting discussion groups through schools. ○ <u>Gillian Hampden-Thompson – University of Sussex</u> - This session provided delegates the opportunity to discuss wellbeing in the context of school-family relationships and

⁷ Parentkind, *Annual Parent Survey 2019*, 2019 <<https://www.parentkind.org.uk/Research--Policy/Research/Annual-Parent-Survey-2019>>

⁸ Parentkind, *Coronavirus Parent Survey 3*, 2020 <<https://www.parentkind.org.uk/Research--Policy/Research/Coronavirus-Parent-Survey-3>>

	<p>the benefits that positive interactions bring for the school, parents and pupils.</p> <ul style="list-style-type: none"> ○ <u>Kathy Weston - Parental Engagement Expert</u> - Kathy shared the highest quality research relating to the literature on parental engagement in children's lives and learning. ○ <u>Mary Taylor - Family Links: The Centre for Emotional Health</u> – This workshop considered practical examples of a whole school community approach on relationships and the emotional health of pupils, staff and parents. ○ <u>Moirá Hunt and Tim Richards - Better Learning Involves Families</u> - Provided a rationale for Parent and Family Engagement as a model for promoting pupil wellbeing. <ul style="list-style-type: none"> ● Resources to support Home Learning – During school closures, the Education Strategy Unit developed and commissioned a number of practical resources for parents and families to use at home which were made available on the City Corporation website and shared directly with families through the Family of Schools. These included: <ul style="list-style-type: none"> ○ <u>Learning from Home – Hints and tips for families</u> supporting pupils who were learning from home ○ <u>Culture and Creativity at Home</u> – Practical activities, experiences and resources to keep pupils engaged in creative and cultural activities ○ <u>London Careers Festival Resources</u> – Activities for pupils and families to support pupils to find out more about careers and develop their skills ● Art Exhibition and School Concert – Each year, parents and families are invited to celebrate their children's creativity as audience members of the Family of Schools' Concert and cultural visitors of the Family of Schools' Art Exhibition. ● City Premium Grant Funded Projects – Each academic year, academies have consistently used the Education Board's enrichment grant to support parental and family engagement in learning. Example projects include: <ul style="list-style-type: none"> ○ <u>Galleywall Primary School and Redriff Primary School</u> – Both of these primary academies have submitted bids to use the 2020/21 grant funding to run family support programmes aimed at working directly with families to support pupils who may have disengaged with learning during school closures, or where children and families may have been effected by bereavements due to COVID-19. ○ <u>City of London Academy Islington (CoLAI)</u> – CoLAI used the 2019/20 grant to run early help services for disadvantaged and vulnerable pupils with a strong focus on working with families to support pupils' emotional and mental health and educational outcomes.
Adult Skills and	<ul style="list-style-type: none"> ● Family Learning – ASES deliver courses aimed at parents and families to encourage parental engagement in learning and

Education Service (ASES)	<p>learning activities where children and parents learn activities together. In the 2019/20 prospectus, this included:</p> <ul style="list-style-type: none"> ○ <u>Homework Club</u> – Saturday sessions for primary school pupils and their parents and carers to provide the pupils with the support needed with their English and maths and the parents with the understanding of what their children are studying at school and how they can help them. ○ <u>Family Cooking</u> – Sessions for children and their parents to jointly learn and practice cooking healthy meals and snacks.
Culture Mile Learning	<ul style="list-style-type: none"> • Culture Mile Play Packs - Since May, Culture Mile and learning partners have been designing and distributing creative Play Packs for families and children to do at home together. The packs contain creative activities inspired by cultural organisations and art materials including chalks, string, and coloured paper. So far over 7,000 packs have been distributed across London via food banks and charitable organisations to families most in need, including those without access to computers or the internet. Electronic versions can be viewed here: https://www.culturemile.london/playpacks
Education and Early Years' Service	<ul style="list-style-type: none"> • COLTale – The EEYS Service deliver this ongoing project aimed at parents of children under 5, explaining the importance of reading to very young children, promoting literacy and encouraging parents to read with their children every day.
Barbican and Community Libraries	<ul style="list-style-type: none"> • Family Reading Support – There are a number of activities delivered by the Libraries aimed at engaging families and their children to read together, these include: Children's' reading groups for 3 age groups; Read to Succeed –literacy support programme matching trained volunteers with children to listen to their reading; Summer Reading Challenge in partnership with The Reading Agency; Weekly Storytimes, Rhymetimes and Stay and Play sessions with toys; Regular craft activities for families; Author visits/ guest storytellers/ guest performances; In house library plays to promote reading; School holiday activities; Coding clubs at 2 libraries supported by volunteers from Lloyds Bank.

Points for Discussion

11. In consideration of the research on parental engagement in learning, and the City Corporation's strategic and operational efforts to support and facilitate effective practice in this area, Members of the Education Board may want to clarify its position by discussing the following:
 - a) What is the role of the Education Board in supporting the effective practice of parental engagement in learning across its Family of Schools?
 - b) How might the City Corporation ensure that its own parental engagement in learning projects/activities are effective and having a positive impact?
 - c) What is the role of the Education Board and City Corporation in influencing broader research and policy in this area?
12. Officers will use Members' discussions and comments to inform the continued work in this area by sharing with other relevant City Departments and the Family

of Schools and informing the 2020/21 Action Plan and associated reporting timeline.

Appendices

- N/A

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Committee	Dated:
Education Board	24/09/2020
Subject: Adult Education, Skills and Apprenticeships Update	Public
Report of: Director of Community and Children's Services	For Information
Report author: Barbara Hamilton, Head of Adult Skills, Education and Apprenticeship Service Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report provides Members with an update on the City Corporation's delivery of adult education and apprenticeship training by the Adult Skills and Education Service (ASES). This update is brought to Members due to their strategic oversight of the Skills Strategy 2019-23 which commits to ensuring the delivery of high quality and impactful adult education and apprenticeships.

Recommendations

Members are asked to note:

- Updates on the provision of adult education and apprenticeships at the City Corporation including performance data summaries in **Appendix 1** and summaries of current projects in **Appendix 2**.
- Updates on the ASES' response to COVID-19.
- Progress on preparations for a likely Ofsted inspection of the service under the new Ofsted Inspection Framework.
- Progress on addressing some of the wider policy challenges for apprenticeships as discussed by the Education Board at the 5 March 2020 meeting.

Main Report

Background

1. The Adult Skills, Education and Apprenticeship Service (ASES) is the City Corporation's main Education and Skills Funding Agency (ESFA) and Greater London Authority (GLA) contracted provider of adult education and skills services. The service and its external delivery partners also provide fully accredited vocational training and support to apprentices at the City Corporation and partner employers across London.
2. Since the last update submitted to the Education Board on 23 May 2019, ASES have:
 - a. Integrated the recommendations from an independent review into its Quality Improvement Plan and continues to implement these.
 - b. On a monthly basis implemented a process of continued service improvement in preparation for achieving an outstanding quality in a likely inspection by Ofsted.
 - c. Responded to the COVID-19 lockdown by moving the majority of its education and training to online virtual learning environments and hybrid learning models.
 - d. Launched a Digital Strategy Programme aimed at improving learners' and tutor's digital skills and use of technology in teaching and learning; and,

- e. Reflected the Education Board's discussion on the Apprentice Levy in its own delivery of apprenticeships.

COVID-19: Recover, Retain and Reform

3. Leading up to the Prime Minister's announcement of lockdown on 23 March 2020, ASES had begun to move its provision of adult learning (ACL) courses and apprenticeship training to online delivery. Since the start of lockdown, the service has delivered 95% of all Adult Learning courses online and 100% internal apprenticeship training, equalling around 103 of the 145 planned ACL courses due to be delivered over the 2019-20 academic year. To support this transition for learners and tutors, ASES:
 - Rapidly commissioned virtual learning software packages to enable online lectures, classes, and work and feedback exchanges
 - Assessed every course for its suitability for virtual teaching and learning, making alterations to course content where needed
 - Assessed every learner's access to technology and digital skills levels to access online content
 - Provided one-to-one support to learners to access digital content and participate fully in virtual learning
 - Sent hardcopy resources and gestures of goodwill to learners who would struggle to continue their learning online
 - Trained tutors in using virtual learning software and adapting their teaching to the virtual environment
4. ASES are preparing for a phased return to hybrid and face-to-face teaching over the 2020/21 Academic Year which will be in line with the opening of the main learning centres: Guildhall, Golden Lane, Avondale, Portsoken and Sir John Cass. ASES will prioritise face-to-face learning for those learners who are digitally excluded and for courses which are compromised and/or made impossible by online delivery (such as ballroom dancing). To retain some of the benefits of online learning, ASES are reviewing the curriculum to understand which courses may continue to be delivered online long-term and where flipped models of learning would be beneficial.

Adult Community Learning (ACL) Update

5. The data for ACL enrolment numbers for Academic Year 2019/20 is included in **Appendix 1**.
6. In summary, there has been a slight increase in the number of learners who have registered onto Functional Skills: Maths and English courses. Moreover, there has been an increase in the number of certified qualification achievements in English and Maths, leading to further learning and progression into employment.
7. ASES provides effective training and skills development activities to support social mobility. The curriculum is carefully designed to respond to the employment and skills needs of businesses and the resident communities. Qualifications and full accreditation are available in subject areas such as Maths, English, City Guides, ESOL, Bookkeeping and AAT Finance. This focus has stimulated an increase in the provision of Level 2, 3 and 4 apprenticeship courses. Discussions are taking place within senior management to determine the feasibility of delivering non-apprenticeship, full-cost recovery subjects to adults and employers.

8. Summaries of current projects are included in **Appendix 2**.

Apprenticeships Update

9. The data for apprenticeship achievement and progression rates for Academic Year 2019/20 is included in **Appendix 1**.
10. In summary, there were 175 active apprenticeships over the 2019/20 Academic Year. This number includes 45 non-COL apprentices. The achievement and progress of apprentices managed by ASES is so far good. There has been an increase in the number of apprentices who are completing their apprenticeship training from the previous year. The number of early leavers is now 7 (this includes apprentices who have left their apprenticeships to secure permanent employment). The overall success rate is 89% and 17 apprentices successfully completed their End Point Assessments (EPA) with 10 of these apprentices achieving a final distinction grade for their completed work.
11. In 2020 so far, there has been a total 15 apprentices who have progressed from a Level 2 to a Level 3 apprenticeship and 14 apprentices secured COL employment or further apprenticeships. Additionally, 9 apprentices completed their apprenticeships and were employed by other organisations and 2 apprentices progressed onto university-based degree courses.

Ofsted Readiness

12. The next inspection of ASES by Ofsted will be under the Universal Inspection Framework introduced by the Department for Education in September 2019. This framework focuses on three main areas of investigation: The Intent of the curriculum, the Implementation of the curriculum and the Impact on learners' achievement and progression. To support the service to prepare for the inspection under the new framework, the Strategic Education and Skills Director Chairs a monthly Ofsted Preparation Working Group which joins colleagues from ASES, HR and Commissioning with support from an independent consultant to self-assess ASES against the framework and address areas for improvement as they are identified. The Education Board will be updated on the progress towards inspection and any outcomes.

Strategy and Policy Considerations

13. At the meeting of the Education Board on 5 March 2020, Members discussed a paper on the national outcomes and challenges of the Apprenticeship Levy and raised some considerations for officers. *Table 1* below outlines these considerations and presents work underway across the Corporation to address them:

Table 1: Members' Comments on Apprenticeships and Work Underway across the City Corporation

Members' Comments	Work Underway
The need for apprenticeships to be recognised and valued by the Family of Schools in the same way as	<ul style="list-style-type: none">The promotion and value of apprenticeships is a regular agenda topic at the termly Skills Forum which brings together one governor and one staff member from each of the Family of Schools to cover operational and strategic oversight in the school.

progressions to university and not considered as a second-tier option	<ul style="list-style-type: none"> Apprenticeships are heavily showcased in the annual London Careers Festival (LCF). At LCF 2019, Apprentice19 showcased 57 apprenticeship providers to over 2000 young people. At LCF 2020, a wholly virtual event, there were 6 online sessions focused on apprenticeship pathways and over 17 resources promoting the route to young people. Planned visits to school assemblies and parent open days.
It was suggested that the City Corporation could review its support to small and medium enterprises in their delivery of apprenticeships	<ul style="list-style-type: none"> ASES are developing stronger links with Small Business Forums. ASES actively markets sector specific apprenticeships to small businesses. ASES provides inhouse support to SMEs in how to best engage with the apprenticeship programme.
It was suggested that the City could provide case studies of people that have come through the apprenticeship system and flourished	<ul style="list-style-type: none"> The Education Unit will include case studies of apprenticeships in its Annual Report which could then be showcased more widely to promote the benefits of apprenticeships to education providers, businesses and families. Positive news stories featuring apprentices have been covered in both internal and external media reports. ASES is in the process of reviewing its online presence and promotion of apprenticeships and is working with Communications and HR on effective strategies for using case studies as an effective means of promotion and recruitment. The re-construction of the COL website has resulted in some problems in promoting apprenticeships and booking various courses and adult education. These matters are being resolved.
It was suggested that the City could focus its attention on relevant skills for the local area and garner support from companies within the City to support apprentices to develop those skills (e.g. Digital/Artificial intelligence)	<ul style="list-style-type: none"> ASES have launched a Digital Programme focused on ensuring that digital skills development is offered and embedded across the curriculum, that tutors have the digital skills to tutor effectively, that digital technologies enhance teaching and learning and that ASES have a strong web presence. A key action of the curriculum work stream is to engage businesses in digital sectors in enriching the curriculum with work-based learning and/or offering their expertise to tutors and learners. ASES are developing stronger links with local London business to identify their skill needs.
Collate evidence of apprenticeship pathways that have led to MBAs	<ul style="list-style-type: none"> Collation of evidence and case studies of apprenticeships in Business Administration would be included in the wider collation of evidence and best practice mentioned above.

Conclusion

14. This report updates Members on the provision of adult education and apprenticeship training by ASES, including the service's response to COVID-19, its preparations for an Ofsted Inspection under the new framework and work underway to address Members' comments on apprenticeships during a past meeting of the Board. The next update from ASES is due at the May 2021 Education Board meeting.

Appendix

- Appendix 1 - ACL and Apprenticeships Performance Data
- Appendix 2 – ACL and Apprenticeships Projects and Case Studies (Non-Public)

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Education Board – 24 September 2020
Adult Education, Skills and Apprenticeships Update

Appendix 1 – ACL and Apprenticeships Performance Data

Figure 1: ACL courses

	18/19	19/20
No. of courses	124	103 delivered (145 planned)
No. of enrolments	1022	964
No. of accredited courses	41	20
No. of non-accredited courses	83	83
Course retention	96%	95% (based on 2 terms' class register information)
Course achievement	95%	84%
Course progression	83%	82% (progression from one level to the next)

Figure 2: Apprenticeships

	18/19	19/20
No. of apprenticeships (COL and Non-COL split)	119 COL 19 Non-COL	130 COL 45 Non-COL
Achievement rates	86%	89%
No. of early leavers	5	7
Progression	23 progressed from Level 2 to Level 3 apprenticeships	15 progressed from a Level 2 to Level 3 apprenticeships

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Education Board – 24 September 2020
Adult Education, Skills and Apprenticeships Update

Appendix 2 – ACL and Apprenticeships Projects

ACL Projects

1. Unaccompanied Asylum Seeker Classroom Project

The aim of this eight-month project is to support the development of English language and literacy skills to enable progress into further education, vocational education and employment. All learners are Unaccompanied Asylum-Seeking Children (UASC) coming from a mix of countries and a wide range of educational backgrounds and achievements. The project has recently started and is in its second year. In its first year, the project was delivered to 10 learners following a 'roll on roll off' model. It was felt that following the pilot year, learners would benefit from an increase in teaching hours and the inclusion of subjects such as Maths and IT skills, so the delivery model changed from three to five days a week for three hours a day. The students enjoyed the class, as demonstrated by the average attendance of the class which was 91% compared with attendance at Further Education college (85%). This project is now a partnership with London Borough of Islington which has two main advantages: The project is financially viable, allowing high quality resourcing; The approach supports a working partnership and creates a vibrant cohort of learners.

This area of project work provides much needed support to groups of UASC learners as it acts as a first and vitally important step into learning for many young adults. To ensure that all learners take full advantage of the learning opportunities that are available to them, the ASES tutors have also developed strong and effective working relationships with individual social workers and the learner's host families. These links go a long way to provided additional support to many often-traumatised young adults.

2. Housing Estate Project

ASES has successfully secured a grant to support the development of the Housing Estate Project. The initial project plan is to develop ESOL/English language and digital skills opportunities on a City Corporation housing estate. The project will cater for a minimum of 200 learners who live on or around The Avondale Estate areas. Grants have also been secured to develop a Laptop loan library. This project will support those disadvantaged learners who do not have full access to the technology required to engage with online learning.

3. COVID-19 Emergency Funding Bid

The ASES team have submitted a project bid application to the GLA as part of the Covid-19 emergency recovery support fund. The project is seeking grant of approximately £50,000

4. Family Learning Festival

The annual Family Learning Festival is being coordinated by ASES for parents, carers and families who have been dealing with the disruption of Covid-19 including the need to support learning at home whilst schools are partially opened

or closed. The Family Learning theme “Love Learning” addresses the ongoing uncertainties and challenges faced by families.

Apprenticeship Projects and Case Studies

5. Additional Support for Learners

There has been a steady increase in the number of apprentices who require additional learning and/or personal life skill support to complete their apprenticeships. Additional learning support is available to support those apprentices most in need of support to complete their apprenticeship qualification, including apprentices with disabilities such as hearing impairment, Dyspraxia, Dyslexia or ADHD.

6. Apprentice Case Studies

- i. On apprentice joined the Corporation as a BA L3 apprentice in December 2018 having left learning after completing GCSE examinations. As he was unable to secure the relevant grades to go to university, he opted to do an apprenticeship with the Corporation. During the initial months of the apprenticeship, the young learner struggled to keep pace with the programme especially surrounding aspects of recognising learning and work priorities. He confessed that he was unable to keep with pace of work life as he was not used to it. This naturally reflected on his engagement both at work as well as in learning and he was constantly falling behind his set targets. However, he was spirited enough not to let this deter him. His line manager, mentors and tutor tried to support him throughout those initial months and with their assistance he was able to complete the relevant functional skills in English and maths at level 2 as well as the knowledge component of the standard. The department management felt that to reinvigorate the young apprentice, perhaps he would benefit from role share / job swap and spend some time with another team. Swapping job roles and gaining experience in different teams proved a successful model as he began to enjoy the experience and picked up valuable knowledge and skills with the various teams. He particularly stood out towards the end of the programme with his showcase project. With the lock down, the young apprentice found a vigour to do things differently. His project was a testimony to change departmental process which he recommended and implemented online. As such he achieved Distinction in his apprenticeship and continues to be employed at the Corporation.
- ii. An apprentice joined the Corporation as a BA level 3 apprentice with a City based bank. The apprentice had completed her GCSE with the desired grades, nevertheless, she did not wish to go to University; instead, she felt it was more suitable for her to join the workforce and gain valuable experience. Having joined in a fast pace environment such as the bank, she realised that she had glaring gaps in her skills and knowledge to positively contribute to her departmental activities effectively. She was also acting as the personal assistant to one of the senior directors of the bank who relied on her to produce statistical analysis in aspects of the departmental operations as well as to provide administrative support to him and the department. The apprentice did not wish to discuss these issues with the bank as she felt she may be asked to leave. She was frequently in tears when she attended college and at one stage when things were becoming very grim for her even

contemplated resigning from the bank. Her coursework suffered as she said she simply did not have time to complete these. It was at this stage her course tutor took it up with the bank's management and there was a frank and honest discussion on the issue. This led her departmental manager to review her work, standardise her responsibilities in keeping to the BA level 3 standards specification, put in additional training to address the skills gap. This turned matters around as her tutor, manager and her created a training plan more suitable to her needs and position and in keeping with the standards specification. She was able to access relevant training to broaden her understanding; she became more planned and organised and was able to prioritise tasks between the office and at the college. Towards the end with newly acquired skills she was able to complete her show case project and achieve a distinction. She continues to be employed at the bank as a full-time employee.

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Committee	Dated:
Education Board	24/09/2020
Subject: London Careers Festival 2020 Evaluation Report	Public
Report of: Director of Community and Children's Services	For Discussion
Report author: Fatema Chowdhury, Skills Project Officer	

Summary

This report updates Members on the outcomes of the London Careers Festival (LCF) 2020 which engaged primary, secondary and post 16 pupils across London and which was delivered as a virtual event for the first time. The report examines the achievements of the festival against its strategic aims, its reach and impact on young people and a close analysis of features to improve for the festival next year. A two-page summary of the main outcomes is included in **Appendix 1**, and the full evaluation report is included in **Appendix 2**.

Recommendation

Members are asked to:

- Note the LCF 2020 evaluation report with key facts and achievements
- Note the recommendations for LCF 2021

Main Report

Background

1. The City of London Corporation (COL) is committed to enabling pupils in its Family of Schools and beyond to make informed career choices and flourish in the rapidly changing world. The vision for the London Careers Festival 2020 (LCF) was to build on the successes of LCF 2019 and deliver this ambition by offering a week-long virtual festival where young people could meet and engage with employers and apprenticeship providers virtually across a range of jobs and industry sectors. The event was marketed at schools across London and young people in pivotal points of their education, from primary through to post-16. Organisations across London were asked to host webinars and online experiences with the aim to introduce pupils to the diverse array of opportunities offered across Greater London and beyond and fuel their imaginations to help shape their futures.
2. Due to school closures following the COVID19 outbreak, the decision was made in April 2020 to deliver the London Careers Festival virtually. The festival remained unchanged in its principle aim of bringing together employers and young people, offering a unique virtual experience of workplaces alongside a mix of information, advice, guidance and skills development. The festival was delivered online via applications such as Microsoft Teams, Zoom, and YouTube Live.

Key findings from LCF 2020

3. The following bullet points provide headlines from the full evaluation report in **Appendix 2**:
 - 2,834 bookings were made for LCF Webinars
 - LCF bookings came from 72 different schools
 - 92 organisations in total participated in LCF 2020

- 65 webinar style sessions were delivered across the week to pupils and teachers
- Over 140 different career and skills-related resources were shared with schools and pupils via the LCF website (<https://www.londoncareersfestival.org.uk/>)
- 353 individual registrations on the LCF website and over 40% of these registrations came directly from pupils
- 84% of young people expressed that they enjoyed joining the festival online and a total of 95% of pupils agreed that 'it was easy to join (LCF) session(s)'
- 88% of teachers said they would book pupils onto events next year and would recommend the festival to other teachers and schools
- Over 50% of schools who made bookings stated that they had not engaged with LCF in 2019
- LCF 2020 built and extended its partnership remit from last year, with over 45% of its partnerships being new for this year's festival

Recommendations for LCF 2021

4. LCF Website:

Schools and partner organisations told us that an improvement to the functionalities of the LCF website would make it easier to locate and share relevant information. In 2021, the site will have improved functionalities in its 'booking' and 'resources' pages. It will aim to include simpler, clear language in all its content.

5. Marketing and Web presence

The LCF website will have improved search engine optimisation (SEO) and web presence to make it easier for schools and partners to find relevant information. Continuous improvements will also be made to market LCF more widely and earlier in the academic year.

6. Communication

To ensure that all relevant information reaches schools, pupils and partners in good time, we will ensure that joining instructions are shared with schools at least 1-2 weeks before the event. There will also be improved communication between the LCF team and partner organisations to provide greater support to partners around session delivery and accommodate 'rehearsals' where appropriate.

Appendices

- **Appendix 1** – LCF 2020 Two-Page Summary
- **Appendix 2** – LCF 2020 Full Evaluation Report

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London Careers Festival 2020

Summary Evaluation

The Vision

The City of London Corporation (COL) is committed to enabling pupils in its Family of Schools and beyond to make informed career choices and flourish in the rapidly changing world. More broadly, COL has committed to supporting interconnectivity between industry and education across London and link learning to the world of work. The vision for the London Careers Festival 2020 (LCF) was to deliver this ambition by offering a week-long virtual festival where young people can meet and engage with employers and apprenticeship providers virtually across a range of jobs and industry sectors. The event would be marketed at schools across London and target learners in pivotal points of their education from primary through to post-16. Organisations across London would be asked to host webinars and online experiences for the mutual benefit of supporting today's learners and tomorrow's employers.

The Festival

LCF 2020 ran virtually from **Monday 29 June – Friday 3 July 2020**. The offers included:

Live Webinars: Over the course of the week, various 'live webinars' were delivered which included employer-led sessions exploring specific job roles, organisations and industries; those exploring different career access pathways e.g. apprenticeships, degrees, etc; workshops exploring entrepreneurship and entrepreneurial skills; virtual talks from employers and industry experts; online skills building workshops; Q&A's with experts, professionals and more.

Online Resources: To enable maximum flexibility for schools and pupils to interact with the festival, LCF also offered a range of 'online resources' which also focused on aspiration building, skills development and exploring a range of different careers and organisations. These included articles, videos, quizzes, word searches, pre-recorded lectures, activities and tasks to do at home and more.

Partnerships

LCF 2020 was delivered successfully following the development of strong partnerships with a number of different organisations who hosted webinars/workshops, virtual talks, curated online resources, etc. Whilst many existing partners continued to support the festival following their involvement last year, **48%** of participating organisations in 2020 were new.

COVID19

Due to school closures following the COVID19 outbreak, the decision was made in April 2020 to deliver the London Careers Festival virtually. This enabled the festival to continue to engage pupils in skills and career exploration, whilst the focus shifted to what pupils and young people could do online either at home or at school. The festival remained unchanged in its principle aim of bringing together employers and young people, offering a unique virtual experience of workplaces alongside a mix of information, advice, guidance and skills development.

Turnout



2,834 bookings were made for LCF Webinars



LCF bookings came from 72 different schools



92 Organisations in total participated in LCF 2020



65 webinar style sessions were delivered across the week

Press and Media Coverage

Press and media coverage for LCF included weekly tweets during May and June using [#LondonCareersFestival](https://twitter.com/LondonCareersFestival). Leading up to LCF, there was media coverage in [City AM](#), [City Matters](#), [FE Matters](#) and [London Loves Business](#).

Strengths

Pupils' Experience of the Virtual LCF

A total of **95%** of pupils agreed that 'it was easy to join the online sessions', **92%** agreed that 'they felt safe and supported', **85%** of pupils agreed that the 'video and sound worked well' and **84%** agreed that they 'enjoyed the festival online'. This indicates that an online delivery model is effective in engaging young people in skills and career related opportunities.



87% of young people said LCF helped them to think about their future



84% of young people said they enjoyed joining the festival online



84% of young people said LCF helped them to learn about jobs and careers

Pupils' Experience of LCF

Responses to the online surveys reveal that overall pupils had positive experiences of the festival and its offers. **71%** of young people said that LCF helped them to feel inspired, **77%** of young people said LCF helped them to think about their skills and **79%** of young people said that LCF helped them to think about new career pathways.

Pupils' Aspirations and Skills

A key aim for the LCF was to encourage pupils to think about their future careers. When pupils were asked to identify professions (categorised into their sector) which they were interested in for their future careers, **53.7%** chose 'Science, Technology and Engineering' making this the most popular choice. This was followed by Business Management and Administration **29.1%**, Law Public Safety and Security **23.1%**, Finance **22.4%**, Arts and Communication **21.1%**, Architecture and Construction at **20.1%**, Marketing, Sales and Services **20.1%**, Online Social Media **18.7%**, Sports **15.7%**. These responses demonstrate that participating pupils reflected and thought about their careers as they were engaging with festival experience. LCF offers were in line with the sectors pupils are interested in with STEM, Entrepreneurship and Law being the leading theme of many offerings.

Teachers' Experience

100% of teachers responded positively to: the overall event, the quality of presentations from session facilitators, the interactive sessions, relevance to young people, relevance to the careers and skills curriculum, relevance to their school's or college's priorities.

100% of teachers also agreed that the festival supported their institution's aims for social mobility.

"(We liked) the choice of sessions from different career sectors and HE. Timings (of sessions) were the right length and spread throughout the day. Adviser and teacher access meant safeguarding and student interaction was supported."

Participating secondary school Careers Leader

Recommendations for LCF 2021

LCF Website functionalities:

Schools and partner organisations told us that an improvement to the functionalities of the LCF website would make it easier to locate and share relevant information. In 2021, the site will have improved functionalities in its 'booking' and 'resources' pages. It will aim to include simpler, clear linguistics in all its content.

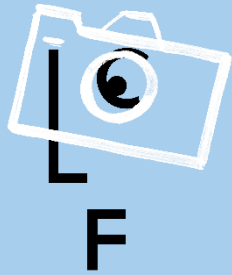
Marketing and Web presence

LCF website will have improved search engine optimisation (SEO) and web presence to make it easier for schools and partners to find relevant information. Continuous improvements will also be made to market LCF more widely and earlier in the academic year.

Communications

To ensure that all relevant information reaches schools, pupils and partners in good time, we will ensure that joining instructions are shared with schools at least 10 days before the event.

There will also be improved communication between the LCF team and partner organisations to provide greater support to partners around session delivery and accommodate 'rehearsals' where appropriate.



LONDON CAREERS FESTIVAL 2020 EVALUATION REPORT



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Background

In 2019, the City of London Corporation (City Corporation) published a tripartite of strategies establishing its ambitions for learners in the rapidly changing world. As a central principle across all three strategies, the City Corporation committed to ensuring that **learning is linked to the world of work at all stages to enable learners to make informed career choices**. The Education and Skills Strategies commit to the following outcomes:

- All pupils in the Family of Schools will hear from and be inspired by employers and apprenticeship providers
- Apprenticeship opportunities are promoted, and all pupils can receive well-informed and impartial advice about apprenticeship options
- There are clear progression routes through technical and professional education (including apprenticeships) into skilled employment
- Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their age, background or personal connections
- Pupils are exposed to professionals in the cultural and creative industries, and self-employment and entrepreneurship are reflected in the offer

In its commitment to achieve these outcomes, the City of London Corporation successfully entered into a collaboration with The Stationers' Company and the Livery Schools Link to deliver a festival focused on linking learners to professionals, employers and apprenticeship providers across a range of jobs and sectors. Schools across London, including the City Family of Schools and the Livery Schools, would be invited to participate with a choice of events and workshops across the week. The festival came to be known as the **London Careers Festival** with the first event being held in **June 2019**.

London Careers Festival 2019

The first London Careers Festival was delivered between Monday 17 – Friday 21 June 2019. The week-long events included traditional 'Careers Fair' style events over two days at the Guildhall Complex and three 'Fringe Events' where employers hosted pupils at their workplaces. The Fringe Events were themed on three main industry areas: 1) Creative Industries; 2) Financial and Professional Services; and 3) Digital Industries. Across the week there were:

- 5,046 pupil bookings with pupils from Years 5, 6, 8, 9, 10, 11 and Post-16.
- 113 different schools attending
- 127 organisations hosting events
- 35 different sessions/fringe events delivered

The Festival met its intended target of linking learners to professionals, employers and apprenticeship providers across a range of jobs and sectors. A comprehensive evaluation of the festival was completed which identified areas for improvement and outlined recommendations for the 2020 festival. You can

see a summary of the 2019 LCF Evaluation Report in **Appendix 1**. It was agreed that the festival would be delivered again in 2020 which would adopt the recommendations from the evaluation.

London Careers Festival 2020

Initial Planning

London Careers Festival was planned to be delivered for the second time between 29 June – 1 July 2020. The event would run over three consecutive days, in and around the Guildhall complex, targeting different age groups (primary, secondary and post 16).

The festival in 2020 aimed to adopt and implement a number of recommendations following the evaluation of the 2019 festival. These included

- Improved marketing and communication with schools and pupils via a range of channels including via social media and local authorities
- A greater emphasis on developing pupils' Fusion skills
- An improved website and online booking process
- Enabling school's greater flexibility with the booking process to allow whole classes of pupils to attend
- To carefully consider last minute cancellations from schools
- To support schools to book travel and staff cover for a consolidated period of time
- To improve signage and information around navigating between different events and offers at the Guildhall complex

COVID19

Due to school closures following the COVID19 outbreak, the decision was made in April 2020 to deliver the London Careers Festival virtually over the course of a week (29 June – 3 July). This enabled much wider access and the focus shifted to what pupils and young people could do at home online. The learning and welfare of pupils, staff, partners and everyone involved was prioritised.

The festival remained unchanged in its principle aim to bring together employers and young people, both in and out of workplaces, and with a mix of information, advice, guidance and skills development. Whilst the festival was originally going to be delivered in-person, these same ambitions were retained for the virtual context. Our objectives did not change because of COVID-19, just the methods we used to achieve them.

The virtual LCF 2020 would also be flexible in its approach to attract a target number of pupils, due to the complex nature of the time during which the event was delivered (COVID19). The emphasis would

be more on ensuring that access to skills and career related information continued to be made available to pupils during what can be described as difficult times for many young people. This was to be prioritised regardless of how many pupils the festival may attract eventually.

Realistically, however, we were not expecting the same numbers of engagement at the festival as last year. The festival would seek to deliver 10-15 online sessions across the week for primary, secondary and post 16 pupils whilst not altering our expectations of quality of experience. All organised sessions and activities would still seek to provide impactful experiences for pupils.

Virtual Event

London Careers festival 2020 ran virtually from 29 June – 3 July 2020. The week-long events included both 'live webinars' delivered online by employers and organisations and 'online resources' which schools, pupils and families could explore beyond the dates of the live events.

LCF shifted to an online delivery model which enabled experiences to be delivered flexibly across the week rather than limited to specific days according to pupil age groups. This offered flexibility to all partners who were involved in the delivery of these webinars and resources which was welcomed given the short timeframe they had to develop and prepare for their sessions. Schools were equally able to interact with the festival flexibly for as much or as little as was possible during the week in line with their own schedules and priorities. All LCF 2020 offers are listed below.

1. Live Webinars:

The Corporation partnered with various organisations to host a range of 'live webinars' which focused on aspiration building, skills development and exploring a range of different careers and employment pathways. These included:

- Employer-led webinars exploring specific job roles, organisations and industries
- Webinars exploring different career access pathways e.g. apprenticeships, degrees and more
- Workshops exploring entrepreneurship and entrepreneurial skills
- Virtual Talks from employers
- Online skills building workshops
- Exciting challenges e.g. 'Design your own Welfare Facilities'
- Q&A's with experts and professionals



**83 webinar style sessions
were organised for young
people**



**65 webinar style sessions were
actually delivered**



2 webinar style sessions were delivered specifically for teachers and career leaders



Over 30 different organisations were involved in the delivery of these sessions

The full list of webinars which were offered to schools and pupils is included in **Appendix 2**.

2. Online Resources:

The City Corporation partnered with various organisations to curate a range of ‘online resources’ which also focused on aspiration building, skills development and exploring a range of different careers and organisations. These included:

- Resources exploring specific careers
- Online skills building resources
- Information on a wide range of roles, industries and sectors
- Career quizzes
- Online courses
- Word search
- Pre-recorded videos/interviews from employers
- Pre-recorded lectures/classes
- Online articles/blogs
- Reading materials exploring career journeys of professionals from a range of different backgrounds
- Podcasts
- Links to memberships, jobs and other relevant opportunities
- CV advice
- Activities to do at home
- Useful links



Over 140 skills and career related resources were curated



Resources came from over 60 different organisations

Adapting to a Virtual London Careers Festival

From the outset, there was a determination to ensure pupils could receive the same experiences in a virtual context that they would in a face-to-face event, e.g. speaking with employers and asking questions, hearing about jobs, developing skills through practical and creative exercises, hearing about a range of industries, exploring a wide-range of post-education opportunities.

To ensure that these targets were being met adequately and effectively to continue with our ambitious vision, there were a number of challenges that needed to be addressed, all of which required significant time and effort. These challenges included:

- Preparing employers for the delivery of virtual events

- Setting up an online platform for the delivery of all ‘live webinars’
- Working closely with partners to curate an extensive list of ‘online resources’ for schools and pupils to explore
- Considering all aspects of online safeguarding
- Compiling comprehensive joining instructions for schools and pupils
- Changes to the LCF website to reflect the move to an online delivery model
- Forming new partnerships to support an online delivery model
- Ensure there is strong IT/technical support available across the week
- Enlisting and allocating City colleagues to host all LCF webinars

In addition, the decision to deliver the festival virtually was made in April 2020 leaving organisers with just two months to plan, organise and deliver the festival – a first of its kind. The limited timeframe played a significant role in promotional capacities and how schools/pupils were engaged.

[Event Management and Support](#)

As LCF 2020 moved to an online delivery model, the way in which the festival was managed was different. Additional technical and communication support was required to successfully deliver the event. A temporary technical officer was recruited to support with the delivery of the event.

The online sessions also required support from City colleagues and partner organisations to ensure that an additional safeguarding measure was in place for young people. They came to be known as ‘LCF Hosts’. In total, there were **19 ‘LCF Hosts’** who hosted each LCF webinars/sessions and ensured that they were available to support LCF Presenters with the delivery of the session.

[Costs](#)

A breakdown of the costs associated with the festival can be found in **Appendix 3**. It is to be noted that participating organisations were not charged by the City of London Corporation to take part in the festival and that the main costs incurred were for central staffing to administer and organise the festival and its web development. Many of these costs having a long-term impact which continues to have an impact on our strategies beyond the week of the festival. In addition, the festival continuously proves to be good value-for-money and provide strategic impact in relation to the range of activities and offers it is able to present to all its audiences: businesses, schools and young people.

Marketing and Communication

Overall, marketing for LCF proved effective in widening its reach to new schools and pupils. **Over 50% of teachers** stated, when booking LCF tickets that they had not engaged in LCF in 2019. Similarly, **88% of pupils** confirmed that they had not engaged with LCF previously. See **Figure 12** to the right for a quantitative breakdown.

However, communication with schools was an area which was identified as needing improvement. A close look at qualitative feedback submitted by schools reveal the following:

- Improved communications with schools and partners ahead of LCF allowing plenty of time around relevant deadlines e.g. date by which bookings are to be made. In addition, the time to forward on details of booked events should be longer. Information by email to be sent out earlier so that teachers, pupils and parents have more time to read them before the festival commences.
- LCF bookings to open and close earlier and these are to be confirmed as soon as possible.
- Booking confirmations to be shared with schools and pupils in a consolidated manner e.g. where possible avoid sending separate emails about different bookings
- Improved social media marketing, especially ahead of and during LCF
- Improved communication between the LCF team and partner organisations to provide greater support to partners around session delivery and accommodate 'rehearsals' where appropriate

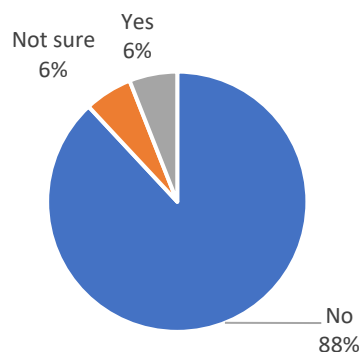
It is to be noted that while the festival was being promoted across a wide range of channels from May, bookings for LCF sessions were only made 'live' in June. This had a significant impact on how many bookings there were for LCF and how quickly joining instructions and other relevant communications could be shared with schools and pupils.

Press and Media Coverage

Press and media coverage for LCF 2020 was led and delivered by the City Corporation's Media Team. The coverage included tweets and LinkedIn posts every Thursday between May and June, using the hashtag **#LondonCareersFestival**. Leading up to LCF, there was media coverage in **City AM**, **City Matters**, **FE Matters** and **London Loves Business**. The purpose of the press and media coverage was primarily to promote the event to schools and further education providers in London to encourage them

Figure 12: Breakdown of whether pupils engaged with LCF in 2019

Did you (pupils) attend the London Careers Festival in person last year?



to sign-up for events over the week. The LCF website provided a key platform to encourage sign ups from schools, pupils and other interested parties which was highlighted in the media coverage.

The London Careers Festival team also worked closely with a number of partner organisations to further promote the festival across a wider network of schools and young people. This was done through a variety of different channels including promoting the festival via partners websites, social media channels, newsletters and other communication channels. Key partners involved in promoting the festival included [LEAN](#), [Into University](#), [Islington Council](#), [Culture Mile Learning](#), [London Learning at Home](#), [Careermap](#), [Innovate Finance](#), [educ8all](#), [Governors for Schools](#), [AccessHE](#), [Natwest Dream Bigger Team](#), [PwC and TechSheCan Team](#), [Talentino](#), [Lord Mayor of London](#), [Education and Employers](#), [City Matters](#), [City Academy Hackney](#), [Bow School](#), [Croydon College](#), [New City College](#) and [IPEM](#).

Turnout (Schools and Pupils)

[LCF Bookings](#)



**2,834 bookings were
made for LCF Webinars**



**LCF bookings came from
72 different schools**



**91% of these schools were
based in Greater London**

A total of **72 different schools and sixth form colleges** registered for London Careers Festival 2020 events/webinars. It is to be noted that many schools engaged with LCF for more than one webinar. After removing all duplicate cases where schools attended more than one event over the week, 72 different schools attended events at LCF 2020.

Schools who engaged with LCF webinars included:

- The City of London Family of Schools
- Partner schools of Livery Schools Link
- Partner schools of The Stationer's Company
- A range of schools from across Greater London
- Several schools engaged through social media, word-of-mouth, advertising with Multi-Academy Trusts and other partnering organisations

A full breakdown of bookings for LCF webinars over the course of the week is detailed in **Figure 1 and 2** below.

Figure 1: A quantitative breakdown of tickets booked for LCF webinars across the week

Date	No of LCF Sessions	No of tickets booked
Mon 29 June 2020	12	534
Tues 30 June 2020	14	797
Wed 1 July 2020	12	484
Thurs 2 July 2020	13	518
Fri 3 July 2020	12	501
Total bookings across the week		2,834 tickets booked

Figure 2: A quantitative breakdown of tickets booked for different ages of pupils across the week

Age Group	Tickets booked
Post 16 pupils	914 bookings
Secondary pupils	1,589 bookings
Primary pupils	315 bookings
Total bookings across the week	2,834 tickets booked



56% of the bookings were made for secondary pupils



11% of the bookings were made for primary pupils

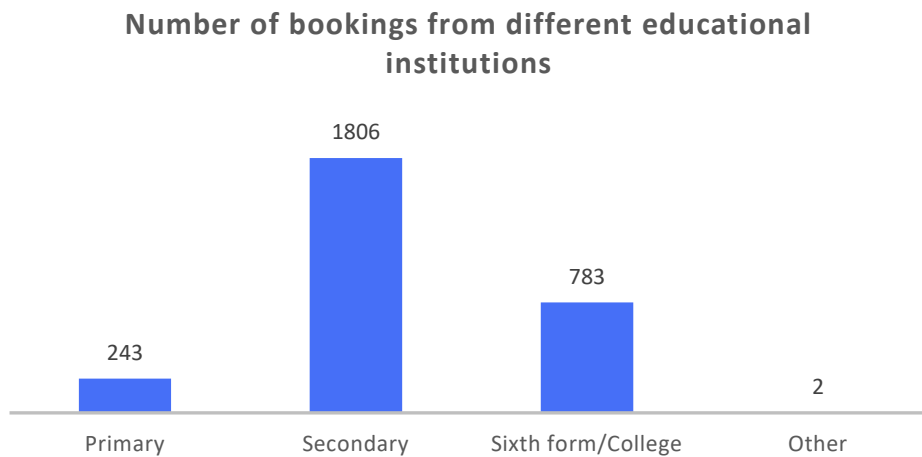


33% of the bookings were made for post 16 pupils

Other key data around LCF bookings

Bookings numbers for LCF 2020 reveal that **64%** of the bookings were made for secondary pupils, followed by **28%** for sixth form/college pupils and **8%** for primary pupils. A full breakdown of this data is included in **Figure 4** below.

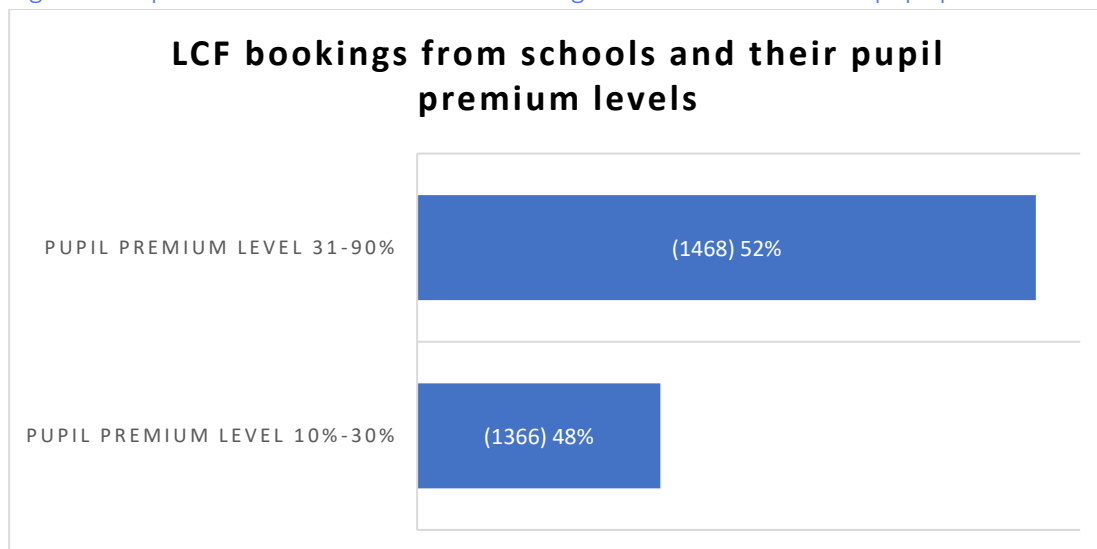
Figure 4: A quantitative breakdown of tickets booked by different educational institutions



Pupil Premium Levels

Concerted effort was made to ensure that schools with high pupil premium levels were engaged in the festival and its offers. In fact, **52%** of all LCF bookings came from schools with pupil premium levels at 30% or higher. A full breakdown is included in **Figure 5** below.

Figure 5: A quantitate breakdown of LCF bookings from schools and their pupil premium levels



Attendance

Due to the virtual nature of LCF Webinars, recording pupil's attendance anonymously proved to be difficult. For safety purposes, no young people were asked to leave their personal details to confirm attendance. As a result, colleagues from City of London Corporation who hosted LCF sessions were asked to note this for each session. This meant that we had to rely on data gathered by LCF hosts through observation and being present in the session itself.

It is to be noted further that there were cases where we had been informed that a teacher had multiple pupils attend a session as a group from one log-in/computer. This was particularly the case for primary classes because these classes had returned to school. So even though, it appeared from observation that there was just one pupil attending per user, in reality there were multiple pupils attending some LCF sessions.

While noting the above caveats, a breakdown of LCF webinars with highest attendance rates is listed in **Figure 6** below.

Figure 6: Breakdown of LCF webinars with highest attendance rates

Date	Session Name	Organisation	Attendance Numbers	Age Group	Who made the bookings ?
30-Jun-20	AccessHE: Communication Skills with the Speakers Trust	Access HE	55	Post 16	Pupils
29-Jun-20	AccessHE: Law in Action with the University of Law	Access HE	53	Post 16	Pupils
02-Jul-20	AccessHE Live: Choosing the right University	Access HE	39	Post 16	Pupils
29-Jun-20	Careers in accounting	PwC	33	Secondary	Pupils
02-Jul-20	Resilience	PwC	23	Secondary	Pupils
30-Jun-20	Sir Robert McAlpine Construction Challenge - Design Your Own Welfare Facilities	Sir Robert McAlpine	60	Primary	Teachers
01-Jul-20	London Mithraeum Bloomberg Space - Introduction to London Mithraeum Bloomberg Space	London Mithraeum Bloomberg Space	35	Primary	Teachers
29-Jun-20	Education and Employers Primary Futures	Education and Employers	32	Primary	Teachers
29-Jun-20	Barbican: Careers in the arts: panel discussion and Q&A with staff members from the Barbican Centre	Barbican	30	Post 16	Teachers
03-Jul-20	AECOM: What is Building Services Engineering?	AECOM	26	Secondary	Teachers
01-Jul-20	Role Models - Creativity and Problem-Solving Skills	Role Models	21	Primary	Teachers

Figure 6 would seem to indicate the following:

- For secondary and post 16 cohort, attendance rate is higher when booking process can be completed by pupils directly
- Sessions which include a project/assignment/challenge is more attractive to schools and pupils
- AccessHE had some of the best attendance rate for their sessions. Their registration process was very simple and short (requiring only name and email) and has used the platform YouTube Live to host. YouTube Live was not a platform that was not used by any other organisations to host their session(s)

Booking and Onboarding Process

Schools and organisations commented that the booking system and onboarding/joining process could be made simpler, clarified further and made easier to navigate. An analysis of written feedback submitted by both schools and organisations reveal the following areas for improvement:

- Booking process still proved 'confusing' to some schools and pupils and requires additional clarification. Having additional filters on the Book page of the website was suggested by some schools and organisations
- A way to consolidate bookings for multiple events would be favourable
- **Figure 6** above also highlighted that attendance rates were higher when pupils were able to book onto sessions themselves (instead of requiring a teacher to make bookings). This would indicate that enabling pupils to make bookings themselves (at least for the post 16 cohort if not secondary pupils too) would be desirable. Primary pupils can only be made by teachers/parents due to safeguarding reasons.

Cancellations

Due to a number of reasons, including those stated above around the challenges surrounding attendance, booking processes and onboarding, and, last minute illness; there were a few LCF webinar sessions which were cancelled at least 1-2 days before the day of its delivery. Additional sessions were also cancelled last minute due to young people not turning up. So, at the end of the week, there were a total of **20 sessions which were cancelled**. Overall, however, partners expressed a general understanding around the challenges surrounding pupil engagement, particularly in light of COVID19.



**83 webinar style sessions
were organised for young
people**



**63 webinar style sessions were
actually delivered**

It should also be noted here that there was a very small marketing window to schools and a very tight turnaround time from marketing, to sending joining instructions which had an impact on number of pupils who attended LCF webinars. In some cases, joining instructions were sent less than 2 working

days before the event. So, a key learning for future LCF's is that lead-in time for teachers and pupils to engage, especially in online content, should be as long as possible. In addition, once bookings have been made, schools and pupils should receive joining instructions as far in advance as possible and no later than a week in advance.

Other factors which is likely to have also had an impact on the attendance rate and cancellations, identified anecdotally by teachers, pupils and other interested parties included:

- Schools and pupils under increasing pressure due to COVID19
- Schools and pupils having to adapt to a new way of engaging with external events
- Schools finding it difficult to engage pupils remotely in their academic learning. Challenges are significantly higher for non-academic offers such as LCF events
- Lack of motivations amongst pupils
- Lack of confidence within young people to operate within a digital environment and engage with employers
- Lack of access to technology and suitable environment for learning
- Distractions from home for pupils

Turnout (Organisations)



**92 Organisations in total
participated in LCF 2020**



**48% of these partnerships
were new partnerships**

Overall responses from organisations were really positive for LCF 2020. Many agreed to be very flexible and forthcoming with what they were able to offer e.g. a webinar or online resources.

- **32 organisations** delivered 'live webinars'.
- A further **60+ organisations** were involved in curating 'online resources' which were made available for schools and pupils to explore at home.

This brought the **total number of participating organisations to 92+**. A further 5 organisations had either organised or were hoping to be involved in LCF 2020 but were unable to due to last minute cancellations from schools or because we did not have the capacity to accommodate further sessions. Therefore 97 is a more accurate total for the number of organisations who were engaged and willing to host events over the week.

Evaluation Method

The evaluation of LCF is based a combination of the quantitative data on participation and attendance of pupils, schools and organisations and the qualitative data on the experiences of pupils, teachers,

organisations, the Working Party and event organisers. The feedback was collected in the following ways:

- **Surveys** were given to pupils after they had completed their LCF webinar/event
- Schools and education providers were sent a link to an **online school survey**
- Participating organisations were sent a link to an **online organisation survey**
- The **Working Party** will have a reflection session in September 2020 to identify strengths, areas for improvement, and recommendations for LCF 2021
- **Feedback via emails** was collected and analysed from teachers and partner organisations

The survey questions are all included in **Appendix 4**.

Strengths

Pupils Experiences



87% of young people said LCF helped them to think about their future



84% of young people said they enjoyed joining the festival online

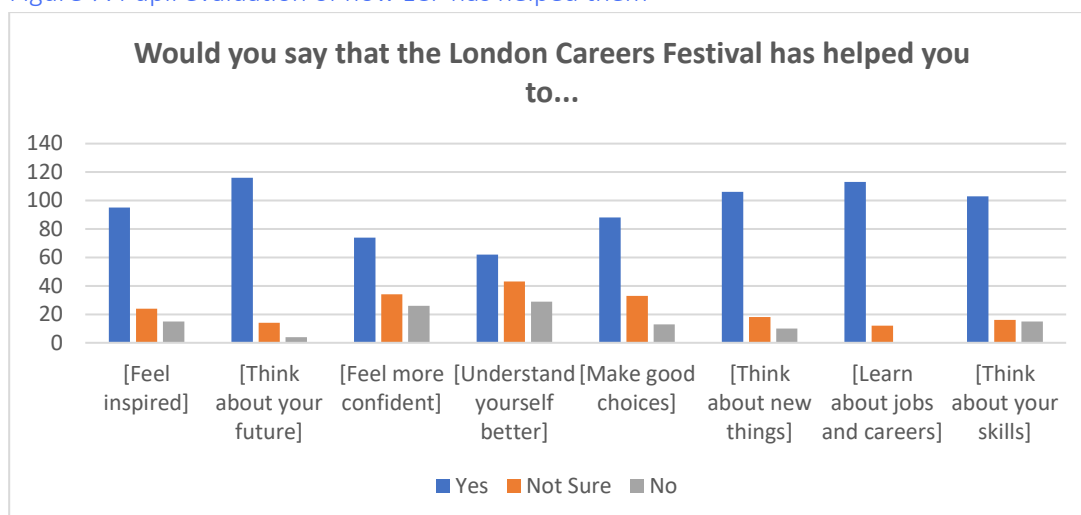


84% of young people said LCF helped them to learn about jobs and careers

The responses to the online surveys reveal that overall pupils had positive and enjoyable experiences of the festival and its offers. **71% of young people** said that LCF helped them to feel inspired, **77% of young people** said LCF helped them to think about their skills and **79% of young people** said that LCF helped them to think about new things.

When asked to evaluate different aspects of their experience, most pupils responded positively as indicated in **Figure 7** below.

Figure 7: Pupil evaluation of how LCF has helped them



In the free-text comment boxes, many pupils also commented on the usefulness of the sessions, appreciation for the information that was made available and overall, the festival being something they enjoyed taking part in. In fact, none of the responses from young people in the comments section were around something which had gone wrong or something which requires improvement.

"I believe the London Career Festival is very informative and useful when it comes to picking a career"

A Year 9 Pupil

"I really enjoyed it. I liked to feel involved 😊"

A Year 6 Pupil

"Just thank you, it was a really great opportunity to learn more about our options."

A Year 12 Pupil

"A very interesting and well-prepared talk that helped me learn about myself"

A Year 10 Pupil

Pupil Aspirations and Skills

A key aim for LCF was to encourage pupils to think about their future careers, both in terms of the general skills and lifestyles attached to various roles (e.g. traveling as part of a job; being in a job which is customer facing) and the specific routes and pathways to particular roles and sectors. From the survey responses, we learnt that **84% of pupils** felt that LCF helped them to think about new jobs which is further strengthened by the data collected from pupils on their preferred future job roles and sectors are.

To support pupils to self-reflect on their career ambitions as they interacted with LCF webinars and explored online resources, a worksheet was created and shared to help evaluate key learnings from what they explored and evaluate those learnings against the 12 Fusion skills.

After attending an LCF webinar/event, pupils were also asked to identify professions (categorised into their sector) which they were interested in for their future careers. **53.7%** chose 'Science, Technology and Engineering' making this the most popular choice. This was followed by Business Management and Administration **29.1%**, Law Public Safety and Security **23.1%**, finance **22.4%**, Arts and Communication **21.1%**, Architecture and Construction at **20.1%**, Marketing, Sales and Services **20.1%**, Online Social Media **18.7%**, Sports **15.7%**.

Pupils were also asked to additionally describe ‘what they want to be when they leave schools’ (in one or two words). In response, **14%** of pupils said, ‘Not sure/Not sure yet’ making up the largest proportion of the responses. Where responses were given, **STEM related careers** proved to be popular amongst a larger proportion of pupils with **3%** of the responses being **(Software Engineering)**, **3% (Doctor)**, **2% (Computer Scientist)** **2% (Aeronautical Engineer)**. This is followed by **Actor/Architect and Lawyer at (2%)**. A word cluster of all responses is available in **Figure 8** below.

Figure 8: Word cluster of pupils' responses to 'what you want to be when you leave school':



A positive outcome to note here is that these responses demonstrate that participating pupils reflected and thought about their careers as they were engaging with LCF. These responses came from primary, secondary and post 16 pupils and provide interesting intelligence into the career aspirations of young people which can be used to inform future events to ensure that there is a strong presence from organisations in the most popular roles and industries.

Online delivery model

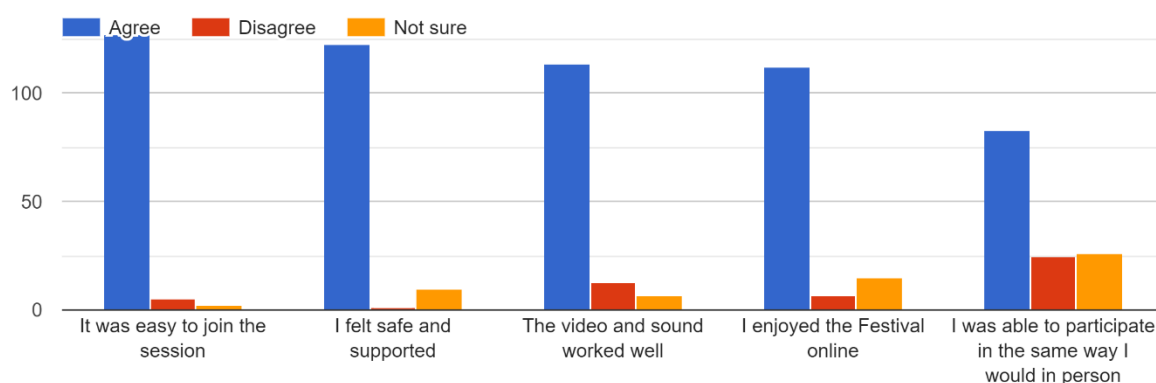
Pupils were also asked about their experience of joining the festival online. A total of **95%** of pupils agreed that 'it was easy to join the session', **92%** agreed that 'they felt safe and supported', **85%** of pupils agreed that the 'video and sound worked well' and **84%** agreed that they 'enjoyed the festival online'. This indicates that an online delivery model is effective in engaging young people in skills and career related provisions.

95% of young people agreed that it was easy to join LCF sessions (online)

However, **only 62%** of pupils agreed that they were able to participate in the same way as they would in person (i.e. a physical festival). One teacher also commented, *'Thanks for all the hard work to support the students. The online does not have the same buzz but it is still a great opportunity in the current situation'*. This would indicate that there is a continuous preference for in-person experience suggesting that a hybrid delivery model where pupils can participate in both online and physical experiences would be desirable.

Figure 9: Pupil Responses to 'What did you think about joining the festival online?'

What did you think about joining the session online?



Teachers' Experiences



87.5% of teachers said they would book pupils onto events next year



87.5% of teachers said they would recommend LCF to other teachers and schools

London Careers Festival has always had a strong focus on working closely with schools/teachers. In fact, bookings for all events except (2 sessions) were completed by teachers for data protection and safeguarding purposes.

Teachers were asked to complete an online survey at the end of the festival to provide an opportunity for them to give feedback. While there were quite small numbers of responses (8 responses were submitted in total) overall teachers indicated that LCF provided valuable experiences for their pupils.

“Accessibility for all pupils regardless of where they were”

(Things I liked about LCF)

A Teacher

“Choice of sessions from different career sectors and HE. Timings were the right length and spread through the day. Adviser / Teacher access meant safeguarding and student interaction was supported.”

A Teacher

100% of the responses from teachers were positive for the following aspects of the festival – overall event, presentations from session facilitators, interactive sessions, relevance to young people, relevance to the careers and skills curriculum, relevance to your school’s/college’s priorities and contribution to social mobility. One of the responses highlighted a need for improvement for offers which had relevance to disadvantaged young people and supported long-term impact.

When evaluating practical aspects of joining the festival, teachers again highlighted that ‘communication during the event, online platforms used, sound and video quality and event staff’ were (Excellent/Satisfactory). However, a number of areas were highlighted by teachers as things that (Need Improvement) when it comes to looking at practical aspects of the festival. These include:

- London Careers Festival Website
- Finding the sessions most relevant to your pupils (on the website)
- Booking process
- Joining instructions and pre-event information
- Accessibility (for teachers and pupils joining the event)
- Length of sessions

An analysis of feedback provided in the free-text comment gives further details around the above and additional points to improve, including:

- Adding a deadline for LCF bookings to prevent sessions being cancelled
- Improved email communication between school and LCF staff prior to event
- Greater clarity on the website about what specific events involved so we can target relevant pupils
- For there to be longer sessions as they allow more conversations & interactivity
- Improving the booking process as it was identified that “booking process was clunky and the admin required on the teachers' side was too much”

- The time to forward on details of the events should be longer. Information by email to be sent out earlier so that teachers, pupils and parents have more time to read them before the festival commences. These communications should be sent in a consolidated manner.
- For the festival to return to a physical delivery model i.e. for it to be delivered at the Guildhall complex
- More pupil interaction with each other
- More places for sessions or running session at multiple times as many were oversubscribed

Quality of LCF Webinars

Feedback from pupils, teachers, LCF Hosts around the quality of LCF Webinars have been overwhelmingly positive. Comments indicate diversity, quality and delivery amongst some of the many features which can be attributed to many of the LCF webinars.

“This was a fantastic session. It was extremely well prepared. It gave a very good insight into the practical pathways into the legal profession covering apprenticeships, traineeships and university pathways.”

LCF Host

“We find it difficult for our students to access opportunities to learn about engineering; some speakers were very interactive and very strong at engaging enthusiastically with students and answering their questions well.”

It was very inspirational and educational and really helped me to understand how to better my learning.

A Pupil

A Teacher

LCF Website and Branding

LCF had a distinct brand and identity, with a logo, colour themes, website and bespoke marketing materials including images, GIFs and animations for social media distribution – all of which were updated since last year’s festival. Overall, the look and feel of the branding was considered a strength of LCF and was consistently used in promotional materials, general communications and pupil resources.

The LCF Website was updated from last year to reflect the updated branding accurately and ensure that the following sections were added/updated:

- **About** – comprehensive information around the festival its aims, the role of fusion skills, its history, key stats and more
- **Book** – a dedicated page which would enable schools to make booking for different age groups (primary, secondary and post 16) and a ‘filtering’ system to highlight events by relevant Fusion skills
- **Resources** – a dedicated page where resources could be shared with schools and pupils before, during and after the week of the festival. it is to be noted here that this page was originally

designed for a models list of resources. Due to COVID19 and a move towards an online deliver model, this page ended up with 160+ resources – going above and beyond what was initially expected.

- [Exhibitors](#) – a dedicated page to celebrate and showcase all LCF partners
- [What's on Offer](#) – a page which would look to clarify what was available for schools and pupils to explore at the festival
- [Register](#) - a dedicated pages which would enable all interested parties to leave their contact details so that latest information around bookings and events could be shared.

Figure 10: A screenshot of the LCF Website



It is to be noted here that updates to the website were primarily made before circumstances around COVID19 unfolded and were therefore primarily designed with the physical event in mind. While the LCF website performed well in general, there were a number of areas which were identified by schools and partner organisations as things that **'Need Improving'**.

- Booking process still proved 'confusing' to some schools and pupils. Having additional filters on the Book page of the website was suggested by some schools and organisations
- Resources page on the website was "difficult to navigate as there are so many. Some kind of filter options would be beneficial"
- The website requires better SEO and web visibility
- Information on the website needs to be made even more clearer
- Enabling partners to link to and share their events online as they are listed on the LCF website
- Greater clarity on the website about what specific events involved so teachers can target relevant pupils

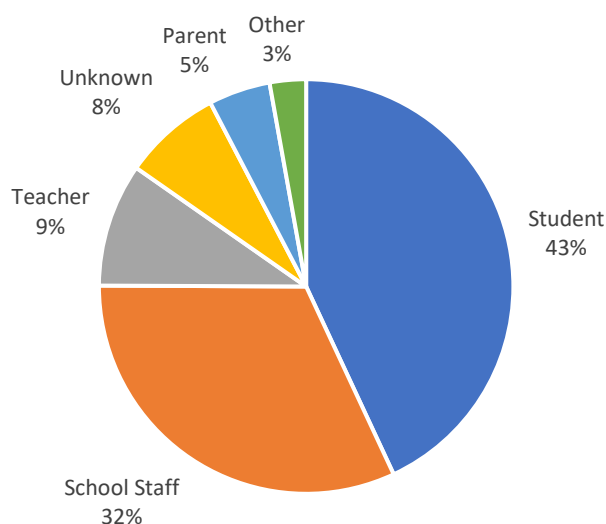
LCF Community/Web Registrations

'Registration' page of the London Careers Festival website worked well to help build up a community of relevant audience. This functionality enabled us to direct teachers, pupils and partner organisations to a dedicated page where they could leave their details to ensure they were kept informed of future LCF events and updates.

In total, there were **353 individual registrations** on the LCF website. **Over 40%** of these registrations came from pupils indicating a need for the LCF website to facilitate pupils as much as teachers. Historically, the LCF website has been designed and curated primarily for the benefit of teachers and school staff. Only **5%** of the registrations also came from **parents/guardians**. A breakdown of who registered on the LCF website can be seen in **Figure 11** on the right.

Figure 11: A quantitative breakdown of who registered on the LCF Website?

Who registered on the LCF website?



Schools still accounted for **over a third** of all those who registered on the LCF website and how they came to hear about the festival. See **Figure 12** below.

Figure 12: Breakdown of how those registered on the LCF website heard about LCF

How did you hear about LCF 2020?

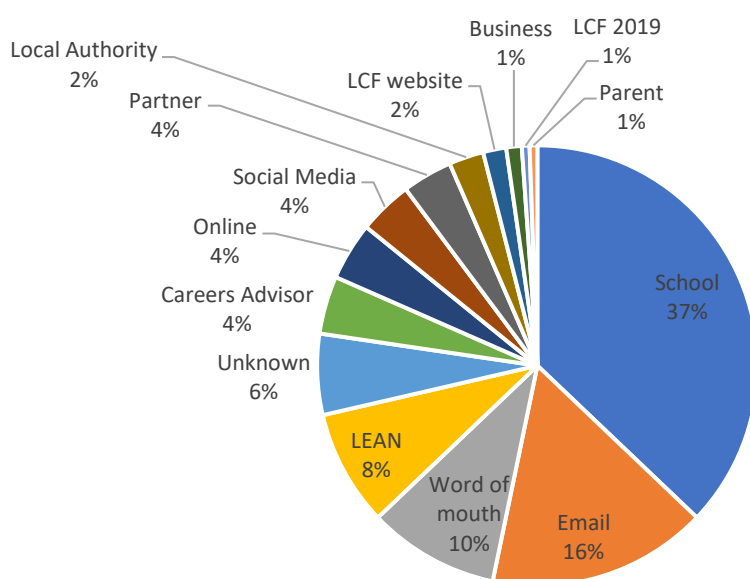


Figure 12 also indicates:

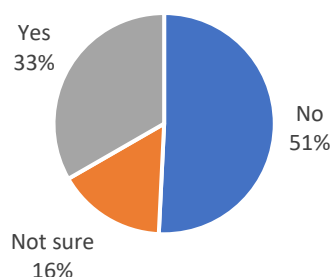
- At least, **8% or 30 individual registrations** on the LCF website came from LEAN (London Enterprise Advisory Network).
- Interestingly, **only 1% of registrations came from those who knew about LCF in 2019** demonstrating of that the virtual LCF in 2020 reached new schools, pupils and individuals.

Progression from LCF 2019

Overall, there was an increase in the number of schools and pupils we engaged in the festival, in comparison to 2019. When making bookings, teachers were asked to confirm whether they had engaged with the festival the previous year; **over 50%** stated that they had not engaged with the festival in 2019 indicating that the festival successfully managed to attract schools and pupils it had not previously engaged with. See **Figure 13** on the right.

Figure 13: Quantitative breakdown of whether pupils engaged with the festival in 2019

Did you attend LCF 2019?



Partnerships

The festival enabled The City to form partnerships with a huge range of employers across two key streams: promoting LCF and delivering LCF sessions/resources. In fact, **over 45% of all organisations** who completed the online survey confirmed that they had **not been involved with LCF in 2019** indicating that the festival managed to attract and build new relationships with businesses. The relationship with many partner organisations has also resulted in ongoing partnerships and collaborations. List of all partner organisations who supported with promoting the festival can be seen under the **'Media & Marketing'** section below.

Initially, LCF sought to deliver 10-15 online sessions/webinars across the week for primary, secondary and post 16 pupils, as we were not expecting the same numbers of engagement at the festival as last year. However, as a result of an overwhelmingly positive response from businesses who were keen to be involved with the festival, a **total of 85 webinars were organised** as part of LCF 2020. 83 of these were for pupils and 2 for teachers and career leaders. **36 organisations** were involved in the delivery of these sessions. A full list of all partner organisations can be seen in **Appendix 5** below.



85 webinar style sessions
were organised for both
teachers and young people



Over 30 different organisations
were involved in the delivery of
these sessions!

When asked to provide feedback, partner organisations largely had a positive response. **63%** of the respondents being (**Very likely**) to offer experiences for young people in the London Careers Festival next year, followed by **33%** who said (**Somewhat likely**) and **4%** at (**Not likely**). A very similar pattern emerged when partners were asked if they are likely to recommend participating in the London Careers Festival to other businesses/organisations.

“It was great to be able to engage with such a wide variety of students from different schools in one event, in a way that would not ordinarily be achieved.”

LCF Partner Organisation

(We liked...) “The emphasis on fusion skills and helping young people develop skills employers look for”

LCF Partner Organisation

(We liked having...) “Access to a range of students/schools we may not have otherwise interacted with”

LCF Partner Organisation

Long-term Impact

LCF 2020 had a particular focus on achieving long-term impact. One of the ways in which this has been achieved is by providing ongoing access to resources and opportunities which schools, pupils, parents and other interested individuals can access, free of charge, at any time via the London Careers Festival website. Directly following the festival, the website was updated to include a ‘**Summer 2020**’ provision which listed a number of relevant opportunities for pupils including a competition, summer workshops, a career exploration quiz, summer school opportunities, activities designed to improve pupils’ numeracy skills and more. Further information on all available summer opportunities which were made available on the LCF website can be seen in **Appendix 6**.

Another way in which the London Careers Festival (LCF) has managed to deliver ongoing impact is through its ongoing collaboration with various partner organisations. Examples include:

- **Continuous sharing of resources and opportunities:** Various LCF partners continue to work closely with the LCF team to share information and career opportunities for young people across London.
- **LEAN (London Enterprise Advisory Network):** ongoing collaboration with LEAN has led to the delivery of a post LCF webinar for its business partners around ‘how to continue to engage with schools and pupils with their career provisions’. This webinar took place on 5 August 2020.
- **Evolving partnership:** LCF 2020 has resulted in some really strong partnerships between key LCF Business Partners and the City of London Corporation. This has resulted in successfully involving these partners in other streams of skills-related work e.g. Fusion Cities 2 Meeting. Organisations such as PwC and Natwest have now become key partners and collaborators on the Fusion Skills work.

Recommendations for LCF 2021

Drawing on the analysis above, the following recommendations are to be explored for LCF 2021.

Improved LCF Website functionalities:

- Booking process still proved 'confusing' to some schools and pupils. Explore having additional filters on the booking page e.g. date, age group, year group, type/topic of event and organisation.
- Resources page on the website to include 'filter options' to enable users to easily locate relevant resources and enable 'search' functionalities
- Improve the LCF website's Search Engine Optimisation (SEO) and its general web visibility
- Information on the website (e.g. About page) to be made clearer with greater clarity on the website about what specific events involve so teachers can target relevant pupils
- Enabling partner organisations link to and share their events online as they are listed on the LCF website

Booking Process

- Improve booking process, to keep the administration as minimal as possible for those who make bookings (especially when bookings are made for multiple events)
- LCF bookings to open and close earlier and to be confirmed with schools and pupils as soon as possible.
- Explore ways to consolidate booking confirmations for multiple events avoiding sending separate emails about different bookings
- Explore enabling pupils to make bookings themselves at least for the post 16 cohort if not secondary pupils too. Primary pupils can only be made by teachers/parents due to safeguarding reasons.

Delivery Model

- Consider a hybrid delivery model where offers include both physical and online experiences (in line with the success of LCF 2020 and the continuous desire from teachers for in-person experiences).

Marketing

- Improved social media marketing, especially ahead of and during LCF

- To further increase the attendance from schools, LCF 2021 should be advertised early, preferably in the Autumn Term, and shared through social media platforms, schools' networks and local authorities well in advance.

Communication

- Joining instructions should be shared with schools and pupils at least **1-2 weeks** before the events
- Improved communications with schools and partners ahead of LCF allowing plenty of time around relevant deadlines e.g. date by which bookings are to be made. In addition, the time to forward on details of booked events should be longer. Information by email to be sent out earlier so that teachers, pupils and parents have more time to read them before the festival commences.
- Improved communication between the LCF team and partner organisations to provide greater support to partners around session delivery and accommodate 'rehearsals' where appropriate

General recommendations

- LCF website, marketing and comms to identify and address pupils as its target audience in addition to teachers/schools
- Have additional personnel support available in the lead up to the festival to support with technical issues, general inquiries and communications around event confirmation.

Appendices

Appendix 1: LCF 2019 Summary Evaluation



The Vision

The City of London Corporation (COL) is committed to enabling pupils in its Family of Schools and beyond to make informed career choices and flourish in the rapidly changing world. More broadly, COL has committed to supporting interconnectivity between industry and education across London and link learning to the world of work. The vision for the London Careers Festival is to deliver this ambition by offering a week-long festival where young people can meet and engage with employers and apprenticeship providers across a range of jobs and sectors. The event is marketed at schools across London and targets learners in pivotal points of their education from primary through to post-16. Organisations and Livery Companies across London host experiences and open their doors for the mutual benefit of today's learners and tomorrow's employers.

The Festival

This year the London Careers Festival ran from Monday 17 – Friday 21 June 2019. The events included:

- ❖ **Apprentice19** – Over two days across Guildhall, numerous organisations co-ordinated by The Stationers' Company put on stalls and displays spotlighting apprenticeship and work experience opportunities in the media and communications industries.
- ❖ **Careers Showcase** – Over two days in the Guildhall Complex, the event, hosted by Livery Schools Link, featured interactive displays and demonstrations of the diverse range of trades and professions represented by over 30 Livery Companies of the City of London.
- ❖ **Workshops** – COL partnered with organisations to host a range of 'breakout' workshops focused on building aspiration and developing skills.
- ❖ **Fringe Events** – COL partnered with 26 organisations to host events in their workplaces. The three days were themed according to three industry areas thriving in London: Creative Industries, Financial and Professional Services and Digital Industries.



5,046 pupil bookings
over the week



from 113 different
schools



hosted by 127 different
organisations

Press and media coverage

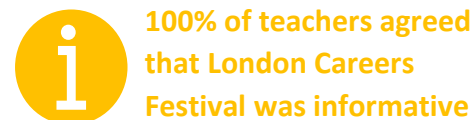
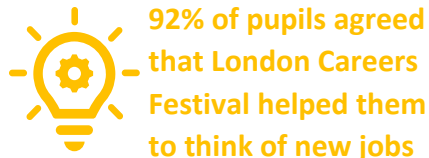
Press and media coverage for LCF included tweets every two days during the month of June using the hashtag #LondonCareersFestival. There was media coverage in [LondonLovesBusiness.com](https://www.londonlovesbusiness.com), [FE News](https://www.fe-news.com), [Recruitment Buzz](https://www.recruitmentbuzz.com), and the [Young Londoner](https://www.younglondoner.co.uk) as well as [The Evening Standard](https://www.theeveningstandard.com) which covered the event online and in the 18 June 2019 paper.



Partnership

London Careers Festival 2019 was delivered as a collaboration between the City Corporation, Livery Schools Link, The Stationers' Company and the many participating organisations who hosted stalls, workshops, exhibitions and visits in their workplaces. These included: Google, BBC, the Evening Standard, Pearson, Barclays, The Barbican, Museum of London, London Metropolitan Archives, Bloomberg, Investment 2020, Microsoft and the Metropolitan Police.

Pupils had positive experiences



76.4% of pupils said that they found the London Careers Festival interesting; 70.5% of pupils said they would like to come to again; 71.2% of the pupils said they would recommend it to other young people. In particular, pupils commented on the diversity of experiences available, the range of jobs and industries to which they were exposed during the Guildhall Events and the importance of having time to speak to exhibitors and ask questions.

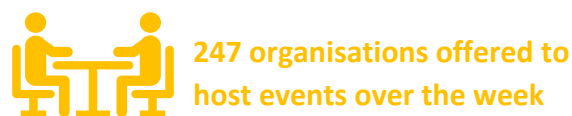
Pupils thought about their careers and developed their skills

Over the course of the week, pupils were regularly asked to reflect on what they would like to do when they leave compulsory education. We learnt that the most popular jobs were 'Artist', 'Teacher', 'Accountant' and 'Youtuber'. We also learnt that the most popular industry areas are Arts and Communication, Health Science, Sports, Science, Engineering and Online Social Media.

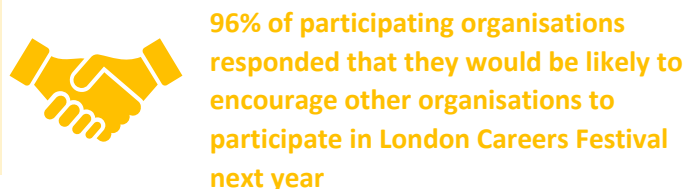
Teachers felt that pupils developed fusion skills at the London Careers Festival



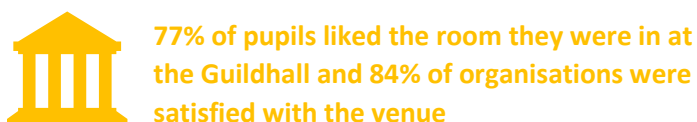
Businesses and participating organisations were engaged, enthusiastic and generous



This year there were more offers from organisations than schools booking onto events. Although 127 organisations hosted events, nearly twice that amount offered to host them. It should also be noted that significant in-kind support was provided from participating organisations in the form of staff time, venues, stalls, give away resources, promotion and advertising.



The Guildhall was a well-received venue and attendees appreciated the onsite support from City Corporation apprentices



18 City Corporation apprentices were available during the two Guildhall Days to provide a range of support to schools and participating organisations. This was valued by schools and organisations.



Appendix 2: LCF 2020 Webinars offered to pupils and teachers

Culture Mile Learning How professional artists respond to client briefs	Tower Bridge and The Monument Working in the Tourism industry	Guildhall Art Gallery & London's Roman Amphitheatre Communication skills: Engaging people with your words
PwC Careers in Accounting	Open Space, City of London Careers Advice on Outdoor based Roles and explore your Fusion Skills!	Investment20/20, Jenny Barber Careers in investment management
Metropolitan Police Service Degree Apprenticeship & Career Opportunities in the Metropolitan Police Service	Birkbeck University of London and Makers Academy Careers in Tech	Education & Employers Primary Futures 'What's My Line'
Formation Architect Insight into working as an Architect	AccessHE AccessHE Live: Communication Skills with the Speakers Trust	PwC Resilience
Barbican Careers in the arts: panel discussion and Q&A with staff members from the Barbican Centre	Falmouth University What is creativity and how can it help me into a future career?	St Mary's University Talking About Skills - Careers in Science
Natwest 1) Dream Bigger: Introduction to Entrepreneurship	Role Models Creativity and Problem-Solving Skills Workshop	AECOM: CSR & Social Value A Day in the Life of a Risk Manager
Culture Mile Learning Is an Apprenticeship for you?	City Business Library Develop Entrepreneurial skills and learn how to start your own business	AccessHE AccessHE Live: Choosing the right University
Tower Bridge and The Monument Working in the Tourism industry	Education & Employers Primary Futures 'What's My Line'	Falmouth University An Introduction to the Creative Industries
JLL Pathways into Property and how to get recruited	City HR Succeeding in Interviews	Talentino Careers SEND Masterclass For Career Leaders in SEND schools
Drive Forward Foundation How to create the future you want and deserve	Metropolitan Police Service Degree Apprenticeship & Career Opportunities in the Metropolitan Police Service	City Business Library Develop Entrepreneurial skills and learn how to start your own business

CSR & Social Value A Career in Building Physics	London Mithraeum Bloomberg SPACE Introduction to London Mithraeum Bloomberg SPACE	Education & Employers Inspiring the Future 'Classroom Chats'
AccessHE AccessHE Live: Law in Action with the University of Law	Guildhall Art Gallery & London's Roman Amphitheatre Communication skills: Engaging people with your words	London South Bank University (LSBU) Construction is all around us
Innovate Finance Spotlight on FinTech careers	Sir Robert McAlpine Construction Challenge - Design your own Welfare Facilities	AECOM: CSR & Social Value What is Building Services Engineering
Sir Robert McAlpine Construction Challenge - Design your own Welfare Facilities	Natwest 2) Dream Bigger: Developing an Entrepreneurial Mindset	AECOM: CSR & Social Value Engineering and the global water crisis
PwC Careers in Accounting	City of London Corporation, Kim Biddulph Presentation Skills	City HR Productivity Hacks
Falmouth University An Introduction to the Creative Industries	AccessHE AccessHE Live: Speak Up Speak Out with the Speakers Trust	Guildhall Art Gallery & London's Roman Amphitheatre Communication skills: Engaging people with your words
Kennedys Law Kennedys Law Insight Event	PwC PwC Virtual Classroom, Understanding What We Do	Natwest 3) Dream Bigger: Defining Entrepreneurial Purpose
MACE The future of construction skills	City Business Library Develop Entrepreneurial skills and learn how to start your own business	Generation Success City Careers Week HR and Responsible Business Special. Theme - Levelling up opportunity for all
CSR & Social Value Project Management - Trains, Helicopters and Start Ups	Falmouth University What is creativity and how can it help me into a future career?	St Mary's University Talking About Skills - Careers in Science
Murphy Group Skills Workshop	David Barker, CEO at TechCentre How to move successfully into the world of work...and beyond!	AccessHE AccessHE Live: Student Stories
David Barker, CEO at TechCentre How to move successfully into the world of work...and beyond!	Metropolitan Police Service Degree Apprenticeship & Career Opportunities in the Metropolitan Police Service	City of London Corporation, Kim Biddulph Presentation Skills

City of London Corporation, Kim Biddulph Presentation Skills	City HR Productivity Hacks	
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[Appendix 3: LCF 2020 Costs Breakdown](#)

Activity	Spending
London Careers Festival Project Staff	35,000
Website development	£10,284
Working party and planning meetings	£150
Event assistants (Additional Tech/Comms Support)	£7,500
Total	£52,784

[Appendix 4: LCF 2020 Survey Questions](#)

[Appendix 4.1: LCF 2020 Survey Questions Session Facilitators Were Asked to Complete](#)

<p>Survey – Sent to Session Facilitators</p> <ol style="list-style-type: none"> What type of experience did you or your organisation offer for the Virtual London Careers Festival? (Select all that apply) <ul style="list-style-type: none"> • Live webinar • Live skills workshop • Links to online content, e.g. careers resources What age group of young people was your offer for? <ul style="list-style-type: none"> • Primary • Secondary • Post-16 Did you or your organisation participate in the in-person London Careers Festival last year? <ul style="list-style-type: none"> • Yes • No • Not sure If you hosted a live session, which online platform did you use? <ul style="list-style-type: none"> • Microsoft Teams • GoToWebinar • Zoom • Google Hangouts • Skype • Other <please specify>

5. How would you rate the following?

	Excellent	Satisfactory	Needs improvement	Poor
London Careers Festival website				
Process of participating in the event				
Communication leading up to the event				
Communication and support during the event				
Communication after the event				
The online platform you used				
Contribution to your organisation's priorities				
Contribution to your organisation's values				
Contribution to social mobility				
Value for money				
Access to young people				
Diversity of the young pupil attending				
Event staff				
Overall event				
Overall impact for your organisation				

6. How would you rate the following aspects of participating in an online event?

	Strongly agree	Agree	Disagree	Strongly disagree
I was able to engage young people effectively				
The video and sound worked well				
I enjoyed participating in the Festival online				
I would provide online skills and careers sessions again				

7. What did you like about the London Careers Festival?

8. What could be improved about the London Careers Festival?

9. What value do you think is offered back to your organisation by participating in the London Careers Festival?

10. How likely is your organisation to offer experiences for young people in the London Careers Festival next year?

- Very likely
- Somewhat likely
- Not likely

11. How likely are you to recommend participating in the London Careers Festival to other businesses/organisations?

- Very likely
- Somewhat likely
- Not likely

12. Can we contact you to find out more about your comments and to find out about the longer-term impact of the Virtual London Careers Festival?

- Yes
- No

13. What is your email address? (Optional)

Appendix 4.2: LCF 2020 Survey Questions Teachers Were asked to Complete

Survey – Sent to Teachers

1. What is your school type?

- Primary
- Secondary
- Secondary and Sixth Form
- Sixth Form / College
- Other <please specify>

2. What percentage of pupils in your school are:

Less than 10%	Eligible for Pupil Premium	BAME	SEND
11-20%			
21-30%			
31-40%			
41-50%			
51-60%			
61-70%			
71-80%			
81-90%			
91-100%			

3. Did pupils from your school attend the London Careers Festival last year?
- Yes
 - No
 - Not sure
4. Which types of activities across the Festival week did pupils from your school engage in? (Select all that apply)
- Live webinars hosted by employers
 - Skills workshops
 - Accessing links and resources on the London Careers Festival Website
5. How would you rate the following practical aspects of joining the London Careers Festival:

	Excellent	Satisfactory	Needs Improvement	Poor
London Careers Festival website				
Finding the sessions most relevant to your pupils				
Booking process				
Joining instructions and pre-event information				
Communication during the event				
Online platforms used during the session (e.g. Microsoft Teams, Zoom, etc.)				
Sound and video quality				
Event staff				
Accessibility (ease of you and your pupils joining the event)				
Length of sessions				

6. How would you rate the quality of the following:

	Excellent	Satisfactory	Needs Improvement	Poor
Overall event				
Presentations from session facilitators				
Interactive sessions				
Online resources				
Relevance to young people				
Relevance to disadvantaged young people				
Relevance to the careers and skills curriculum				
Relevance to your school's/college's priorities				
Contribution to social mobility				
Long-term impact				

7. Thinking of your pupils who joined the event, please answer the following in relation to their experiences:

	Strongly agree	Agree	Disagree	Strongly disagree
It was useful				
It was informative				
It was inspirational				
It was engaging				
There were encounters with employers				

There were opportunities to ask employers questions				
There were interactive elements				
It helped me develop my skills				
It helped me think about my future				
It helped me feel more confident				
It helped me understand myself better				
It helped me to make good choices				
It helped me to think about new things				

8. Thinking of your pupils' skills development, please answer in relation to their experiences:

	Strongly agree	Agree	Disagree	Strongly disagree
They had opportunity to listen to others and learn from what they said				
They had the opportunity to speak and share my own perspective				
They had the opportunity to work with others				
They had the opportunity to self-reflect on what skills and careers interest me				
They had the opportunity to consider solutions to a problem				
They had the opportunity to change or adapt my approach to a task or an idea				
They had the opportunity to generate new ideas or create something new				

9. To what extent do you think the London Careers Festival supports your school to meet the Eight Gatsby Benchmarks of careers advice and guidance?

	To a great extent	To some extent	Not much	Not at all
1 – Develop a stable Careers Programme				
2 – Learn from career and labour market information				
3 – Address the needs of each pupil				
4 – Link curriculum learning to careers				
5 – Provide encounters with employers and employees				
6 – Provide experiences of workplaces				
7 – Provide encounters with further and higher education providers				
8 – Provide personal guidance and advice				

10. What did you think about the online nature of the London Careers Festival?

	Strongly agree	Agree	Disagree	Strongly disagree
It was easy for pupils to join the session				
Pupils felt safe and supported				
The video and sound worked well				
Pupils enjoyed accessing the Festival online				

There were benefits to having sessions online rather than face-to-face				
------------------------------------------------------------------------	--	--	--	--

11. Tell us about the things you liked

12. Tell us about the things you think could be improved

13. Will you book pupils onto events next year?

- Yes
- No
- Not sure

14. Would you recommend the London Careers Festival to other teachers and schools?

- Yes
- No
- Not sure

15. How did you hear about the Virtual London Careers Festival?

16. Can we contact you to find out more about your comments and to find out about the longer-term impact of the Virtual London Careers Festival?

- Yes
- No

17. What is your email address? (Optional)

Appendix 4.3: LCF 2020 Survey Questions Pupils Were Asked to Complete

1. Which school year are you currently in?

- Reception
- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9

- Year 10
- Year 11
- Year 12
- Year 13
- Other <please specify>

2. Did you attend the London Careers Festival in person last year?

- Yes
- No
- Not sure

3. Would you say that the London Careers Festival has helped you to...

	Yes	No	Not sure
Feel inspired			
Think about your future			
Feel more confident			
Understand yourself better			
Make good choices			
Think about new things			
Learn about jobs and careers			
Think about your skills			

4. What did you think about joining the session online?

	Agree	Disagree	Not sure
It was easy to join the session			
I felt safe and supported			
The video and sound worked well			
I enjoyed the Festival online			
I was able to participate in the same way I would in person			

5. What careers are you interested in?

Architecture and Construction
Arts and Communication
Business Management and Administration
Education and Training
Finance
Government and Public Administration
Health
Hospitality and Tourism
Human Services
Law, Public Safety, and Security
Marketing, Sales, and Services
Science, Technology, and Engineering
Online Social Media
Sports

Other <please specify>
6. In one or two words, tell us what you want to be when you leave school.
7. Please tell us if there is anything else you would like to say about the London Careers Festival.

[Appendix 5: LCF 2020 Partners](#)

AccessHE	Formation Architect	Museum of London
AECOM	Generation Success	National Careers Service
Barbican	Guildhall Art Gallery dl Art Gallery & London's Roman Amphitheatre	Natwest
Birkbeck University of London and Makers Academy	Innovate Finance	Open Space, City of London Corporation
Capita/Army	Invstment20/20, Jenny Barber	PwC
City Business Library	JLL	Role Models
City HR	Kennedys Law	Sir Robert McAlpine
City of London Corporation	London Mithraeum Bloomberg SPACE	St Mary's University
Culture Mile Learning	London South Bank University	Talentino
Drive Forward Foundation	MACE	TechCentre
Education and Employers	Metropolitan Police Service	The Trampery
Falmouth University	Murphy Group	Tower Bridge and The Monument

[Appendix 6: LCF Summer 2020 Offers](#)

<p>1. CITY OF LONDON CORPORATION</p> <p>The 'New Normal' Virtual Workshop, Wed, 12 Aug 2pm – 3.30pm</p> <p>This is a virtual holistic workshop focusing on physical and mental adjustment to living with COVID-19. The aim is to equip young people within the City of London about adjusting to what is called the 'New Normal'. We will cover issues such as keeping safe, making the most of their summer break, preparing for life in school / college for September along with some great tips of looking after your mental health.</p> <p>For more information and to book a place please contact Matilda Newman-Smart (Prospects Services) on T: 07585 401280 or E: matilda.newman-smart@prospects.co.uk</p> <p>2. NATIONAL CAREERS SERVICE</p>

The National Careers Service Exam Results Helpline

The National Careers Service Exam Results Helpline is available again this year, providing professional and personalised advice to those receiving any exam results, including BTECs, GCSEs and A Levels. The Exams Results Helpline runs from Wednesday 12th August and continues until Friday 28th August. It is available for young people, and their parents or carers looking for careers support, who can contact the helpline on 0800 100 900 from 8am to 10pm 7 days a week.

As well as the Exam Results Helpline, National Careers Service has developed new pages on its website, offering post-16 and post-18 advice, covering everything from exploring options and career routes at 16 and 18, to how to write a CV and how to find job opportunities. Please see the National Careers Service website for further information.

3. MICROSOFT

a. Free Virtual Summer Camps

Make good use of free time during July and August with the summer passport for Digital Fun with Microsoft. They are delivering a series of virtual workshops for young people. They will be so busy having fun, they will forget they are building valuable skills for life.

b. STEM and Coding Missions

Join Microsoft in learning to code video games, an app and more.

c. Digital tools to explore your creative side

A variety of workshops are available for young people aged 8+ to learn digital photography skills and build confidence when reading

4. SACU-STUDENT

Free Career Quiz: Try the new HELP career Quiz and find out what careers is best for you! Click the link [here](#)

5. FAITHS UNITED

“Connected Communities” – A Creative Competition for Youth

If you are aged between 7 and 18 and resident in the UK, you are invited to participate in a Creative Competition this summer. The “Connected Communities” competition is asking young people to use their imagination and a range of media to answer the question: ‘How has the COVID-19 crisis brought your community together?’

There are great prizes on offer. Deadline is 17:00 on Friday 28th August 2020.

6. CENTRAL FILM SCHOOL

a. Filmmakers Summer School (free)

Central Film School are running summer schools for those in year 12, living within a Polar 1 and Polar 2 area or in receipt of free school meals. Or those who are over the age of 20, living within a Polar 1 and Polar 2 area

b. Summer Teen Filmmaking Course (not free)

Central Film School will only be running one on-campus Summer Teen Summer Course this year, which will be from the 17th to the 28th of August.

7. INVESTMENT 20/20

a. CISI Level 2 Fundamentals of Financial Services Qualification

The CISI has partnered with the City of London Corporation to offer the CISI Level 2 Fundamentals of Financial Services qualification to year 12 students which will run from November 2020 to May 2021.

During the year, students will gain a broad insight into the fundamental components of the financial services sector via this foundation professional qualification. This includes looking at different types of banks, retail financial products, as well as focusing on how financial markets and instruments such as shares, bonds, funds, and derivatives work.

The qualification will be taught via 25 online sessions, held after school every term-time Wednesday. Sessions will commence on 11th November 2020, culminating in students sitting the exam at the CISI London Test Centre in May 2021.

An introductory webinar to provide students with more information about the programme will be held on 30th September 2020. If students would like to find out more about the programme, they can complete a short application form to register their interest. Those that complete the form will be sent a link to the online session in September.

b. Think Investments: Supporting year 13 students in progressing to sustainable employment

The City of London Corporation is working in partnership with Investment20/20 to deliver their award-winning Think Investments programme. Think Investments is a weeklong programme delivered virtually in February half term 2021. Aimed at year 13 students who are keen to progress straight to the world of work upon completion of sixth form, Think Investments will enable students to:

- Meet, virtually, five investment management firms over the course of one week.
- Gain insight into industry topics, such as ESG and FinTech to increase understanding of investment management
- Discover career pathways across the sector and routes in
- Access advice from recruitment specialists to make applications the best as they can be
- Network with people working in different roles across each employer.

For more information or to discuss further please email Jenny Barber, Director of Careers and Talent: jenny.barber@investment2020.org.uk.

8. MATHS MATES

Summer Saturdays with the Maths Mates is a 7 week-long summer programme, each with a different theme exploring a range of mathematical ideas. Aimed at 4-12year olds, it can be used by families at home or by play leaders with children at holiday clubs or summer schemes. Join Time Turtle, Decimal Dog and their Maths Mates crew as they voyage through a sea of fun and creative maths activities for the whole family to enjoy.

Beginning on Saturday 18th July and running until the end of August, each week Summer Saturdays will introduce you to a new hands-on activity. There will be craft, construction, puzzles, maps and games and you can do them in any order. You'll need to head outdoors for some, but we haven't forgotten a few for those rainy days!

9. FINANCIAL TIMES

Free Financial Times for schools

The Financial Times is now offering free online subscriptions to students aged 16-19, their teachers and schools around the world, and to colleges of further education in the UK. We believe reading the FT will help in study, essay writing, exams and broadening knowledge to improve performance in interviews for university and employment. It can also support those studying English including through audio articles.

[Click here](#) to check if your school is registered for free access, to sign up and request an individual FT account. Further information available [here](#).

10. CITY OF LONDON CORPORATION

Climate Action Strategy – Have Your Say!

The City of London Corporation is developing an evidence-based Climate Action Strategy that will cover our own operations, those of the Square Mile and how we will adapt to climate change. The aims are to reduce the City's carbon emissions, to ensure we are resilient to climate change and to lead others to make similar changes. We are aware climate change will affect everyone and understand that if we want to play our part internationally, we must play our part locally. That is why we would like to hear from you.

We welcome you to provide feedback through our survey on climate change until 31 August 2020. We greatly value and appreciate your insight.

Committee	Dated:
Education Board	24/09/2020
Subject: Cultural and Creative Learning Update	Public
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report updates Members on the work of Culture Mile which is a key delivery partner of the Cultural and Creative Learning Strategy 2019-23. Members are asked to note a recent newsletter in **Appendix 1** which features programmes funded by the Education Board's grant for Culture Mile Learning.

Recommendation

Members are asked to:

- Note Culture Mile's newsletter in **Appendix 1** ([link](#)) to which features Education Board funded projects delivered under the Cultural and Creative Learning Strategy 2019-23.

Main Report

1. Culture Mile's online newsletter is attached in **Appendix 1** and available online [here](#). It includes updates on:
 - The Culture Mile 2019/20 annual report
 - Culture Mile's Play Packs which have utilised the creative resources within Culture Mile's core partners to deliver tools for creative play to the families most at need within our community. This project has been enabled with Education Board funding and further details are included in the Education Activities Update, 24 September 2020.
 - The Fusion Prize, a new competition, developed in partnership with Foundation for Future London, to find innovative ideas that develop the in-demand creative, communication, organisational and thinking skills of London's children and young people. This project has been enabled with Education Board funding.
 - Radio Local in Culture Mile – a daily live broadcast, bringing the sounds and stories of Culture Mile into people's homes.
 - The Hidden City, a digital exhibition by photographer Emile Holba that tells the untold stories of Culture Mile.
2. An update on Culture Mile will be submitted to the November 2020 meeting of the Education Board, including the evaluation of Culture Mile Learning projects and activities over 2019/20.

Appendices

- Appendix 1 – Culture Mile's Recent Highlights Online Newsletter

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)

T: 020 7332 1864

E: daniel.mcgrady@cityoflondon.gov.uk

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From: Culture Mile [REDACTED]
Sent: 14 September 2020 12:13
To: [REDACTED]
Subject: [BULK] Test: Culture Mile's recent highlights

Some highlights from the last 6 months

[View in browser](#)



Welcome to Culture Mile's first email update



From a clarion call for intensified cross-sector collaboration and uncovering creativity in every corner of the City, through to homemade jingles and fantastical at-home adventures, it's been all-at-once an amazing, frustrating, challenging, inspiring time. Read on to find out more.

As one of our most valued contacts, we wanted to share this summary of what we've been up to, but, if you'd rather not receive this in future, please feel free to unsubscribe using the link below.

Happy reading
The Culture Mile Team

That was the year that was



Culture Mile's 2019/20 annual report is now available to read online. The report includes a summary of Culture Mile's vision and an overview of our achievements over the last financial year, told through our four central **STORIES**:

- Transforming the area
- Convening connections and unlocking potential
- Supporting a thriving local economy
- Utilising creativity to boost social mobility

We also have some hard copy versions of the report that we are sending to our key contacts. If you would like to receive a paper version of the report, please email johanna.taylor@cityoflondon.gov.uk

[READ THE ANNUAL REPORT >](#)

RECENT HIGHLIGHTS

Real world creativity at home for all the family



This summer, Culture Mile's **PLAY PACKS** have utilised the creative resources within our core partners to deliver tools for creative play to the families most at need within our community. Each Play Pack contains a selection of activity sheets, arts and craft materials and specially designed and commissioned Play Prompts.

This summer 7,000 Play Packs will be distributed out through food banks, community centres, charities and local services in City of London and our neighbouring boroughs (Tower Hamlets, Hackney, Islington, Camden & Southwark).

The response to our first three editions has been fantastic:

"We are so, so happy with the bags...They are amazing"

St Luke's Community Centre & Foodbank, Islington

"I'd be extremely grateful if you could pass on the community's thanks to everyone responsible for putting the play packs together... we are keen to express our gratitude to everyone who made this really positive initiative come together."

Resident, Middlesex Estate, Aldgate

[EXPLORE THE PACKS >](#)

Six solutions. One £50,000 prize.



Six finalists have been chosen for the inaugural **FUSION PRIZE**, a new competition – developed in partnership with [Foundation for Future London](#) - to find innovative ideas that develop the in-demand creative, communication, organisational and thinking skills of London's children and young people.

All six projects have been awarded £1,000 seed funding to develop their proposal further over the next few months, with one team then awarded £50,000 to pilot its idea later in the year.

Learn more about this unique partnership from Foundation for Future London CEO Maria Abedowale-Schwarte [here](#) and [explore the six finalists and their projects online](#).

[MEET THE FINALISTS >](#)

A hyper-local broadcast to the world



For two weeks in June, presenters Hunt & Darton went hyper-local with **RADIO LOCAL IN CULTURE MILE** – a daily live broadcast, bringing the sounds and stories of Culture Mile into people's homes.

120 local residents and business owners participated in interviews, challenges, games and talks over the fortnight and so far Radio Local in Culture Mile broadcasts have been listened to nearly 10,000 times.

Listen to the many voices of Culture Mile here, including Maxine Kwok from the London Symphony Orchestra, Brian Reeve from Charterhouse and Catsou Roberts from Vital Arts.

[LISTEN TO THE SHOWS >](#)

Creativity: The Commercial Superpower



At the end of March, Culture Mile brought together leaders from across the cultural, commercial and civic sectors for an exclusive event hosted by the Lord Mayor at Mansion House as part of his Global UK programme. The event explored the critical role that creativity plays in key issues facing businesses across the City of London.

If you couldn't make it, you can watch the full keynote address from Dan Makoski, the Chief Design Officer at Lloyds Banking Group [here](#) and more comments, provocations and content from some of the assembled guests and speakers in the YouTube playlist [here](#).

[READ MORE ABOUT THE EVENT >](#)

Spotlight on hidden creativity



THE HIDDEN CITY is a digital exhibition by photographer Emile Holba that tells the untold stories of Culture Mile, exploring what creativity means across a wide range of 18 organisations that make up this unique area of the City; from Linklater's LLP and Maggie's Centre, through to The Worshipful Company of Haberdashers and Create London.

The digital exhibition was featured in the [Evening Standard](#) and so far over 2,000 people have engaged with it online, while an additional 13,505 engagements have come through our social channels.

Together with The Hidden City's photographer, Emile Holba and Ella James, Deputy Subject Leader of Art at City of London Academy Highbury Grove, we developed an online photography module to support the teaching of A-Level and BTEC Art and Design. The resulting students' work is quite striking, you can see their triptych's [here](#).

[VISIT THE EXHIBITION >](#)

barbican

LSO



GUILD
HALL
SCHOOL



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If you do not wish to receive any further e-mails from us please [unsubscribe](#).

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