



Education Board

Date: THURSDAY, 19 NOVEMBER 2020
Time: 11.00 am
Venue: VIRTUAL MEETING – ACCESSIBLE REMOTELY

Members: Ann Holmes (Chair)
Caroline Haines (Deputy Chair)
Henry Colthurst
Randall Anderson
Tijs Broeke
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

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Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link: https://youtu.be/O36J_odaC-8

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 non-public summary of the meeting held on 24 September 2020.

For Decision

(Pages 1 - 8)

4. **PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information

(Pages 9 - 10)

5. **COVID-19 UPDATE**

The Director of Community and Children's Services to be heard.

For Information

Culture

6. **CULTURE MILE LEARNING ANNUAL REPORT AND CASE FOR INVESTMENT 2021/22**

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

For Decision

(Pages 11 - 50)

7. **CULTURE MILE LEADING THE CULTURAL RECOVERY**

Report of the Town Clerk.

For Information

(Pages 51 - 78)

Education

8. **EDUCATION BOARD BUDGET UPDATE 2020/21**

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

For Information

(Pages 79 - 82)

9. **GOVERNOR APPOINTMENTS UPDATE**

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

For Discussion

(Pages 83 - 92)

10. **EDUCATION ACTIVITIES UPDATE**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 93 - 102)
11. **HOLIDAY MEAL SUPPORT TO CITY OF LONDON SPONSORED ACADEMIES**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 103 - 110)
12. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
13. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
14. **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

15. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the meeting held on 24 September 2020.
- For Decision**
(Pages 111 - 112)
16. **NON-PUBLIC OUTSTANDING ACTIONS**
Report of the Town Clerk.
- For Information**
(Pages 113 - 114)
17. **STANDARDS SCRUTINY MEETINGS OF CITY SPONSORED ACADEMIES**
Report of the Director of Community and Children's Services.
- For Information**
(Pages 115 - 130)
18. **CITY PREMIUM GRANT EVALUATIONS 2019-20**
Report of the Director of Community and Children's Services.
- For Decision**
(Pages 131 - 156)

19. **REVIEW OF SIXTH FORM PROVISION**
Report of the Director of Community and Children's Services.

For Decision
(Pages 157 - 162)

20. **COLAT APPRENTICESHIP ACADEMY**
Report of the Town Clerk.

For Information
(Pages 163 - 186)

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

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

EDUCATION BOARD

Thursday, 24 September 2020

Minutes of the meeting of the Education Board held virtually on Thursday, 24 September 2020 at 11.00 am

Present

Members:

Ann Holmes (Chair)
Caroline Haines (Deputy Chair)
Randall Anderson
Tijs Broeke
Henry Colthurst
Alderman Sir Peter Estlin

Shravan Joshi
Alderman Nicholas Lyons
Benjamin Murphy
Deputy Philip Woodhouse
Rachel Bower
Dr Ioan Davies

In Attendance

Officers:

Polly Dunn	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Chandni Tanna	- Town Clerk's Department
Mark Jarvis	- Chamberlain's Department
Ellen Wentworth	- Chamberlain's Department
Anne Pietsch	- Comptroller and City Solicitor's Department
Anne Bamford	- Department of Community & Children's Services
Daniel McGrady	- Department of Community & Children's Services
Fatema Chowdhury	- Department of Community & Children's Services
Barbara Hamilton	- Community and Children's Services Department

Observers

Mark Emmerson	CEO, City of London Academies Trust
Dr Jane Overbury (item 11)	

1. APOLOGIES

Apologies for absence were received from The Rt. Hon. The Lord Mayor William Russell, Deborah Knight and Ruby Sayed.

The Chair welcomed Shravan Joshi to his first meeting of the Board.

The Chair stated that she would take *For Information* items as read unless a Member of the Board had a specific question. Items *For Discussion* would be open for comment.

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

Shravan Joshi had a non-public declaration which was granted exemption from the public by the Comptroller & City Solicitor in his capacity as Monitoring Officer.

3. **PUBLIC MINUTES**

The public minutes and non-public summary of the meeting held on 23 July 2020 were approved as a correct record.

4. **PUBLIC OUTSTANDING ACTIONS**

Members received a report of the Town Clerk regarding outstanding actions of the Board. The following matters were raised:-

- Item 1/2020/P was considered well bedded into practice and the Board agreed to remove it from the actions list.
- Item 3/2020/P (marked completed): Members discussed meeting the skills requirements of COLAT LGBs. CoLAT Trustees, enacted through LGB Chairs, are responsible for governor recruitment to vacancies which includes assessing the LGB's skill requirements as per the Department for Education's Governance Handbook. LBG Chairs inform the Education Unit of an upcoming vacancy to seek nominations from the Court of Common Council and Governors for Schools. At this point, LBG Chairs provide the City's Education Unit with information regarding skills requirements. Whilst many of the skills requirements were covered by current governors, there was generally a lack of diversity which needed addressing.
- Item 7/2020/P related to the work of the Tomlinson Review which was ongoing.

RESOLVED, that the report be noted.

5. **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.

A question was raised on the reported repurposed budget, specifically regarding what it had been spent on. It was confirmed that the funds had been repurposed to achieve similar or the same ends as set out in the annual action plan. For example, some events were still held virtually, which incurred different costs to meet the same objectives.

RESOLVED, that the report be noted.

6. **EDUCATION ACTIVITIES UPDATE**

Members received a report of the Director of Community and Children's Services regarding the Education Activities update. The following matters were raised:-

- Whilst the HeadStart programme had been successful (and necessary due to the impacts of COVID-19), members of the Board were keen to adopt a longer-term strategy that would mitigate the need to constantly revisit additional summer provisions. Members requested a strategy proposal alongside a budget plan be drawn up to address the disadvantage gap in its schools. This was something that the City of London Corporation Academies Trust (COLAT) might take forward.
- On skills, it was noted that the London Careers Festival (LCF) resources were immensely valuable and available all year round.

RESOLVED, that the report be noted.

7. **COVID-19 UPDATE**

Members received a verbal update from the Director of Community and Children's Services regarding the impact of COVID-19 on the City's Family of Schools.

All the City's Family of Schools had now reopened. Overall, the return had been positive with staff and pupils excited to return. The recovery curriculum was both broad and balanced, with extra resources directed to wellbeing and behaviour. There had been an extraordinary effort from staff and teachers to return in a safe and timely manner. Frontline workers had been under a lot of pressure and the Board noted its huge thanks to all those who had been working both on the return to school and throughout the pandemic.

Attendance rates were close to normal although there had been a slight decline in recent weeks with some students and staff self-isolating.

Dining facilities in some schools remained an issue.

Members discussed flu vaccinations noting that teachers did not fall into a priority group unless they also fell into a different category (e.g. those with long-term health conditions such as asthma). There was no COLAT budget to provide flu jabs for teachers. It would be up to each individual academy if this was something they wished to explore. As the City of London independent schools were formally part of the City of London Corporation, those employed by them would qualify for the City's flu jab scheme. The same benefit could not be readily extended to the academies within COLAT as they were a separate entity. The Chamberlain advised that to fund such an activity would likely need the formal approval of Resource Allocation Sub-Committee. On recommendation from the Chair, the Board agreed to seek informal soundings on the matter.

RESOLVED, that the update be noted.

8. **TACKLING RACISM TASKFORCE UPDATE**

Members received a verbal update regarding the work of the Tackling Racism Taskforce.

The Chair invited Shravan Joshi, as a member of the TRT, to address the Board. The TRT had established a number of key areas that required their consideration including, but not limited to: staff, culture, governance and education. Ultimately it is the aim of the Taskforce to bring to Policy and Resources Committee and the Establishment Committee, a number of recommendations on their findings.

Members were invited to send any thoughts or considerations they wished to share with the TRT, to the Clerk for collation.

It was noted that the Education Unit held diversity data across the schools, based on the Department for Education's approved groupings and that the Deputy Chair had attended the previous TRT meeting as a guest.

RESOLVED, that the update be noted.

9. TOMLINSON REVIEW UPDATE

Members received an update from the Chair regarding the Tomlinson Review.

The Board were informed that the Education Grants Working Party had not met as planned as there had been no capacity to draw together a funding model that reflected Sir Mike Tomlinson's recommendations during the COVID-19 pandemic. It was hoped that this would be ready for the end of October 2020. It was noted that any proposed funding model should be allowed for within the forthcoming budgeting exercise and the Board agreed that a resolution should go to the Resource Allocation Sub-Committee to ensure that this was not overlooked.

Members were pleased that a number of Sir Mike Tomlinson's recommendations had been captured in the City's Governance Review conducted by Lord Lisvane. The Board agreed that, in light of the Governance Review, the Tomlinson Review should be made public even though the City's responses to the recommendations were not finalised. This action would be followed up by the Town Clerk.

RESOLVED that,

- The update be noted; and
- The Resource Allocation Sub-Committee be given formal advanced notice of the proposed new funding model for schools (which is hoped to form part of a new policy on the balance of funding between the City's academies and its independent schools), so it can be included in the City's next budgeting exercise.

10. GOVERNOR APPOINTMENTS UPDATE

Members received a report of the Director of Community and Children's Services regarding an update on Governor Appointments.

RESOLVED, that the report be noted.

11. **REVIEW OF SIXTH FORM PROVISION**

Members received a report of the Director of Community and Children's Services regarding a Review of Sixth Form Provision.

Dr Jane Overbury, author of the review, gave a brief introduction to her findings.

Concern was raised by the Board over the viability and sustainability of Sixth Form provision across its Family of Schools. It was felt that smaller Sixth Forms could not provide the breadth of opportunity the City would like to offer.

The Board discussed the need for an overall strategic approach to for Sixth Form provision and whether this should focus on academic excellence or whether the City might strengthen its technical provision to provide an alternative pathway to its students. A number of ideas were shared, including:

- the benefits of Sixth Forms collaborating in such a way that would provide an academic and technical/vocational 'hub'.
- a division of subjects, e.g. a STEM focussed provision and a Humanities focussed provision.
- the possible establishment of two collegiate Sixth Forms, one north and one south of the river.
- increased engagement beyond the City's Family of Schools, with Livery schools etc.

Any decisions would need to be informed by the various excellent provisions that were already in place and should utilise the City's unique Family make-up of academies and independent schools. Equally, the Board recognised the need for a robust approach to analysing curriculum provision within schools if there was a declining demand for Sixth Form places.

Members requested a strategy paper outlining the City's options for Sixth Form provision to be considered by COLAT Board of Trustees and the Education Board.

RESOLVED, that the report be noted.

12. **EDUCATION SERVICES COMPANY FEASIBILITY STUDY**

Members considered a report of the Director of Community and Children's Services regarding the Education Services Company Feasibility Study.

It was noted that a decision from the Board was being sought on this item.

Whilst the agenda on Fusion Skills was deemed right, the Board was very supportive of the recommendation to not support the establishment of the Education Services Company. Members commented on the existence of a number of relevant and good enterprises on the City's doorstep that could be used. It was suggested that this might be something that would benefit from a pan-Livery initiative, to be considered by the Livery Committee.

A number of Livery Committee Members were on the Education Board and agreed to take this matter up with their colleagues after the meeting.

RESOLVED, that

- The City does not invest resources in the creation of an Education Services Company;
- The City prioritise the consolidation of relationships and practices within its existing family of Schools; and
- Endorse the recommendations a)-d) in the report.

13. PARENTAL ENGAGEMENT IN LEARNING

Members received a report of the Director of Community and Children's Services regarding Parental Engagement in Learning.

The Board commended the report which covered an area of great importance, particularly in light of COVID-19. Early on in the pandemic it was felt that the provision of technology would improve engagement in remote learning. It had since become apparent that parental support was even more key.

The Family of Schools had already developed a number of imaginative ways to engage with parents and to help them cope. It was suggested that some sort of audit take place to learn more regarding what provisions had been made in this area so best practice could be shared. An audit at this time would take a lot of resource from schools which were, understandably, already stretched. A lot was already being shared at a local level within communities.

The Chair noted that Achievement for All had done a substantial amount of work to provide support to children with disadvantage. The Board supported proposals that they might be invited to present to the Board at its next meeting about actions they had taken to address parental engagement.

RESOLVED, that the report be noted.

14. ADULT EDUCATION, SKILLS AND APPRENTICESHIPS UPDATE

Members received a report of the Director of Community and Children's Services.

RESOLVED, that the report be noted.

15. LONDON CAREERS FESTIVAL 2020 EVALUATION REPORT

Members received a report of the Director of Community and Children's Services regarding an Evaluation of the London Careers Festival 2020.

The Board congratulated officers and the Deputy Chair on the success of the virtual event.

RESOLVED, that the report be noted.

16. **CULTURAL AND CREATIVE LEARNING UPDATE**

Members received a report of the Director of Community and Children's Services regarding an update on Cultural and Creative Learning.

RESOLVED, that the report be noted.

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

There were no questions.

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

There was one item of urgent business.

The Chair asked Members for their view on a change to the Board's meeting schedule from six to five meetings a year. This proposal was met with support and the Chair requested that any further comments to be fed back to the Town Clerk.

19. **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.

Under Standing Order 40, the Board agreed to extend the meeting until such a time that all business on the agenda had been considered.

20. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 23 July 2020 were approved as a correct record.

21. **NON-PUBLIC OUTSTANDING ACTIONS**

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

RESOLVED, that the report be noted.

22. **UN-VALIDATED 2020 RESULTS DATA FOR THE FAMILY OF SCHOOLS**

Members received a report of the Director of Community and Children's Services regarding the Un-validated 2020 results data for the Family of Schools.

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

There were no questions.

24. **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.

In light of the resignation of Deputy Clare James as the Chair's nominee on the City of London Academies Trust Board, members considered proposals for her replacement.

The Chair had put forward Alderman Robert Howard as her nominee and information regarding Alderman Howard's educational experience had been shared by e-mail. This appointment was met with unanimous support.

RESOLVED, that

- The Board endorse the Chair's nomination of Alderman Robert Howard to the City of London Academies Trust; and
- Formal thanks be noted by the Board on behalf of the previous Chairman and current Chair, for Deputy Clare James' contribution to COLAT.

The meeting ended at 1.01 pm

Chairman

Contact Officer: Polly Dunn
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Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
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 – subject to outcomes of Tomlinson Review Recommendations
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.
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
11/2020/P	24 Sept 2020	Informally explore the possibility of a request for funding of provision of flu vaccinations for COLAT school employees.	Clerk	In progress
12/2020/P	24 Sept 2020	Tomlinson Review to be made public subject to approval by the P&R Chair and Deputy Chairman	Clerk	Complete
13/2020/P	24 Sept 2020	Resolution to be submitted to RASC regarding notice for the inclusion of the new Schools funding model in the next budgeting exercise.	Clerk	Due to go to RASC on 20 November 2020
14/2020/P	24 Sept 2020	Report to be submitted to the Education Board and COLAT regarding a Sixth Form provision strategy.	Strategic Education and Skills Director/CEO of COLAT	Complete – Report on Agenda
15/2020/P	24 Sept 2020	Education Services Company considerations to be shared with Livery Committee	Clerk/Members	In progress
16/2020/P	24 Sept 2020	Achievement for all to be invited to present to the Board about actions taken to address parental engagement during the COVID-19 pandemic.	Clerk	Planned for January 2020
17/2020/P	24 Sept 2020	Newly proposed schedule of meeting dates to be adopted for the 2021-22 academic year – subject to feedback from Board Members.	Clerk	In Progress

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)
1/2020/P	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.	Completed September 2020
9/2020/P	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.	Completed

Committee(s)	Dated:
Education Board	19/11/2020
Subject: Culture Mile Learning Annual Report and Case for Investment 2021/22	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Decision
Report author(s): Sharon Ament, Director, Museum of London Frazer Swift, Head of Learning & Engagement, Museum of London Beth Crosland, Senior Programme Manager, Culture Mile Learning	

Summary

At its meeting on 14 November 2019, the Education Board endorsed a three-year investment in Culture Mile Learning from the Education Board's Budget to deliver goals in the Cultural and Creative Learning Strategy. It was agreed that each year within the three-year commitment, the Education Board would receive an impact evaluation of the previous years' projects and approve an action plan for the year ahead. Culture Mile Learning have submitted impact evaluations for activities delivered in the 2020/21 Financial Year and an Action Plan for 2021/20.

Recommendation(s)

Members are asked to:

- Approve the investment of £247,000 from the Education Board's budget to Culture Mile Learning in the 2021/22 Financial Year to deliver the activity proposed in **Appendix 1** (Case of Investment and **Appendix 2** (Action Plan).
- Note the impact evaluations of Culture Mile Learning projects delivered over 2020/21 in accordance with the Action Plan approved by the Education Board on 14 November 2019. These are included in **Appendices 3-7**.

Main Report

Background

1. At its meeting on 14 November 2019, the Education Board endorsed the investment of £274,500 from the Education Board's budget on an annual basis over 2020/21, 2021/22 and 2022/23 to Culture Mile Learning (CML) to deliver strategic goals in the Cultural and Creative Learning Strategy. The approval to

release the funding would be reviewed each year on the submission of an impact evaluation of the previous year's programmes and submission of a work plan for the year ahead. The grant is based on Financial Years and so CML have just concluded Period 7 of the 2020/21 year of delivery.

2. As part of the City Corporation's Fundamental Review, all City Departments have been asked to identify areas for efficiency savings from 2021. The request for funding for the 2021/22 Financial Year therefore reflects a 10% saving from the previous year.

Current Position

1. CML have submitted a case for investment in **Appendix 1**, an Action Plan for 2021/22 in **Appendix 2** and project evaluations for 2020/21 projects in **Appendices 3-7**.
2. The Education Unit are satisfied that the impact evaluations of 2020/21 projects demonstrate real progress against the strategic goals in the Cultural and Creative Learning Strategy, in particular, the following goals:

Cultural and Creative Learning Strategy Goal	Project and Evaluation
Goal One: Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution.	<ul style="list-style-type: none"> • Culture Mile School Visits Fund (Appendix 3) • Culture Mile Play Packs (Appendix 3)
Goal Two: Children and young people are empowered to realise their full potential in and through the arts.	<ul style="list-style-type: none"> • Teacher CPD (Appendix 4) • Young City Poets (Appendix 6)
Goal Three: There are accessible opportunities for pupils at risk of not having access to the full range of cultural experiences (including pupils with SEND, disadvantaged pupils, and pupils who speak English as an additional language).	<ul style="list-style-type: none"> • Culture Mile School Visits Fund (Appendix 3) • Young City Poets (Appendix 6) • Employability Pathways (Appendix 5)
Goal Four: Cultural and creative experiences develop and enhance the Fusion Skills needed for employability in the 21st Century.	<ul style="list-style-type: none"> • Teacher CPD (Appendix 4) • Young City Poets (Appendix 6) • Employability Pathways (Appendix 5) • Fusion Prize (Appendix 7)
Goal Five: Learners at all stages have high quality exposure to creative industries to make informed career choices, including careers in the arts, cultural, and hybrid sectors.	<ul style="list-style-type: none"> • Employability Pathways (Appendix 5)

Proposals

3. CML have proposed a programme of activity over 2021/22 outlined in **Appendices 1-2**. The proposal is to deliver a programme which:
 - Play a key role in delivering the Cultural and Creative Learning Strategy

- More clearly differentiates and streamlines the CML offer according to primary and secondary/young people to increase efficiency and impact
 - Further embeds youth voice and decision making as well as co-design across the programme
 - Strongly commits to an anti-racist agenda supporting teachers to use cultural learning to examine whose stories are told and how and to question perspectives
 - Continues to develop teachers' skills and confidence to embed creativity across the curriculum via a CPD programme which addresses need, adopts a coaching approach, and shares learning across schools
 - Continues to give the City Family of Schools priority access to CML programmes
 - Responds to the impact of the pandemic on youth unemployment, particularly supporting those young people who are most vulnerable
 - Builds the reputation of Culture Mile as an outstanding learning destination.
4. These priorities are well-aligned with the Cultural and Creative Learning Strategy and the projects detailed in **Appendix 2** are effective delivery methods.

Options

5. The Education Board should:
- Approve the investment of £247,000 from the Education Board's budget to Culture Mile Learning in the 2021/22 Financial Year to deliver the activity proposed in Appendix 1 (summary report) and Appendix 2 (Action Plan).

Key Data

6. The output, outcome and impact data for 2020/21 CML delivered projects is provided in **Appendices 3-7**.

Corporate & Strategic Implications

Strategic implications

7. The Education Board have oversight of the Cultural and Creative Learning Strategy 2019-23 which commits to enriching learning through culture and the arts. CML have been delivering projects to support this vision since 2017 and are an established and well-connected cultural education partnership. CML have also developed close working relationships with the City's Family of Schools which will drive this vision, as well the goals in the Education Strategy 2019-23 on the effective practice of cultural and creative learning delivered in the Family of Schools.

Financial implications

8. The Education Board approved a three-year financial commitment to CML in November 2019 and have provisions in the budget to approve the investment for the 2021/22 Financial Year. The proposed investment represents a 10% efficiency savings in accordance with the Fundamental Review.

Resources implications

9. No additional City Corporation resource is required for the investment, and the CML resourcing proposed in Appendix 2 is based on a model which has been working.

Equalities implications

10. CML are a key delivery partner in promoting and driving social mobility, inclusion and diversity in learning across London. A number of the cultural partners in the Culture Mile Learning network regularly run cultural learning programmes aimed at targeting racism or educating pupils on ethnic identities and histories including the Museum of London, Barbican/Guildhall, the London Symphony Orchestra (LSO) and a number of others. The Action Plan for 2020/21 shows an increased role of CML in creating inclusive and effective cultural learning projects for young people with special educational needs and disabilities (SEND). The Culture Mile School Visits Fund supports schools with high levels of disadvantaged pupils (30%+ eligible for Pupil Premium Funding) to visit one of the 30 cultural venues in the CML network through a grant towards travel, entrance and other associated costs. The City of London Family of Schools relate to these projects and events via the Cultural and Creative Learning Forum which is delivered termly.

11. No Legal, Risk, Climate or Security implications identified.

Conclusion

Members are asked to approve the investment of £247,000 from the Education Board's budget to Culture Mile Learning in the 2021/22 Financial Year to deliver the activity proposed in **Appendix 1** (summary report) and **Appendix 2** (Action Plan) in light of the submission of satisfactory impact evaluations for the 2020/21 programme in **Appendices 3-7**.

Appendices

- **Appendix 1** - Culture Mile Learning Case for Investment 2021-22 (Report of the Director of the Museum of London)
- **Appendix 2** – Culture Mile Learning 2021/22 Delivery Plan Overview and Budget 2021 – 2022
- **Appendix 3** – Impact Summary Report: Culture Mile School Visits Fund
- **Appendix 4** – Impact Summary Report: Teacher CPD Programme
- **Appendix 5** – Impact Summary Report: Employability Pathways
- **Appendix 6** – Impact Summary Report: Young City Poets
- **Appendix 7** – Impact Summary Report: The Fusion Prize

Daniel McGrady

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Appendix 1 - Culture Mile Learning Case for Investment 2021-22

Committee: Education Board
Report of: Sharon Ament, Director, Museum of London
Report author(s): Frazer Swift, Head of Learning & Engagement, Museum of London and Beth Crosland, Senior Programme Manager (Culture Mile Learning)

Summary

This paper asks Members to note the activity that the current funding for Culture Mile Learning (CML) has supported since April 2020 and approve investment from the City Corporation to deliver activity from April 2021 to March 2022 (summarised in **Appendix 2**). Members are asked to approve funding of £247,000. This request is a 10% decrease from the 2020/21 investment from the Education Board (£274,500) and was agreed to in principle by the Education Board in November 2019 subject to a satisfactory impact report.

Recommendations

Members of the Education Board are asked to:

- Approve the investment of £247,000 from the Education Board's budget to Culture Mile Learning in the 2021/22 financial year to deliver the activity proposed in **Appendix 2**.

Main Report

External Income Generation

1. Funding provided by the Education Board has enabled a contribution of c.2,350 hours of staff time from CML partner organisations from April 2019 to the end of August 2020 which has a value of c.£115,600. The National Literacy Trust made a £22,000 contribution to the Young City Poets project, Culture Mile made a £5,000 contribution to enhance our follow-up work to the Fusion Prize, and the Museum of London made a further contribution of £5,000 to increase the ambition of our Black History Month Project. CML was awarded a £5,000 grant from the Royal Society of Arts to explore digital badging and employment pathways through its Cities of Learning initiative.

COVID-19

2. The CML partnership has responded creatively to the challenges brought about by the COVID-19 pandemic. Our close relationship with the City Family of Schools enabled us to quickly design new ways of working and to innovate, taking advantage of the opportunities provided by digital working. New models have been tested, from online mentoring and immersive soundscapes, to virtual co-teaching between an art teacher and a professional photographer. These innovations have enabled CML to continue to deliver key aspects of the Cultural and Creative Learning Strategy with significant impact.

3. The partnership has also renewed and deepened its commitment to support an anti-racist and decolonising agenda beginning with an extensive Black History Month secondary schools offer.
4. CML's role in Culture Mile has enabled learning, skills development and social mobility to remain at the heart of its mission which will only grow in importance given the dramatic increase in youth unemployment as a result of the pandemic.
5. CML has continued to expand, adding two new partners this year: The Museum of the Order of St John and the London Mithraeum. There are now 30 CML partners in total.

Achievements

6. CML's recent key achievements are outlined below with further details contained in **Appendices 3-7**):
 - 267,214 children and young people have benefited from taking part in CML partners' learning programmes in 2019/20, with an estimated 93,524 (35%) in receipt of Pupil Premium.
 - Lockdown necessitated the closure of cultural venues but with the Education Board's approval, CML repurposed £10,000 of the School Visits Fund to support the creation and distribution of 9,355 Culture Mile Play Packs to families most in need through food banks, community centres and schools.
 - Four tailor-made CPD projects, developed with and for teachers in the City Family of Schools, have benefitted 41 teachers.
 - CML partners provided 14 online sessions for the London Careers Festival (twice the amount requested) benefitting 90 children and young people. Sessions included workshops on doing an apprenticeship, working in the tourism industry, careers in the arts, developing communication and presentation skills, and the skills needed to be a professional photographer.
 - The six Fusion Prize finalist teams were provided with a breadth of support to further develop their ideas before pitching to the judges on 9 October 2020. Inspired by the interest in the prize, Culture Mile would like to develop a new programme centred on supporting creative SMEs and we continue to explore opportunities to collaborate with Foundation for Future London in the incubation of fusion ideas across innovators and creatives.
 - CML pivoted our work experience programme into online mentoring so that we could continue to offer this insight and experience to young people.
 - 1,118 pupils from 38 schools, including 16 schools from the City Family of Schools and neighbouring boroughs, developed fusion skills by taking part in Young City Poets, in collaboration with the National Literacy Trust.
7. The impact of COVID-19 means we will be unable to deliver our proposed project with The Prince's Trust and so this budget has been repurposed (see **Appendix 2**).

CML Programme for 2021-2022

8. A delivery plan and budget are provided in **Appendix 2**. Building on our work to date, we propose a programme which:
 - Plays a key role in delivering the Cultural and Creative Learning Strategy.
 - More clearly differentiates and streamlines our offer according to primary and secondary/young people to increase efficiency and impact.

- Further embeds youth voice and decision making as well as co-design across our programme.
- Strongly commits to an anti-racism agenda supporting teachers to use cultural learning to examine whose stories are told and how and to question perspectives
- Continues to develop teachers' skills and confidence to embed creativity across the curriculum via a CPD programme which addresses need, adopts a coaching approach and shares learning across schools.
- Continues to give the City Family of Schools priority access to our programmes.
- Responds to the impact of the pandemic on youth unemployment, particularly supporting those who are most vulnerable.
- Builds the reputation of Culture Mile as an outstanding learning destination.

Key projects that will deliver against these priorities include:

- **Culture Mile School Visits Fund** – maximising take-up and impact of the fund in the most disadvantaged areas of London. Grant size has been increased to £600 to cover increased participation and travel costs due to the requirements of COVID-safe procedures and to stimulate schools to return to cultural venues, when it is possible to do so
- **Introduction to the world of work mentoring for young people** who are unemployed, and work experience placements for pupils from the City Family of Schools offering tailored support to those young people most in need including those in care and care leavers.
- **Fusion skills training programme** – building on the Fusion Prize and enabling young people to develop their teamwork, creativity and problem-solving skills through a series of arts-based workshops and a creative challenge project.
- **Youth voice and co-design activity** – working with the City Family of Schools and Partnership for Young London.
- **Dual site visits for schools in disadvantaged areas** – delivering new learning days, either in person or online, ring-fenced for schools with high rates of Pupil Premium.
- **CPD for teachers** – supporting teachers to create and deliver schemes of work which are inspired by the assets and expertise of our cultural partners and which employ creative approaches across the curriculum.

Conclusion

The case for creative and cultural learning within schools and the need to support young people to develop their skills and realise their potential has never been more important. The CML partnership has shown its ability to adapt and its eagerness to rise to the challenges brought by the pandemic. CML has a clear direction and wealth of expertise to enable us to continue to deliver key aspects of the Cultural and Creative Learning Strategy, and to ensure that learning is at the heart of Culture Mile.

Appendices

- Appendix 2 – Culture Mile Learning Delivery Plan Overview and Budget 2021-2022
- Appendix 3 – Impact Summary Report: Culture Mile School Visits Fund

- Appendix 4 – Impact Summary Report: Teacher CPD Programme
- Appendix 5 – Impact Summary Report: Employability Pathways
- Appendix 6 – Impact Summary Report: Young City Poets
- Appendix 7 – Impact Summary Report: The Fusion Prize

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Appendix 2 – Culture Mile Learning 2021/22 Delivery Plan Overview and Budget 2021–2022

Culture Mile Learning Delivery Plan Overview and Budget 2021–2022

This plan details the main CML activities and their outcomes and also maps them against the key strategy and framework which inform CML's work:

- The City of London's Cultural and Creative Learning Strategy 2019-2023
- Culture Mile Stories (CMS) – a framework to articulate the vision and measure the impact of Culture Mile

The delivery plan is divided by our offer for primary school aged children and our offer for secondary school aged children and young people up to the age of 25, plus partnership development and staffing.

- Primary offer – the focus of this will be the learning destination element of our work and also creativity across the curriculum
- Secondary offer and young people up to age 25 – the focus of this will be social mobility/employability and creativity across the curriculum

The development of fusion skills through engagement in cultural and creative activity underpins all activities. Top level costings are provided against each section.

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
PROGRAMME FOR PRIMARY SCHOOL AGED CHILDREN				
Learning destination and creativity across the curriculum				
<ul style="list-style-type: none"> • Cultural and Creative Learning Strategy Goal 1 – Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution • Cultural and Creative Learning Strategy Goal 2 – Children and young people are empowered to realise their full potential in and through the arts • Culture Mile Stories - Utilising Creativity to Boost Social Mobility • Culture Mile Stories - Transforming the Area 				
CCLS Goal 1 'The School Visits Fund maximises access to the City's cultural venues by London's pupils and at	CM is a unique, inspirational learning destination that values the power of culture	Culture Mile School Visits Fund Promote, administer and evaluate the fund.	16k	- Culture Mile Learning is communicated in an inclusive manner, so it is well known, relevant and accessible

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
<p>least 100 schools per year use the fund through improved publicity, staff development and targeting of those schools and other providers which have not used the fund previously'</p> <p>CCLS Goal 3 'There is evidence of the effective delivery of initiatives which encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile, for instance the Culture Mile School Visits Fund'</p> <p>CCLS Goal 4 'Culture Mile Learning partners offer a learning programme to the Family of Schools for fusion skills'</p> <p>CCLS Goal 6 'Culture Mile is regarded as a successful learning destination'</p> <p>CCLS Goal 3 'Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage'</p> <p>CCLS Goal 4</p>	<p>and everyday creativity to enhance well-being and transform lives. Culture Mile facilitates cultural and creative experiences that support wellbeing, boost confidence and develop in-demand fusion skills needed for young people's employability in the 21st century.</p> <p>CM works closely with and responds to the challenges of its local community, including core partners, network partners, young people and residents. Culture Mile delivers a wide-range of needs-based projects, from local community cultural engagement through to identity-enhancing improvements to the public realm, all of which transform the area into a vibrant, distinctive and welcoming destination.</p>	<p>Continue to monitor the impact of the pandemic on the take-up of the Fund and make suggestions about how it might be repurposed should visits remain difficult for schools and venues and to stimulate schools to return to cultural venues.</p>		<p>-The Culture Mile School Visits Fund maximises access to Culture Mile Learning venues by London's learners -At least 4,000 children/young people benefit each year -At least 100 schools benefit each year -Schools approved have an average of 50% of their pupils in receipt of Pupil Premium - Broadened scope of pupils/young people benefitting from the fund through marketing to schools which have not previously used the fund and also to youth organisations N.B. Targets included in outcomes are pre-Covid. We wish to maximise beneficiary numbers but it is currently impossible to predict what is realistic for schools or venues. As of beginning of October 2020, 10 of our venues are closed to schools, 9 are open (7 of which have a reduced offer) and 2 have virtual offers only.</p>
		<p>Dual Site Visits</p> <p>Develop, deliver and evaluate this programme which offers an enhanced cultural experience through access to two or more CML partner venues.</p> <p>Depending on how the pandemic develops these visits will be designed for delivery virtually or on site.</p>	12k	<p>-Two new visits developed -25 visits benefiting 750 pupils take place each year -90% of teachers rate the visits as good or excellent as learning experiences -90% of teachers report that pupils developed at least two fusion skills as a result of the visit N.B. Targets included in outcomes are pre-Covid. We wish to maximise beneficiary numbers but it's currently</p>

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
<p>‘CPD training ensures that teachers of non-arts subjects have opportunities and methods for including the arts and culture in lessons to enhance innovation, interest, practical learning and enjoyment of learning’</p>		Sessions to be offered to schools with 35%+ of pupils in receipt of Pupil Premium and priority booking will be offered to the Family of Schools.	15k	impossible to predict what is realistic for schools or venues.
		<p>Young City Poets</p> <p>Develop, deliver and evaluate this project in partnership with the National Literacy Trust.</p> <p>Offer a virtual option for participating which utilises immersive soundscapes and objects in lieu of a visit.</p> <p>The National Literacy Trust to continue to meet 50% of the cost of the programme.</p> <p>Given its track record of appealing to teachers from Year 5 to 9, this project will be one of the few offers which will be available to both primary and secondary schools.</p>		<p>-30 schools take part each year, priority booking is offered to the Family of Schools</p> <p>-30 teachers take part in CPD each year</p> <p>-850 pupils take part each year</p> <p>-teachers and students report an increase in creativity, communication and critical thinking skills</p>
		<p>CPD for teachers</p> <p>Programme will be designed in consultation with teachers responding to their curriculum needs and where possible bringing together subject leads across the four schools in the Family of Schools. Resulting workshop sessions, with relevant experts from across the CML partnership and beyond, will focus on how cultural and creative learning can enhance and support teaching and will be delivered online and/or in person.</p>	£7k	-Participating teachers in the Family of Schools and neighbouring schools report that they have the confidence, skills and strategies to enhance pupils’ learning and develop their fusion skills through cultural experiences and creative approaches in the classroom

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
		Production of teaching prompts, available through the Learning pages of the Culture Mile website, to inspire creative lesson planning and share learning more widely.		

PROGRAMME FOR SECONDARY SCHOOL AGED CHILDREN AND YOUNG PEOPLE UP TO AGE 25

Creativity across the curriculum and social mobility/employability

- Cultural and Creative Learning Strategy Goal 2 – Children and young people are empowered to realise their full potential in and through the arts
- Cultural and Creative Learning Strategy Goal 4 – Cultural and creative experiences develop and enhance fusion skills needed for employability in the 21st century
- Culture Mile Stories - Utilising Creativity to Boost Social Mobility
- Culture Mile Stories - Transforming the Area

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
<p>CCLS Goal 3 'Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage'</p> <p>CCLS Goal 4 'CPD training ensures that teachers of non-arts subjects have opportunities and methods for including the arts and culture in lessons to enhance innovation, interest, practical learning and enjoyment of learning'</p>	<p>CM is a unique, inspirational learning destination that values the power of culture and everyday creativity to enhance well-being and transform lives. Culture Mile facilitates cultural and creative experiences that support wellbeing, boost confidence and develop in-demand fusion skills needed for young people's employability in the 21st century.</p>	<p>CPD for teachers</p> <p>Programme will be developed in response to individual school's needs and allow for sustained input from cultural and creative learning practitioners to reshape approaches and teaching of areas of the curriculum. The focus will continue to be on the City of London secondary academies but learning will also be more widely shared through our website, conferences and the resources we produce.</p> <p>Production of teaching prompts, available through the Learning pages of the Culture Mile website, to inspire creative lesson planning and share learning more widely.</p>	<p>£13k</p>	<p>- Participating teachers in the Family of Schools and neighbouring schools report that they have the confidence, skills and strategies to enhance pupils' learning and develop pupils' fusion skills through cultural experiences and creative approaches in the classroom</p> <p>- 2- 3 programmes designed and delivered as follows (timings will depend on needs of schools):</p> <p>One-to-one design with partner school based on curriculum/thematic area</p> <p>Deliver CPD sessions</p> <p>Develop resources</p> <p>Share methods and resources with wider Family of Schools</p> <p>Publish methods and resources on CML website</p>
<p>CCLS Goal 2 'Pupils in the Family of Schools have clear and delineated access routes into further opportunities in cultural and creative sectors, and talented pupils have the 'next steps' to develop their interests and skills'</p>	<p>CM works closely with and responds to the challenges of its local community, including core partners, network partners, young people and residents. Culture Mile delivers a wide-range of needs-based projects, from local community cultural</p>	<p>Work experience</p> <p>Deliver a cross-partnership programme for pupils in the Family of Schools secondary academies which introduces them to a range of career options and develops their understanding of the importance of developing fusion skills. The aim is to deliver an in-person, venue-based programme this year, but this programme will adapt to online delivery if needed.</p>	<p>5k</p>	<p>-20 students take part each summer term</p> <p>-75% complete their placements</p> <p>-Pupils report that they have developed two or more fusion skills and feel more prepared for and confident about entering the world of work</p>

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
<p>CCLS Goal 4 'CML partners offer a learning programme to the Family of Schools for fusion skills'</p> <p>CCLS Goal 5 'Learners at all stages have exposure to professionals working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and post production entrepreneurs and creatives'</p>	<p>engagement through to identity-enhancing improvements to the public realm, all of which transform the area into a vibrant, distinctive and welcoming destination</p>	<p>City of London Careers Festival</p> <p>Coordinate Creative Careers Day in partnership with the Education Unit at the City of London, encouraging and supporting CML and Culture Mile Network partners to take part and to offer innovative sessions.</p>	<p>£1k and staff costs included below</p>	<p>- Participants report increased understanding of a range of career options and the importance of fusion skills for their employability</p>
		<p>Introduction to the world of work mentoring</p> <p>Deliver this individually tailored offer for vulnerable young people (including care leavers, and those who are NEET) with a particular emphasis on young people from the City of London, the Family of Schools and Islington and in partnership with LB Islington Youth Employment Services. Young people to be matched with mentors within careers of interest to them.</p>	<p>20k</p>	<p>- Taking place on a rolling basis across the year, participants report increased understanding of a range of career options and the importance of fusion skills for their employability -Participants feel more prepared for and confident about entering the world of work and more knowledgeable about the options open to them</p>
	<p>CM is a unique, inspirational learning destination that values the power of culture and everyday creativity to enhance well-being and transform lives. Culture Mile facilitates cultural and creative experiences that support wellbeing, boost confidence and develop in-demand</p>	<p>Fusion thinking training programme</p> <p>Develop, pilot and evaluate this innovative scheme for secondary school pupils and apprentices. Inspired by and building on a Fusion Prize proposal, this programme provides young people with a series of art form workshops to develop their teamwork, creativity and problem-solving skills and then a creative challenge project through which to apply them.</p>	<p>20k</p>	<p>-Participants demonstrate increased level of fusion skills and how to apply them to real world and real work situations -CML raises its profile through developing a unique training programme and expertise in its delivery Timing of school programme will be dictated by the needs of the school(s) but is likely to be Sept-Dec. Timing of the apprentice programme is planned for Summer 2021. This project can be virtual or in-person.</p>

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
	fusion skills needed for young people's employability in the 21st century.			
<p align="center">PARTNERSHIP DEVELOPMENT</p> <p align="center">Harnessing the collective assets of the CML partnership to support cultural and creative learning</p>				
<p>CCLS Goal 1 'A Cultural and Creative Learning Forum takes place every term, bringing together CML and the governor and staff leads in each school'</p>	<p>Culture Mile champions collaborative working as a means to deepen resilience and to strengthen the area as a whole. Through facilitating mutually beneficial connections across its footprint, Culture Mile brings together culture and commerce, unlocks the district's strengths and expertise, forges new working relationships and delivers innovative approaches to unprecedented challenges.</p>	<p>Cultural and Creative Learning Forum</p> <p>Active participation by CML partners in forum meetings. At least 3 meetings each year to take place/to be virtually hosted in a CML partner institution. At least 1 CML partner to present at each meeting on their schools offer.</p>	<p>Staff costs see below</p>	<p>-Increase teachers' knowledge of and access to partners' learning programmes and the cross fertilisation of ideas</p> <p>-Regular consultation by CML with governor and staff culture leads informs programme development</p>
<p>CCLS Goal 1 'There are opportunities for Culture Mile Learning partners to meet with other London, national and international cultural venues and cities of innovation'</p>		<p>CML Forum meetings</p> <p>Plan and run 3 CML Forum meetings attended by 75% of partners with an external speaker present at a minimum of 2 meetings.</p>	<p>1k</p>	<p>-Knowledge is shared between partners, increased by access to guest speakers and used to inform and improve programme design and development</p>
<p>CCLS Goal 3 'Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage'</p>		<p>Training</p> <p>Design, deliver and evaluate a training programme to improve the skills of staff in CML partner organisations.</p>	<p>3k</p>	<p>-Partners are more able to and confident to pivot their work to respond to the impact of the pandemic, and to deliver on our commitment to an anti-racism and decolonising agenda</p>
<p>CCLS Goal 6</p>		<p>Access to expert consultancy support</p>	<p>10k</p>	<p>-Increased emphasis in our programme on an anti-racism and decolonising</p>

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
‘CM is regarded as a successful learning destination’ CCLS Goal 6 ‘There are clear lines of governance, accountability and business planning for Culture Mile Learning, ensuring robust and regular impact measurement and reporting’		Broker access to expertise to continually increase the quality of the partnership’s work and to ensure robust evaluation data. Expertise to be sourced from organisations including the Black Curriculum, Skills Builder, Partnership for Young London and young people in the City Family of Schools.		agenda, on youth voice and co-design, and on SEND provision -Regular impact reports produced
CCLS Goal 3 ‘Culture Mile Learning is communicated in an inclusive way and is well-known, relevant and accessible’		Marketing Promote the CML programme to schools and other relevant organisations.	4.5k	-Full details of the CML partnership and programme are available on the CM website -CML programmes are marketed in an accessible and timely manner
STAFFING				
		Central team costs include standard 29.9% Museum of London on-costs and annual increment	143k	Performance measured against CML outcomes and KPIs, and the annual work plan based on the CCL strategy
		Central team costs, eg travel, hospitality, stationery	2k	
		GRAND TOTAL	272,500	

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2021-2022	Budget	Expected outcomes
		Reflects a 10% decrease on the 2020/21 budget, but also includes £25.45k rolled over from 2020/21 because of the need to cancel our work with The Prince's Trust.		

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Appendix 3 – Impact Summary Report: Culture Mile School Visits Fund

CML Impact summary report: Culture Mile Schools Visits Fund

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 1: Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution

Goal 1: The School Visits Fund maximises access to the City's cultural venues by London's pupils and at least 100 schools/year use the fund through improved publicity, staff development and targeting of those schools and other learners who have not used the fund previously

Goal 3: There is evidence of the effective delivery of initiatives which encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile, for instance the Culture Mile School Visits Fund

Goal 6: Culture Mile is regarded as a successful learning destination

Summary of the project including significant changes from the original action plan

The Schools Visits Fund has been running for five years with the aim of helping schools in disadvantaged areas of London make visits to the cultural venues supported by the City of London Corporation, all of which are Culture Mile Learning partners. From April 2018, eligibility was widened to include not-for-profit educational organisations that work with school-age children (age 4-18) who face barriers to cultural engagement, to enable even more children to benefit from the fund. Schools or organisations must be in Greater London (within the M25) and at least 35% of pupils at the school must be eligible for Pupil Premium. Special schools do not need to meet this requirement.

There has been very little demand for the fund since April because of the Covid-19 pandemic which forced schools and our cultural partners to close in March. In mid-October, of the 21 participating venues, 10 are closed to school visits, nine are open (seven of which have a limited offer), and two have a digital offer only. To help stimulate schools to return to cultural venues, in September the grant size was increased from £300 to £600 particularly to support increased transport costs for schools wishing to avoid public transport and other additional costs caused by required Covid precautions.

To continue to offer support to school-age children unable to visit our cultural venues during lockdown, we repurposed £10k of the fund to increase the reach of the Culture Mile Play Packs initiative. These packs consist of an engaging mix of creative activities drawn from the partnership's cultural organisations and were distributed to families through food banks and other community networks to meet those most in need, including those without access to computers or the internet.

Proposed cost	£26,000
Actual cost (include breakdown)	£2,608 paid out in grants £10k repurposed to increase the reach of Culture Mile Play Packs.
Delivery period	Year round
What outputs/activities were delivered?	

11 applications were made to the fund between April and October, compared to 168 for the same period in 2019.

- 8 from primary schools
- 2 from special schools
- 1 from a non-school organisation

The average Pupil Premium levels of schools making applications was 57.3%. More applications were made in September than April-August put together.

9,355 Play Packs in total were distributed across 10 boroughs via the channels below:

Children's charity or organisation	1,320
Church	30
Community centre	2,990
Food bank	895
Housing services	462
Individual	40
Mutual Aid/Covid response group	520
Other charity or organisation	1,786
Refugee service	177
School	1,135

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Personal impact:

"Museum of London has given us the children activities packs and support throughout Covid-19 while lock-down activities packs came very useful for the children who were home. We are very happy about the services are given to our clients' family and children from Museum of London"

Syeda, Islington Bangladeshi Society

Educational impact:

"We are still having fun with the first learning pack, children enjoyed making a band from pots and pans, building a tower and designing ambulance" Islington Play Association

Social impact:

"Thanks the packs are beautiful, and I love the way the activities really encourage families to get out and about together - really looking forward to putting them in our foodbank parcels next week!"

Fuzz Dix, Children's and Families Pastor, St Luke's Millwall

"A few parents said they loved the variety in the packs. One parent said that her children were sharing with a friend and they were going to do a birthday celebration using the packs! The others said things like, 'my children were occupied making things for a very long time'. One said she liked the challenges like the leaf hunt. One said the presentation was great and the choices for her children to do were such a surprise." Marie Kerrigan, Morningside Children's Centre

"The general feedback is very positive - one of our young lads who I wasn't totally sure would be into the packs absolutely lit up when he told me he used it to make his grandad a birthday card." Golden Lane Estate

"My two boys liked cards with different tasks the most. And I also liked them, in the last 3-4 days when I have no ideas how to entertain them I use those cards." Islington Play Association

"As from us PL84U AL-SUFFA, it's been a great pleasure that we have been able to distribute the play packs to the families when they access the foodbank, the look on the parents and children's faces are indescribable - the relief look on the parents face, the look that says wow that'll keep them busy for some time, the children look forward to coming to the foodbank just for the play packs. Really appreciate that we are able to partner up and provide what we can for the needs of the community during this pandemic, we do realise and see it for ourselves that people's emotions are running haywire, people are finding this prolonged pandemic hard to cope with. The packs have been a tremendous help for the parents as they really can't afford to buy things to keep the kids busy, this is a great way to ensure their learning whilst having fun at home. Both the parents and children have been able to spend quality time together. Many said they wouldn't have been able to afford or access these play packs if they were not available from the food bank" Saira Mir, PL84U AL-SUFFA

Fusion skills impact:

"The play prompt cards are very focused on the outdoors and using things around the house, which was very fun. There was coloured paper, which was good because not everyone has coloured paper. The 'bringing theatre home' book was very fun and creative and the activities were very colourful and engaging." Rowan, age 12

Will the outputs/activities continue?

We will continue to market the fund, and particularly to emphasise the increased grant size. We will also continue to monitor take up of the fund and, if it remains low, suggest new ways it might be repurposed to meet its goal of increasing access to our cultural institutions.

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Appendix 4 – Impact Summary Report: Teacher CPD Programme

CML Impact summary report: Teacher CPD

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 3: 'Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage'

Goal 4: 'CPD training ensures that teachers of non-arts subjects have opportunities and methods for including the arts and culture in lessons to enhance innovation, interest, practical learning and enjoyment of learning'

Goal 5: 'Learners at all stages have high quality exposure to creative industries to make informed career choices, including careers in the arts, cultural and hybrid sectors'

Summary of the project including significant changes from the original action plan

We have run four CPD projects for teachers across the City Family of Schools so far this year. Three projects were curriculum based and one project was thematic to support teaching during Black History Month (BHM). We were greatly assisted in this work by Steven Berryman who was the Cultural and Creative Learning Strategy Consultant for the Education Strategy Unit until July 2020. London Metropolitan Archives, Museum of London and Culture Mile have also been key delivery partners.

Given OFSTED's increasing focus on curriculum design choices and the need for subject leads to be able to articulate these confidently, it was decided to make the curriculum the main focus of the CPD offer. We also sought to build on recent work and research which shows the value of instructional coaching and a granular approach to teaching practice for making a difference to teachers' work and ultimately to the outcomes of their pupils.

Bringing together a focus on curriculum with a more granular approach resulted in agreeing the following principles for approaching the design of a professional learning approach for the programme:

- The focus should be grounded in the reality of the classroom and the business of teaching: planning and delivery lessons
- Teachers should have the opportunity to identify the specific aspect of their curriculum that welcomed development
- Teachers should be introduced to ambitious, interesting and expert content that mobilised the expertise of Culture Mile Learning and its partners
- Seemingly unrelated approaches should be explored to challenge preconceptions about what effective pedagogy is in the subject
- The process should be sustained enough to allow teachers to reflect on new content and approaches so they can be incorporated into their work
- Reflection and evolution of the work should be ongoing so revision and refinement is part of the process of creating a new scheme of work.

Using this approach, the following three projects were designed and delivered:

- Primary: Year 2 History scheme of work on Significant Individuals with Aldgate School

- Secondary: Year 7 English scheme of work on Victorian literature with City of London Academy Highgate Hill (CoLAHH).
- Secondary: KS4/5 scheme of work on Location Photography with City of London Academy Highbury Grove (CoLAHG).

In addition, in response to the Black Lives Matter movement and a focus group with teachers in which they requested CPD to increase their skills and confidence in teaching Black history and culture, a three session programme to support Black History Month was delivered.

All projects were adapted to support remote delivery and teaching during the pandemic.

Proposed cost	£20k
Actual cost (include breakdown)	<p>Fees for freelance creative practitioners to develop content and deliver workshops: £5,750</p> <p>Fee for professional photographer to produce pre-recorded webinars for students: £2,439</p> <p>Design and printing costs of student workbook: £2500</p> <p>TOTAL: £10,689</p> <p>Remaining budget will be spent on further projects taking place from November to end March</p>
Delivery period	Year round
What outputs/activities were delivered?	
<p>Year 2 History scheme of work on Significant Individuals with Aldgate School, included:</p> <ul style="list-style-type: none"> • Suggestions of diverse and more relevant individuals to focus on • Compilation of primary and secondary sources with a focus on being ambitious for the types of sources Year 2 pupils can engage with (for example a census report) and support with lesson design • All school CPD session on historical enquiry skills with a focus on doing primary research – attended by 10 teaching staff <p>Year 7 English scheme of work on Victorian literature with CoLAHH, included:</p> <ul style="list-style-type: none"> • Five fortnightly webinars given by CML partners to introduce new content and creative teaching ideas – attended by the whole department (7 teachers) • One in person workshop by the Shakespeare Schools Foundation to introduce techniques for increasing engagement with and comprehension of texts • Production of a new and revamped scheme of work • Co-produced student workbook <p>KS4/5 scheme of work on Location Photography with CoLAHG, included:</p> <ul style="list-style-type: none"> • Partnership with professional photographer, Emile Holba and link to the Culture Mile commission, The Hidden City • Co-production of six pre-recorded webinars which were co-taught by the Art teacher at CoLAHG and Emile Holba <p>Black History Month programme – focus on KS3 – attended by 23 teachers, included:</p>	

<ul style="list-style-type: none"> • Introduction to a trauma-informed approach as a way to better understand the impact of some of the issues BAME young people face • Exploration of the practicalities of decolonising the traditional classroom setting using a young person-centred approach • Using historical and cultural artefacts in the classroom to empower both teachers and pupils to engage critically with the content of the curriculum year-round 		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Teachers at CoLAHH rated all sessions between 8 and 10 out of 10 for their use in terms of helping them to further integrate cultural and creative learning into their teaching	Teacher survey Medium term plans Pupil workbook	Scheme of work have been completely revamped with four new units and is now organised around a central enquiry question New medium-term plans are rich with cultural and creative learning, resources and techniques New pupil workbook has been produced with many documents and images from the LMA
Teachers at Aldgate School reported that they felt confident or very confident to use what they'd learned in the workshop in their teaching	Teacher feedback interviews	Some teachers reported already having used some of the new techniques in their teaching

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Personal impact:

Year 2 pupils at The Aldgate School engaged well with the new scheme of work despite Covid-19 meaning it had to be taught remotely and via written materials only.

Students at CoLAHG produced work of an extremely high standard – see <https://www.culturemile.london/news/teaching-the-hidden-city>

The work submitted was so strong, that a 6th webinar containing more in-depth feedback and to which family and friends were also invited was delivered. One pupil's parent explained that her child had been suffering from depression and low motivation during lockdown and that the webinars had provided an unexpected lifeline, as her child not only got out of bed, but also said that the creative process was worth getting up for.

Educational impact:

"I learned how to present chronology differently than just on a timeline - the comparison activity of two pictures was excellent" Teacher Aldgate School

"I am inspired to include more primary sources and artefacts into my lessons, and give the writing and details more attention when I do" Teacher CoLAHH

"Seeing the artefacts and having their stories explained made me think of how we could start to build a thread through the SOW - a central narrative that grabs our students and then leads them on a journey towards the chosen texts" Teacher CoLAHH

"Effective storytelling and just how important this is [for enriching teaching style]. Not just content but delivery. This is something to explore with year 7's in particular and I look forward to doing so" Teacher CoLAHH

Social impact:

"Really interesting to learn about the resources available online" Teacher Aldgate School

"It has been wonderful to see these primary resources, to have had discussions with people outside of the English specialism, and also to see that wonderful ghost storytelling - this has inspired me to consider classroom ambience AND more dramatic approaches to text readings" Teacher CoLAHH

"The opportunity to work with a professional artist has allowed me to understand someone else's creative process. By breaking down Emile's working process, it shows how much consideration goes into planning the perfect shot. We teach the creative process across all our qualifications, and this experience has defiantly allowed me to improve the way I can deliver these steps in future" Teacher CoLAHG

Cultural and catalytic impact:

"I will definitely use more picture based sources like the examples as a tool for assessment - children asked to draw conclusions about historical figures at the start then to compare at the end of the unit with what they've learned" Teacher Aldgate school

"I have loved every minute of Hidden City - as a teacher I feel satisfies that it has had a hugely positive impact on my students, and I can see myself using what I have learnt in years to come" Teacher CoLAHG

"In any art and design course, there is an assessment objective that focuses on the experimenting and refining of ideas. Where before, photography is typically used to record information, the Hidden City has opened it up as a tool to experiment with ideas, refine the use of props and equipment, and finally present an idea. It has raised the status of how photography can cross across the 4 assessment areas within art and design" Teacher CoLAHG

"The department has rarely had the opportunity to collaborate on a scheme of work like this...We're now going to have a collaborative approach for all future curriculum planning...The project taught us how to successfully embed historical context into the students' learning so that it is holistic and purposeful. 'Context', in previous teaching of Victorian literature, has sometimes felt like an add-on" Head of English, CoLAHH

Fusion skills impact:

The new student workbook for CoLAHH has a skills table for self-assessment by pupils which also includes four fusion skills and lessons are linked to the SkillsBuilder framework.

Evaluation data is still being collected for the BHM project as delivery does not finish until early November.

Will the outputs/activities continue?

Yes, further projects including in partnership with Barbican are planned for the remainder of the financial year.

What would you change if you were to repeat this project?

The learning and resources produced are shared with and include teachers from other schools in the Family of Schools after the project has been delivered. Ideally it is hoped to make these connections at the outset of a project and perhaps in some cases to develop cross-school projects.

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Appendix 5 – Impact Summary Report: Employability Pathways

Impact summary report: Employability Pathways - London Careers Festival and Online Mentoring

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 4: 'Cultural and creative experiences develop and enhance the fusion skills needed for employability in the 21st Century'

Goal 5: 'Learners at all stages have exposure to professionals working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and postproduction entrepreneurs and creatives'

Goal 5: 'Young Londoners in the Family of Schools and beyond have access to the information, advice and experiences to progress into fulfilling careers, including in the creative industries and City sectors requiring the development of fusion skills'

Summary of the project including significant changes from the original action plan

We have continued to develop our Employability Pathways this year, supporting partner participation in the London Careers Festival (LCF) and transitioning our Work Experience Programme into an Online Mentoring Programme.

Nine CML partners ran sessions for the Virtual LCF this year, and the CML core team designed and delivered two original sessions: a photography masterclass and a session exploring apprenticeships in the cultural sector. Over 90 young people engaged with the live sessions as part of the event, with two of our partners receiving the highest attendance numbers. Pre-recorded skills and careers-based content and activities were disseminated to 240 schools.

The 2019 Work Experience Programme outcomes were extremely positive, and we were satisfied that our targeted recruitment, trauma-informed delivery, and cross-partner hosting model, was a successful one. In response to the pandemic and in consultation with several of our expert contacts, including social workers and teachers in Pupil Referral Units, we decided not to try to replicate the work experience model online. Instead, we replaced it with an Online Mentoring Programme. Our first mentoring cohort consisted of young people from Islington, who were either about to leave the care system or came from New River College, a secondary Pupil Referral Unit. We worked with teachers and care workers to explore and understand the group's interests and career goals, targeting young people who have shown a strong interest in working in the cultural or creative sectors.

The programme has been going well and will continue with rolling recruitment. It is the intention to run an in-person Work Experience Programme again next year (pandemic allowing) as, though similar, the impacts of the mentoring and work experience are slightly different and benefit slightly different age groups.

Proposed cost	Online Mentoring and LCF participation predicted to cost £5k annually
Actual cost (include breakdown)	To date £1,150 <ul style="list-style-type: none">• £750 - mentor guidance video• £400 commission for photography workshop as part of LCF

Delivery period	Year-round, rolling mentoring programme
What outputs/activities were delivered?	
<p>Online Mentoring - Rolling programme, 8 mentees engaged so far - 20 is the annual target</p> <p>London Careers Festival - 90 young people engaged via CML partner sessions. 240 schools received recorded content and activities.</p> <p>CML partners contributed virtual 14 sessions – target was 7.</p>	

Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Online Mentoring		
Participants have gained confidence and insight into careers, sectors and employability skills	Impact Statement Shamuna Rahman, social worker for The House Project for care leavers	<i>'This provided the young people with a sense of ownership and empowerment by being involved in their own learning and work produced. Some mentees have gone onto doing work experience with the mentor beyond the virtual realm and plan to remain in contact. The young people were able to experience successful completion of a project which builds self-confidence and motivation to continue to develop and learn. The majority of the young people who participated were not in education, employment or training (NEET) and this pilot highlights the importance of providing young people with a variety of positive learning experiences outside of the more traditional pathways'</i>
Target of 75% of young people complete the three mentoring sessions was met	Mentee Survey Responses	Completing the programme builds confidence and reduces the fear of engaging in further education, training, or employment
Target of 75% of young people say that they now have more understanding of the sector that they are interested in was exceeded at 100%	Mentee Survey Responses	Demystifying their chosen sector and introducing them to a relatable contact working within it, are the first steps to entering employment
Target of 75% of young people say they feel more prepared for and confident about entering the world of work was exceeded at 100%	Mentee Survey Responses	Understanding the skills needed to work in a sector provides the outline of a pathway into work

Target of 75% of mentors reporting a rewarding experience was exceeded at 100%	<i>Mentor Survey Responses</i>	Mentors found the experience satisfying and a mutual learning experience
Target of 75% of mentors would participate in something similar in future was exceeded at 100%	<i>Mentor Survey Responses</i>	Ensuring that the experience is enjoyable helps us to build a cohort of experienced mentors and supports recommendations to colleagues etc
London Careers Festival		
87% of young people said LCF helped them to think about their future	<i>Attendee survey</i>	Demystifying careers and informing young people of their options will assist them in making decisions around further education, employment, and extra-curricular activities
84% of young people said LCF helped them to learn about jobs and careers	<i>Attendee survey</i>	Each step of information will help London's least advantaged young people not to be left behind due to lack of insight
92% agreed that 'they felt safe and supported'	<i>Attendee survey</i>	A positive experience will make them more likely to participate in something similar in the future
71% of young people said that LCF helped them to feel inspired	<i>Attendee survey</i>	Engaging with inspirational facilitators and activities will help spark interests and also leave young people believing they have a range of career options
77% of young people said LCF helped them to think about their skills	<i>Attendee survey</i>	Approaching employment with an understanding of how your personal skill-set and attributes prepare you for different sectors is a logical approach for finding a career that suits
79% of young people said that LCF helped them to think about new career pathways	<i>Attendee survey</i>	Understanding pathways is the first step to beginning to actually navigate them

Wider educational outcomes:

Online Mentoring:

Social impact :

"I realise that there are people in the industry who are willing to help and support. I have learnt that I am charismatic which is needed in the buying and selling side of things" Mentee

"I learnt that some qualities I have are gonna be useful in the career I want to take" Mentee

Personal impact:

"It rekindled my motivation and gives me something more to look forward to" Mentee

"I believe I can make my dream happen. It can be my reality" Mentee

“To never give up” Mentee

Innovation impact:

“[The new pedagogical model] works from the young person at the centre- focusing on their interests and moving at their pace by asking them to specify exactly they are interested in and which sector they want to break into. From there, connecting each young person with a carefully matched mentor that would not only be able to provide a rich learning experience but also connect well with their mentee’ - Shamuna Rahman, The House Project

Fusion skills impact:

Initiative and aspiration – through inspirational and relatable mentors who act as supportive role-models can demystify their sector and role

Problem-solving – through being set a work-based task to complete independently and then receive feedback

Organisational skills – through managing time to complete a work-based task independently, book in and attend mentoring sessions

Resilience – through receiving feedback in a constructive way and making changes

Creativity – through honing the creative skills required for each role/sector, from printing t-shirts to making a pair of grills in the jewellery workshop

Were there any unexpected benefits?

We designed the programme to benefit our young participants, but the benefits reported by our mentors were overwhelming and add another dimension to the project, especially in the COVID age.

“I realised that I enjoy teaching and mentoring, and that slowing down to look backwards, and help others, makes you appreciate how far you’ve come. It stops you from taking what you have and your surroundings for granted. I also realised that I hadn’t chatted to someone in their teens for a long time, which in and of itself was rewarding.” Mentor

Will the outputs/activities continue?

The programme will continue on a rolling basis. The aim is that the final mentoring session takes place in the workplace wherever possible.

Appendix 6 – Impact Summary Report: Young City Poets

Impact summary report: Young City Poets

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 3: 'There is evidence of the effective delivery of initiatives which encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile, for instance the Culture Mile School Visits Fund'

Goal 4: 'Culture Mile Learning partners offer a learning programme to the Family of Schools for fusion skills'

Goal 6: 'Culture Mile is regarded as a successful learning destination'

Summary of the project including significant changes from the original action plan

Young City Poets (YCP) is delivered in partnership with the National Literacy Trust (NLT). Ten Culture Mile Learning (CML) partners and the Tower of London took part this year.

From November to February, young people visited cultural venues, gathering ideas and inspiration for their own poems. Back in the classroom, with their teachers' support, they began to write, for example, lyric poems based on their experience of seeing the art at the Guildhall Art Gallery, metaphysical poems based on their visit to St Paul's Cathedral, and dramatic monologues bringing Tower Bridge to life.

Contemporary poets then joined pupils in their classroom to help them edit their work and to develop their skills and confidence to perform it.

Project delivery was affected by the onset of the Covid-19 pandemic and the resulting lockdown and school closures in March 2020. By 23 March 2020, the majority of programme delivery had taken place but some activities were suspended:

- 3 class visits to CML venues
- 11 poet workshops
- Performance events at St Paul's Cathedral and the Tower of London

In order to continue to support the young people engaged in the project, the NLT repurposed its remaining matched funding from Audible to produce a child-facing website Poetry Academy <https://literacytrust.org.uk/family-zone/poetry-academy/> which had 7,683 unique users up to the end of August 2020.

In order to future proof the project for 2020/21, particularly in case cultural venues will be required to close again, CML agreed that the NLT could repurpose its remaining funding from 2019/20 to test an alternative approach to delivery. This pilot is currently in process and utilises object-based learning and immersive soundscapes to recreate the memorable experience of a visit in the classroom. Two cultural venues, Barbican and Guildhall Art Gallery, and six schools are taking part.

Proposed cost	£15K	
Actual cost (include breakdown)	<p>£18,600</p> <p>CML contributed an additional £1.5K to the budget to enable Guildhall Art Gallery and St Paul’s Cathedral to join the project and the Tower of London contributed a further £1.5K for their participation</p> <p>Main costs include:</p> <ul style="list-style-type: none">• £2,563 poet fees• £5,780 programme management• £1k evaluation• £372 resource pack <p>£4,365 of the £18,600 grant has been repurposed for the autumn pilot</p>	
Delivery period	October 2019 to November 2020 – YCP normally runs alongside the academic year	
What outputs/activities were delivered?		
<ul style="list-style-type: none">• 1,118 young people aged 9-14 in 43 classes across 38 schools in 17 London boroughs took part. 16 of these schools were primary schools and 22 secondary schools. The target was 30 schools and 850 pupils• 39 teachers from 34 London schools, both primary and secondary, attended a CPD day to learn how to use a visit to a cultural venue in the City of London as a way to spark young people’s creativity. The target was 30 teachers• 9 professional poets worked with the young people to edit their work, including Theresa Lola (Young Poet Laureate for London 2019-20)		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
<p>100% of teachers said that the programme has improved their pupils’ creativity, with 46% strongly agreeing and 54% agreeing. Target: 90%</p> <p>77% of teachers said that their pupils’ oral communication and presentation skills had improves with 31% strongly agreeing and 46% agreeing. Target: 75%</p>	Teacher survey	Young people are empowered to achieve their potential through the arts

<p>94% of teachers felt that the project training increased their understanding of the cultural offer in the City</p> <p>92% of teachers agreed that they will integrate the learning from the training into their practice</p> <p>All teachers (100%) said that the programme has changed the way that they will use cultural venues, with 46% saying it will change “very much” and 54% saying it will change “somewhat”</p> <p>85% teachers agreed that cultural visits are important for pupils’ learning in general, to build their cultural capital, and to enhance their motivation to learn</p>	Teacher survey	Supports our aim to make every cultural institution in the City a learning institution and every educational institution a cultural institution.
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It was not possible to do the pupil survey this year because schools were closed.

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Personal impact:

“Our students loved the opportunity to look in close detail at the Crown Jewels and to meet the Keeper. He was an exceptionally motivating speaker with a great backstory” Teacher

“The trip to St Paul’s was a once in a lifetime opportunity for many of my students. They were completely blown away by the beauty of the building. One girl said ‘I never understood what the word breath-taking meant until now’. This project gave them a cultural experience which fuelled some imaginative and creative poems, which they would not have been able to write if they had not participated. I think they will remember going to St Paul’s for the rest of their lives” Teacher

Educational impact:

“Our poet visit from Becci was really useful and helped them edit their poems into something much more interesting” Teacher

“Many children (and adults!) often do not get the opportunity to visit these places, and building a literacy poetry project around them is both innovative and interesting” Teacher

“Our workshop with Tower Bridge was fantastic, Natalie was wonderful and the children had a brilliant day in which they gathered a huge amount of high quality ideas to bring back to the classroom for poem-writing” Teacher

Fusion skill impact: see table above, in addition

85% of teachers reported that the project had improved their pupils’ independent working and autonomy, with 23% strongly agreeing and 62% agreeing.

Will the outputs/activities continue?

Yes, the 2020/21 academic year iteration of the project has been postponed by three months to allow schools to focus on reopening and will begin in December.

Appendix 7 – Impact Summary Report: The Fusion Prize

Impact summary report: The Fusion Prize

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 4: ‘Cultural and creative experiences develop and enhance the fusion skills needed for employability in the 21st Century’

Summary of the project including significant changes from the original action plan

The Fusion Prize launched in June 2019 and the process has included a series of symposia events, application support, and two rounds of judging. At the end of October, a winning team received £50,000 to deliver their pilot solution. The response to the Prize exceeded expectations and engagement has been broad and cross-sectoral.

On Thursday 29 October, The Lord Mayor hosted the Fusion Prize Virtual Award Ceremony and announced Nate Agbetu and Ayo Fagbemi as winners of the £50,000 Fusion Prize. Their winning project, ***The Pattern***, is an alternative curriculum for young people aged 18+ and no longer in full time education, to access the creative and cultural industries, where there have previously been barriers to access. Their programme will be created by and for fringe communities, including the Latinx community, the QTIPOC (Queer, Transgender and Intersex People of Colour) space, Muslim Sisterhood and the UK Student Climate Network.

By May 2021, ***The Pattern*** aim to create a team of trained cultural producers (‘Patterners’), with the know-how of how to put their creativity to use and galvanise their communities to explore theirs. The ripple effects of creating work like this will help to engage and support families, cultural development in local councils and create a talent pipeline that will help teachers and the education system in assisting the growth of their learners.

The Fusion Prize shortlist also included digital badging for cultural activities, training for the growing profession of experience designers, a podcast for ex-offenders, and digital platform nurturing new kinds of artistic and journalistic talent and high calibre digital media training. The Fusion Prize Team will be continuing to seek investment for these four finalist teams over the coming months.

The Covid-19 pandemic meant that the Development Phase of the Prize was extended, working intensively with the six finalist teams to enhance their solutions and to upskill and provide training where required. Ultimately, this has added value to the Prize as the calibre of our finalists’ solutions improved. The winning pilot will now complete the activity in the financial year 2021/22 rather than 2020/21.

Proposed cost	£66,000 2019-2021 budget
Actual cost (include breakdown)	Total funds spent on project to date are £51,922. Main costs include: <ul style="list-style-type: none">• £7-10K per symposium,

	<ul style="list-style-type: none">• £9K finalist seed funding,• £9K training and support for finalists,• £5K for the Fusion Prize Film. <p>The £50K prize will be paid by Foundation For Future London</p>	
Delivery period	July 2019-May 2021	
What outputs/activities were delivered?		
<ul style="list-style-type: none">• 3x symposia events• 22 proposal advice sessions attended• 66 applications received from 271 individuals working within teams• 6 finalist teams supported through Development Phase - a programme of 9 optional webinars and 1-1 advice sessions		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Events and successful communications around the Prize resulted in a significant number of applications	Target for applications was 50. 66 applications were received	The events and surrounding communications helped to cultivate a large pool of diverse applications. This enabled our judging panel to choose six extremely impressive finalist teams.
Finalists supported to develop their proposals and prepare for delivery	A programme of 9 optional webinars, training sessions and 121s offered to finalists, these included: pitching training, marketing and communications coaching, evaluation training, and sessions with a business advisor. These activities were in addition to those proposed in our delivery plan and responded to the changed circumstances of the pandemic.	Feedback on the programme of support will be collated in the final evaluation report but the calibre of the final proposals was much improved and the pitches from each team were impressive
Evaluation report produced to inform future delivery	Interim Report was produced by Bop consultancy in August 2020, with a final report due in November 2020	The report indicates a strong correlation between engagement with the symposia prior to application and the calibre of proposal. The final report will indicate the overall impact of the Prize process. The winning solution will be evaluated in 2021
Publication produced to disseminate solutions supported and key learnings	Due to extension of the Development Phase this will now be produced in 2021	n/a

Wider educational outcomes:

Social impact and Innovation impact:

The Prize upskilled the creative entrepreneurs that were part of the applicant teams throughout the Development Stage. Wider and less concentrated impacts were found across participants who engaged in the events series as these events provided training, inspiration and guidance on design and delivery of skills development programmes. Of these

“18% of teams were newly established in order to enter the Prize and a further 21% of teams were less than two years old” Bop Interim Evaluation Report

“While attendance at the engagement events decreased throughout the process, the likelihood of attendees becoming applicants increased, suggesting that the process succeeded in cultivating a smaller, more focused community of engagement” Bop Interim Evaluation Report

Personal impact:

“It helped me be self-reflective on the values of my project and connected me with folks in the fields I am interested in” Feedback on symposia event, Bop Evaluation Report

Fusion skills impact:

As the Fusion Prize has helped to progress numerous cultural education projects, all with their own participants, it is probable that this will be a catalyst for fusion skills being developed.

The programme developed the following fusion skills in our finalist teams in the Development Phase (March- October 2020):

Oral communication / presentation skills – the finalist teams had to prepare and deliver a 15-minute pitch and respond to judges’ questions

Collaboration and teamwork – all 6 finalist teams were newly formed for the Prize, they learnt to collaborate in order to perform well

Creativity and Problem solving – all applicant teams were set the challenge to respond to a specific need of addressing the growing skills gap and inequality of access for young people. Our finalists all have innovative ideas to address this problem

Adaptability / flexibility – as a result of the Covid-19 outbreak all teams had to adapt and alter their solutions to be delivered in these changed times

Written communication – strong written proposals were the crux of both rounds of judging and the teams worked with expert advisors to improve their written proposals and marketing

Resilience – through receiving feedback in a constructive way and making changes to projects based on feedback

Cultural and economic impact:

The Prize has sparked innovation beyond our finalist teams. It has encouraged a new area of work for Culture Mile relating to supporting SMEs in the City.

Will the outputs/activities continue?

When the pilot finishes it will be evaluated and the overall impact of the Prize can be assessed. If impact is high, it may be worth continuing the Fusion Prize process in the future and funding it accordingly.

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CULTURE



CREATIVITY AROUND EVERY CORNER

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Leading the Cultural Recovery

The Future of Culture Mile 2021 - 2023

barbican

LSO



GUILD
TALL
SCHOOL



Agenda Item 7

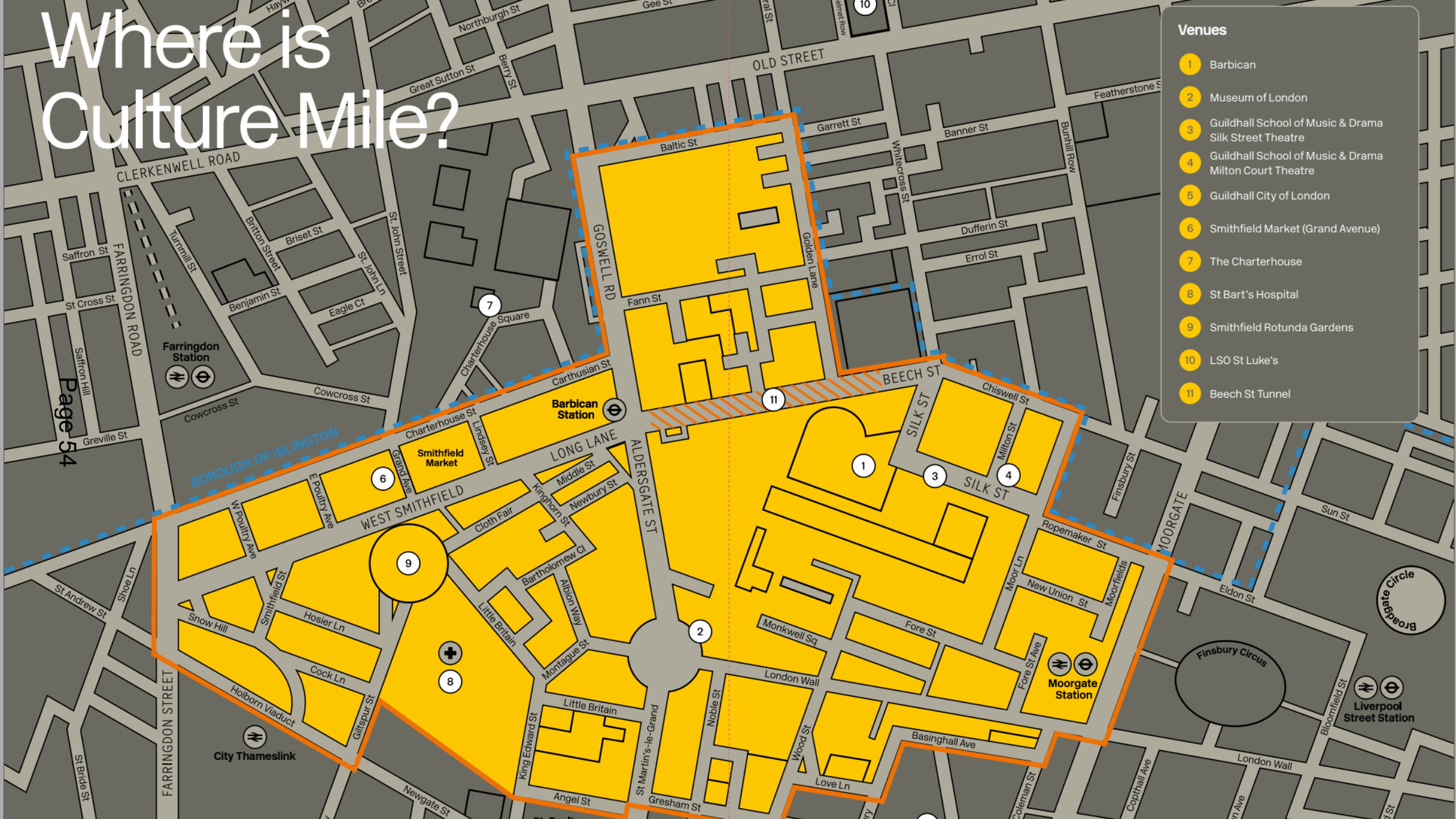
OUTLINE

1. Evolution of Culture Mile in Three Phases
2. Continuing the Skills Building Agenda (with Culture Mile Learning at its heart)
3. Phase 3: Cultural Recovery: the Future of Culture Mile 2021 – 23
4. Next Steps

“Culture Mile will support the Culture Strategy’s vision to seize a once in a generation opportunity to reposition the City as a world capital for commerce and culture, capitalising on its increased transport connections and harnessing the power of arts, heritage and learning to make the Square Mile far more open, creative, resilient and entrepreneurial.”

Culture Mile Strategy Paper 2017

Where is Culture Mile?



Venues

- 1 Barbican
- 2 Museum of London
- 3 Guildhall School of Music & Drama
Silk Street Theatre
- 4 Guildhall School of Music & Drama
Milton Court Theatre
- 5 Guildhall City of London
- 6 Smithfield Market (Grand Avenue)
- 7 The Charterhouse
- 8 St Bart's Hospital
- 9 Smithfield Rotunda Gardens
- 10 LSO St Luke's
- 11 Beech St Tunnel



PHASE ONE: Establishing a Cultural District

April 2018 – March 2020
*Profiling the high quality cultural
offering in the area for external
audiences*





PHASE TWO: Spearheading a hyper-local response

March 2020 – March 2021
Responding to the needs of
local communities



PHASE THREE: Cultural Recovery

April 2021 – March 2023

Supporting communities to put culture at the core of London's post Covid-19 revitalisation

Culture Mile will act as a testbed for a set of bold creative initiatives that address these issues



Isolated communities

Risk to wellbeing with vulnerable people facing isolation, poor mental health and digital exclusion



Cultural catastrophe

UK's creative industries on brink of devastation & London to be hardest hit



Doughnut effect

Significant drop in footfall for London's Central Activities Zone severely impacting businesses



Unemployment

Unemployment at record levels & young people to be hardest hit. Focus on up-skilling

PHASE THREE: Culture Mile Focus Areas



**MIXED
ECONOMY
MODEL**



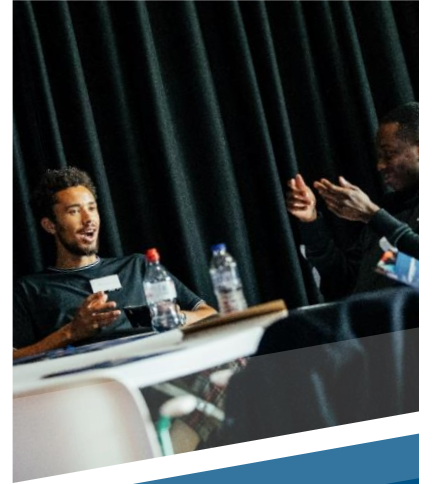
**CREATIVE
LIVELIHOODS**



**CREATIVE
PLACES**



**CREATIVE
COMMUNITIES**



**SKILLS BUILDING
AGENDA**

A MUTUTALLY BENEFICIAL RELATIONSHIP

Culture Mile Learning's relationship within Culture Mile puts learning, skills development and social mobility at the heart of its mission which will only grow in importance given the dramatic increase in youth unemployment as a result of the pandemic.



SKILLS-BUILDING AGENDA

Threading skills-building through all of Culture Mile's activities and programmes

CULTURE



CREATIVITY AROUND EVERY CORNER

KEY PROJECTS

Teaching The Hidden City – brought a professional artist into the classroom enabling skills development for teachers and pupils

Mentoring and work experience – the CM Network offers a diverse range of employability opportunities for young people

Fusion Prize - CM's focus on Creative Livelihoods and Places carries forward the vision and work of this important initiative



CULTURE



CREATIVITY AROUND EVERY CORNER

NEXT STEPS

Further programmes which highlight fusion skills as the integral creative, communication, organisational and thinking skills required by the 21st Century workplace

Continuing to support the development of fusion skills in schools, creative SMEs and business more widely



age 63

MIXED ECONOMY MODEL

Maximising value for local partners to broaden income sources and build Culture Mile's sustainability



CULTURE



CREATIVITY AROUND EVERY CORNER

CONTEXT

Ecology of the Culture Mile area is interdependent and unique. Sectors need to address the impact of Covid-19 by working together for mutual benefit.

Culture Mile is bringing together the civic, commercial and cultural sectors to transform this part of central London into a vibrant, creative destination.

Need to establish a mixed income model that strengthens Culture Mile's future sustainability.

CULTURE



CREATIVITY AROUND EVERY CORNER

NEXT STEPS

Primera contracted to verify appetite of local businesses to support a pre-BID partnership by mid Dec

By March 2021:

Establish complimentary approach to wider membership to maximise value for local partners and secure regular income alongside the City Corporation's founding investment

Develop chargeable services for commercial clients e.g. public space animation, creative meanwhile content, cultural place-making consultancy



CREATIVE LIVELIHOODS

Supporting the regrowth of SMEs and entrepreneurs in the creative sector





CULTURE



CREATIVITY AROUND EVERY CORNER

CONTEXT

- Many falling between the cracks of central government COVID-19 support

- Potential for a big move that brokers links between freelancers, commercial partners, school/youth settings

- Culture Mile has developed dialogue with partners including GLA and DCMS



CULTURE



CREATIVITY AROUND EVERY CORNER

NEXT STEPS

Sector research and dialogue
with ACE, DCMS

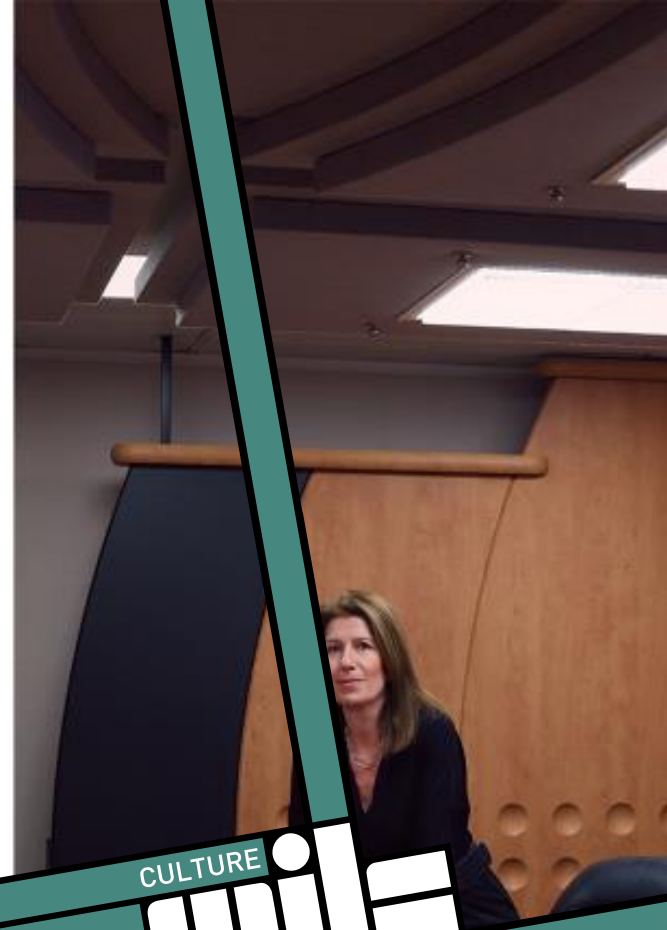
Collaborative interventions with
corporate partners, other
partners (East Bank, CIF) and in
schools

Explore mentoring (virtual and in-
person) and work experience
with CM Learning

Continue supporting creative
sector through lobbying, skills-
building programmes and follow
up to the Fusion Prize



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CREATIVE PLACES

Exploring new approaches to creative meanwhile in the City that can be scaled across the Square Mile.

CULTURE



CREATIVITY AROUND EVERY CORNER

CULTURE



CREATIVITY AROUND EVERY CORNER

CONTEXT

Huge amount of ground floor retail and commercial office space becoming vacant or considering repurposing

Need to bring together London's creative meanwhile providers together and create a training camp to meet the needs for ongoing animation and vibrancy



CULTURE



CREATIVITY AROUND EVERY CORNER

NEXT STEPS

Work with City Surveyors/CPAT to make use of Culture Mile relationships to ensure vacant spaces can be filled quickly, with high quality, locally relevant content

Develop **The Smithfield Exchange** as a key exploratory project, including residency for artists and Fusion Prize winners

Develop "Library of Things" for local community spaces



CREATIVE COMMUNITIES

Positioning local residents and schools as primary stakeholders, developing creative projects with and by local people.





CULTURE



CREATIVITY AROUND EVERY CORNER

CONTEXT

Requirement to address social isolation, digital exclusion and the need for a creative curriculum

Culture Mile now linked to Community & Children's Services, the City Family of Schools and increasingly to adjacent boroughs

Delivered deep engagement through successful hyper-local community need activations (Radio Local, Play Packs)



NEXT STEPS

Continue to build relationships with local people and schools through creative engagements

Brokering cultural partners into local community opportunities

Biennial creative exchange events

BY 2023

Through these initiatives, Culture Mile aims to put culture at the core of London's post COVID-19 revitalisation & contribute to:

Transformation of the area and resilient communities

A thriving local economy with an innovative creative sector that maintains the City's competitiveness as a 'place to do business'

Increased employment pathways that increase social mobility through arts & culture

Unlocked potential through convening connections

WHAT'S NEXT?

Nov – December: Extensive City committee engagement and dialogue

January 21 – Culture Mile 2021 – 23 Strategy & Vision papers delivered for P&R Committee

February 21 – Distribution of papers for each focus areas including full detail of future plans



CULTURE



CREATIVITY AROUND EVERY CORNER

barbican

LSO



GUILD HALL
SCHOOL



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Committee(s)	Dated:
Education Board	19/11/2020
Subject: Education Board Budget Update 2020/21	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
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(s)

Members are asked to note the report.

Main Report

Background

1. The latest forecast outturn position is submitted to the Education Board at each committee meeting.

Current Position

2. The forecast outturn position for the 2020/21 financial year as of Period 7 (P7) is outlined in the table on the next page. As of P7, £2.729m of the overall £3.2m allocation has been spent.
3. Members should note that the overall £3.2m allocation is an increase on previous budget updates which reported a budget envelope of £2.869m. This is because the budget now includes a £400k uplift for ring-fenced funding to address the educational gaps caused by school closures during COVID-19. This additional funding has been fully paid to the City sponsored academies as additional City Premium Grant funding (£330K) and to the City of London Academies Trust (CoLAT) to deliver a summer scheme over August 2020 (£70K).

Proposals

4. This report is for information only.

Options

5. This report is for information only.

Key Data

<u>2020/21</u> <u>Budget</u>		<u>Actuals</u> <u>20/21</u>	<u>Current</u> <u>Balance</u>	<u>Outturn</u> <u>20/21</u>
<u>Local Risk</u>				
£		£	£	£
120,000 ¹	COLAT FUNDING	120,000	0	120,000
391,000	SALARIES	245,769	145,231	404,079
43,000	Leadership, governance and projects	35,922	7,077	47,000
25,000	Enrichment (Fusion) Events for Pupils	5,000	20,000	20,000
68,000	EDUCATION STRATEGY	40,923	17,077	67,000
45,000	Leadership, governance and projects	7,500	37,500	40,000
70,000	Fusion Skills Programme	30,667	39,333	50,000
10,000	London Careers Festival ²	8,229	1,771	10,000
50,000	Fusion, Culture and Careers Hub	0	50,000	50,000
175,000	SKILLS STRATEGY	30,501	144,499	160,000
75,000	Leadership, governance and projects	22,906	52,094	75,000
275,000	Culture Mile Learning	274,500	500	274,500
10,000	Support to pupil performances and exhibitions	0	10,000	10,000
360,000	CULTURAL & CREATIVE LEARNING STRATEGY	2974,406	62,594	359,500
13,000	CENTRAL EDUCATION UNIT	4,611	8,389	10,000
1,127,000		755,104	361,896	1,120,579
<u>Central Risk</u>				
£				
250,000	COLA Southwark	320,000	-70,000	250,000
250,000	COLA Islington	295,000	-45,000	250,000
250,000	The City Academy, Hackney	315,000	-65,000	250,000
100,000	Redriff	110,000	-10,000	100,000
60,000	Galleywall	64,676	-4,676	60,000
40,000	COL Primary Academy Islington	44,514	-4,514	40,000
200,000	COLA Highgate Hill	224,823	-24,823	200,000
140,000	COLA Shoreditch Park	115,200	24,800	140,000
250,000	COLA Highbury Grove	309,910	-59,910	250,000
150,000	Newham Collegiate Sixth Form	175,000	-25,000	150,000
370,000 ³	Leadership and standards	0	370,000	40,000
2,060,000	CITY PREMIUM GRANTS (ACADEMIES)	1,974,123	85,877	2,059,123
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 Includes £70K 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.

³ Includes £330K uplift approved by Education Board on 23/07/2020 as supplementary City Premium Grant funding to City sponsored academies to address educational gaps caused by COVID-19 school closures.

2,077,000	1,974,123	102,877	2,076,123
3,204,000	2,279,227	464,773	3,196,702

Corporate & Strategic Implications

6. This report is for information only.

Conclusion

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

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Committee(s)	Dated:
Education Board	19/11/2020
Subject: Governor Appointments Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Discussion
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report asks Members to note that there have been no ratified governor appointments to Local Governing Bodies (LGBs) of City of London Academies Trust (CoLAT) since the last meeting. The report asks Members to discuss the schools where there are current vacancies or pending vacancies including the City of London Academies Shoreditch Park, Highgate Hill and Southwark. The City Academy, Hackney and Southwark Tri-Governing Body are currently recruiting to vacancies. There is also an Education Board appointed vacancy on the City of London Academies Trust Board. The current governing body membership of the City Family of Schools is attached in **Appendix 1**.

Recommendation(s)

Members are asked to note report and approach CoLAT to request details of the processes underway to fill governor vacancies, especially in schools with vacancies who are not currently recruiting.

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.

Current Position

2. There have been no new governor appointments to LGBs of CoLAT since the last meeting of the Education Board on 24 September 2020.
3. On 26 October 2020, a note went out to the Court of Common Council seeking nominations and expressions of interest for the following governor vacancies:

- The City Academy, Hackney - Two governor vacancies.
 - Southwark Tri-Governing Body – One governor vacancy.
4. The vacancies have also been shared through the City Corporation's internal staff communications channels, with Governors for Schools, and to co-opted Members of the Corporation.

Proposals

5. This report is for discussion only

Options

6. This report is for discussion only

Key Data

7. The current governing body membership of the City Family of Schools is attached in **Appendix 1**.

Corporate & Strategic Implications

8. This report is for discussion only

Conclusion

This report updates Members that there have been no new governor appointments to CoLAT LGBs. Three of the CoLAT LGBs have existing or pending vacancies. Two academies are actively recruiting governors supported by the Education Unit, and the list of governors across the Family of Schools is included in **Appendix 1**.

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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
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
VACANCY	To be appointed by the Trust Board	

Southwark Local Governing Body³

Name	Basis of Appointment	Term of Office
Hilda Cheong (Vice-Chair)	Appointed by the Trust Board	Expired 3 June 2019 (continued by acclimation)
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)

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.

Antony Smyth	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
Nihar Mehta	Appointed by the Trust Board	4 years expiring 30 August 2023
Shravan Joshi (Chair)	Appointed by the Trust Board	4 years expiring 30 August 2023
Leanne Werner	Appointed by the Trust Board	4 years expiring July 2024
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	Staff Governor (teaching)	
VACANCY	Parent Governor (elected)	

City of London Academy Shoreditch Park⁴

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
Barbara Hamilton	Appointed by the Trust Board	4 years expiring July 2024
Alderman Robert Howard	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 Hill⁵

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

⁴ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

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

Name	Basis of Appointment	Term of Office
Lady Helen Curran	Appointed by the Trust Board	3 years expiring 30 August 2020
Neale Coleman	Parent Governor	3 years expiring 30 August 2020
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley ⁷	Trust Board Appointee	3 years expiring 12 December 2021
Nick Worsley	Trust Board Appointee	3 years expiring 12 December 2021
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring July 2024
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
Aimee Lyall	Principal – Ex officio	During term of office as Principal
VACANCY	Non-teaching staff governor	3 years expiring 30 August 2020
VACANCY	Teaching Staff Governor	3 years expiring 11 October 2021
VACANCY	Parent Governor	3 years expiring 7 October 2021

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 Mehrtens ⁸	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
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
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal
VACANCY	Parent Governor (elected)	
VACANCY	Parent Governor (elected)	

City of London Academy Islington⁹

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
Ron Zeghibe	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	Staff Governor (Non-teaching)	3 years expiring 31 August 2023
Cllr Vivien Cutler	Appointed by the Trust Board	4 Years expiring 31 August 2023
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

⁶ LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

⁷ Corporation employee

⁸ City Corporation employee.

⁹ Part of the City of London Academies Trust effective from 1 September 2020

Peter Lawrie	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	

*The City Academy, Hackney*¹⁰

Name	Basis of Appointment	Term of Office
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
VACANCY	To be appointed by the Trust Board	

Independent Schools

City of London School

Governor	Basis of Appointment	Current Term Ends
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
Nicholas Bensted-Smith (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	1 year expiring June 2021 (term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	1 year expiring June 2021 (term subject to Chairmanship of CLFS)
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 Claughton	Co-Opted	4 years expiring July 2023
Paul Madden (Co-Opted)	Co-Opted	4 years expiring June 2024
Caroline Haines	Commoner	4 years expiring July 2024
Dominic Christian	Commoner	4 years expiring July 2024

City of London School for Girls

Governor	Basis of Appointment	Current Term Ends
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)	1 year expiring June 2021 (term linked to Chairmanship of CLFS)
Tim Levene	Ex officio (Chairman of the Board of the CLS)	1 year expiring June 2021 (term linked to Chairmanship of CLS)
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
Rehana Ameer	Commoner	4 years expiring July 2024
Deputy Richard Regan	Commoner	4 years expiring July 2024
Shravan Joshi	Commoner	4 years expiring July 2024
1 x Co-opted Vacancy	Board of Governors to appoint	

City of London Freemen's School

Governor	Basis of Appointment	Current Term Ends
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)	1 year expiring June 2021 (term subject to Chairmanship of CLS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	1 year expiring June 2021 (term subject to Chairmanship of CLSG)
Deputy Roger Chadwick (Deputy Chair)	Commoner	4 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
Graham Packham	Commoner	4 years expiring July 2024
3 x Common Councillor vacancies	CCC to appoint	
2 x Co-opted Vacancy	Board of Governors to appoint	

Local Authority Maintained School

The Aldgate School

Name	Appointed By	Term of Office
Jacqueline Greenlees	Sir John Cass Foundation	4 years expiring 6 September 2021
David Williams	Sir John Cass's Foundation	4 years expiring 7 September 2021
Sally Moore	London Diocesan Board for Schools	4 years expiring 30 September 2021
Isabell Culpan	Parent Governor	4 years expiring March 2022
Zarina Lawley	Parent Governor	4 years expiring March 2022
Beverley Ryan	Deanery	4 years expiring June 2022
Munsur Ali	LA Governor	4 years expiring 8 January 2023
Matt Piper (Chair)	St Botolph Aldgate	8 years expiring 31 August June 2023
Jonathan Webb	Co-opted Governor	4 years expiring 3 December 2023
Farah Lavin	Staff Governor	4 years expiring 17 October 2024
The Revd. Laura Jørgensen	Ex Officio The Rector, St Botolph Aldgate	While Rector of St Botolph's Church
Ms A Allan	Headteacher	During term of office as Headteacher
VACANCY	Sir John Cass's Foundation	
VACANCY	Sir John Cass's Foundation	

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Committee(s) Education Board	Dated: 19/11/2020
Subject: Education Activities Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Catherine McGovern, Business Administration and Events Apprentice Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

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

Recommendation(s)

Members are asked to:

- Note the update on Autumn events and activities across the three strategy areas;
- Note the calendar of forums and events over the 2020/21 academic year in **Appendix 1**.

Main Report

Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).

Current Position

Education

2. Chair of Governors' Forum – 15 September 2020
The first Chair of Governors' Forum of the new academic year took place on 15 September 2020 and was well attended. Chairs of Governors used the opportunity to share experiences of reopening following the school closures of over the Spring and Summer 2020.
3. Headteachers' Forum – 17 September 2020

The first Headteachers' Forum of the new academic year took place on 17 September 2020 and was well attended. The Forum covered the latest statutory guidance for schools reopening and start-of-year updates from each of the Family of Schools.

4. Risk Assurance Training (virtual) – 23 September 2020, 9-10:30am

On 23 September 2020, school leadership teams, governors, and cultural learning venues attended a training course on risk assessment and risk assurance delivered by the Head of Health and Safety at the City Corporation. The training focused on the consideration of risk in decision-making and the appropriate methods and tools to effectively manage risk and provide risk assurance. The training session was accessed by over 80 people.

5. Family of Schools Partnership Forum – 29 September 2020, 8:30-10am

Representatives from each of the Family of Schools attended a Partnership Forum focusing on school-to-school partnership working and upcoming collaboration opportunities across the City's independent schools and academies. The meeting was also an opportunity for cross-phase collaboration from the Sixth Form offer through to primary and early years. The first meeting focused on building on the existing partnerships between schools as well as the vision for cross-school partnership working, including what excellent partnership working looks like and the development of a future action plan. The Forum will be coordinated by the Partnership Director of the City of London School and City of London School for Girls and aligns well the cultural partnerships developed through the Cultural and Creative Learning Forum and the business/industry partnerships developed through the Skills Forum.

6. Family of Schools Black History Month Activities

The City of London Family of Schools have been celebrating Black History Month through a variety of ways including through culture and creativity, engagement with the community, engagement with parents, resources, inspirational talks, literature, discussions, newsletters, assemblies and lessons. Two featured examples include:

- The City of London Academy Southwark (CoLAS) conducted a socially distanced assembly on their AstroTurf in celebration of Black History Month. One student spoke on behalf of the student body about the need to learn from the past in order to create a better future. Another student read his own poem linked to race and identity in modern London. Finally, a third student sung a rendition of 'Amazing Grace' and 'Something Inside so Strong'. The event was symbolic of how passionate, driven and articulate the school community are on the topic of celebrating diversity.
- The City of London Primary Academy Islington (CoLPAI) has been addressing the topic of racism through inspiring stories, role models and engaging parents in their children's learning. Teachers have also shared their own stories of influential black figures who have inspired them across literature, art, music, STEM and sports.

7. City Schools' Conference (virtual) – 3 November 2020

The annual City Schools' Conference was held virtually and focused 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 was a practical and interactive meeting focused on implementable strategies and

approaches. The conference was well attended with 58 attendees representing school leaders, middle and curriculum leaders and partner organisations including Culture Mile Learning and business and research partners.

8. School Performance Scrutiny Meetings – Wednesday 4 November 2020
The Standards Scrutiny Meetings are an important aspect of the Accountability Framework to ensure exceptional education is delivered through the City Corporation's sponsored academies. An update on the Scrutiny Meetings is submitted as a separate item in the 19 November 2019 agenda.

Skills

9. Skills Forum
The first Skills Forum of the new academic year took place on 6 October 2020 and was well attended. The Forum featured guests from Investment2020 and the Chartered Institute for Security and Investments sharing their work-related and skills development programmes, explored the evaluation of the London Careers Festival 2020 and started a key discussion on how school closures impacted pupils' and teachers' fusion skills.
10. Fusion Cities 2 (virtual) – 9 October 2020
Fusion Cities 2 was delivered as a virtual event and focused on system-wide transformation through cross-sector collaboration and partnership development. The event was opened by the Lord Mayor, Alderman William Russell, the Mayor of London Sadiq Khan and HRH Princess Dana Firas of Jordan. The event featured a range of high-profile speakers and welcomed over 200 highly experienced professionals from a range of industries, sectors and countries to share their perspective on fusion skills and systematic change towards fusion skills development across education, the arts, work and lifelong learning and to incite action around Fusion Skills. The event involved active participation and experiential learning. A full evaluation report is being developed and will be submitted to the Education Board at their January 2021 meeting.

Cultural & Creative Learning

11. Culture and Creative Learning Forum
The first Culture and Creative Learning Forum of the academic year took place on 15 October 2020 and was well attended. In this meeting schools shared approaches and resources for celebrating Black History Month and heard about cultural learning projects and resources from St Paul's Cathedral, the Museum of London, Barbican-Guildhall Creative Learning and the City Corporation's Open Spaces Learning Team.
12. Culture Mile Learning - Fusion Prize Award Ceremony: 29 October 2020
The Lord Mayor hosted the Fusion Prize Virtual Award Ceremony and announced Nate Agbetu and Ayo Fagbemi as winners of the £50,000 Fusion Prize. Their winning project, The Pattern, is an alternative curriculum for young people aged 18+ and no longer in full time education, to access the creative and cultural industries, addressing the barriers to access. Their programme will be created by and for fringe communities, including the Latinx community, the QTPOC (Queer, Transgender and Intersex People of Colour) space, Muslim Sisterhood and the UK Student Climate Network. The Fusion Prize shortlist also included digital badging for cultural activities, training for the growing profession of experience designers, a podcast for ex-offenders, and digital platform nurturing new kinds of artistic and journalistic talent and high calibre digital media training.

The Fusion Prize Team will be continuing to seek investment for these four finalist teams over the coming months.

Proposals

Upcoming activities

13. The Education Unit has transitioned its events and activities to online delivery in the Autumn and Spring Terms. It is currently unclear whether face-to-face delivery will be possible in the Summer Term 2021 and so the Education Unit are working with stakeholders to plan for virtual events and identifying those activities which would really be enriched by face-to-face provision as a priority for any face-to-face activity where possible.
14. Introduction to Safeguarding and Advanced Safeguarding Governors' Training (virtual) - 9 December 2020
The Introduction to Safeguarding training will take place between 8:30-9:45am and the Advanced Safeguarding training will take place between 10-12pm. The training sessions will be delivered by an independent Safeguarding Consultant. Governors and Designated Safeguarding Leads who have not had training or where the training occurred more than two years ago should attend the appropriate session, with the Introduction to Safeguarding course being best for those governors new to safeguarding or requiring an update and the Advanced Safeguarding course being more suitable for those governors with existing experience in safeguarding roles or taking on additional safeguarding responsibilities such as safeguarding lead governors or staff taking on statutory safeguarding roles.
15. Due to the restrictions on face-to-face events, the Prefects' Dinner this year has been cancelled. The Education Unit are liaising with the Chamberlain's Court to identify if there are other privileges that the City can provide to prefects in the City Family of Schools to acknowledge their commitment.
16. The calendar of forums and events over the 2020/21 academic year is included in **Appendix 1.**

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

Members of the Education Board have been updated on recent events and activities across their three strategy areas as well as upcoming events and activities over the 2020/21 academic year

Appendix 1 – Calendar of Forums and Events over the 2020/21 Academic Year

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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	03/09/2020	09:00 - 11:00	Virtual
Headteachers Forum (Autumn 1)	17/09/2020	08:00 - 10:30	Virtual
LCF Working Group	22/09/2020	10:00 - 11:30	Virtual
Risk Assurance Training	23/09/2020	09:00 - 10:30	Virtual
Education Board	24/09/2020	11:00 - 13:00	Virtual
October			
CoLAT Finance, Audit and Risk Meeting	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
Half Term			
November			
City Schools virtual conference	03/11/2020	14:00 - 16:00	Virtual
Scrutiny meeting (Results)	04/11/2020	All day	Virtual
CoLAT Standard and Accountability meeting	12/11/2020	9:00 – 11:00	Virtual
LCF Working Group	17/11/2020	14:30 - 16:00	Virtual
Education Board	19/11/2020	11:00 - 13:00	Virtual
Prefects Dinner	CANCELLED	CANCELLED	CANCELLED
Headteachers Forum (Autumn 2)	25/11/2020	08:30 - 9:30	Virtual
December			
Chair of Governors Forum (Autumn)	01/12/2020	08:30 - 10:30	Virtual
CoLAT Finance, Audit and Risk Meeting	03/12/2020	9:00 – 11:00	Virtual
Governor training: Introduction to Safeguarding	09/12/2020	08:30 - 9:45	Virtual
Governor Training: Advanced Safeguarding	09/12/2020	10:00 – 12:00	Virtual
CoLAT Trust Board meeting	11/12/2020	09:00 - 11:00	Virtual
LCF Working Group	15/12/2020	10:00 - 11:30	Virtual
Christmas Holidays			
January			
Skills Forum (Spring)	12/01/2021	08:30 - 10:30	Virtual
LCF Working Group	19/01/2021	10:00 - 11:30	Virtual
Headteachers Forum (Spring 1)	21/01/2021	08:30 - 9:30	Virtual
Education Board	28/01/2021	11:00 - 13:00	Virtual

February

Cultural and Creative Learning Forum (Spring)	02/02/2021	08:30 - 10:30	Virtual
Debating Workshop (Training Day for Debating Competition)	TBC	TBC	Virtual
Partnerships Forum	04/02/2021	08:30 – 10:00	Virtual
CoLAT Standard and Accountability meeting	04/02/2021	09:00 – 11:00	Virtual

Half Term

Chess Tournament	TBC	TBC	Virtual
LCF Working Group	23/02/2021	10:00 - 11:30	Virtual
CoLAT Finance, Audit and Risk Meeting	25/02/2021	09:00 – 11:00	Virtual

March

Education Board Dinner	TBC	TBC	TBC
Education Board Away Day	TBC	TBC	TBC
Chair of Governors Forum (Spring)	02/03/2021	08:30 - 10:30	Virtual
Debating Competition	TBC	TBC	Virtual
Governor Training - Finance	10/03/2021	08:30 - 10:30	Virtual
Headteachers Forum (Spring 2)	17/03/2021	08:30 - 9:30	Virtual
Education Board	18/03/2021	11:00 - 13:00	Virtual
CoLAT Trust Board meeting	19/03/2021	09:00 – 11:00	Virtual
Christ's Hospital Maths Challenge	TBC	TBC	Virtual
LCF Working Group	25/03/2021	10:00 - 11:30	Virtual

Easter Holidays

April

City Schools Music Rehearsal Day	TBC	TBC	Virtual
City Schools Music Performance Day	TBC	TBC	Virtual
Skills Forum (Summer)	20/04/2021	08:30 - 10:30	West Wing – Committee Room 2
LCF Working Group	27/04/2021	14:00 – 15:30	Virtual
CoLAT Standard and Accountability meeting	29/04/2021	09:00 – 11:00	TBC
Cultural and Creative Learning Forum (Summer)	29/04/2021	08:30 - 10:30	West Wing – Committee Room 2

May

Headteachers Forum (Summer 1)	06/05/2021	08:30 - 09:30	West Wing – Committee Room 2
Chair of Governors Forum (Summer)	11/05/2021	08:30 - 10:30	West Wing – Committee Room 2
Education Board	20/05/2021	11:00 - 13:00	TBC
LCF Working Group	25/05/2021	10:00 - 11:30	TBC

Half Term

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	08:30 - 10:30	West Wing – Committee Room 3
Scrutiny Meetings (Finance) Day 1	17/06/2021	All day	TBC
Scrutiny Meetings (Finance) Day 2	18/06/2021	All Day	TBC
LCF Working Group	29/06/2021	10:00 - 11:30	Virtual
Barbican Art Exhibition	TBC	TBC	Virtual

July

CoLAT Finance, Audit and Risk Meeting	01/07/2021	09:00 – 11:00	TBC
Headteachers Forum (Summer 2)	09/07/2021	08:30 - 09:30	West Wing – Committee Room 2
London Careers Festival - Day 1	05/07/2021	All day	Virtual
London Careers Festival - Day 2	06/07/2021	All day	Virtual
London Careers Festival - Day 3	07/07/2021	All day	Virtual
CoLAT Trust Board meeting	08/07/2021	09:00 – 11:00	TBC
LCF Working Group	27/07/2021	10:00 - 11:30	TBC

Summer Holidays

August

Primary Results Day (raw scores)	TBC	All day	N/A
Results Day (A levels)	12/08/2021	All day	N/A
Results Day (GCSE)	19/08/2021	All day	N/A

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Committee(s)	Dated:
Education Board [For Information] Policy & Resources Committee [For Decision] Community & Children's Services Committee [For Information]	19/11/2020 19/11/2020 11/12/2020
Subject: Holiday Meal Support to City of London Sponsored Academies	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3 & 4
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	Y
Report of: Director of Community and Children's Services	For Decision
Report author(s): Anne Bamford, Strategic Director of Education and Skills Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report asks Members to consider the provision of food vouchers to the families of pupils attending City of London sponsored academies, pupils attending The Aldgate School and City resident children attending other schools who are eligible for free school meals (FSM) over school holiday periods.

On 8 November 2020, the Department for Work and Pensions released a Press Statement which included a commitment to a "COVID Winter Grant Scheme" up until March 2021 and a "Holiday Activities and Food Programme" covering Easter, Summer and Christmas in 2021. Under the COVID Winter Grant Scheme, Local Authorities will receive funding directly to help the hardest-hit families and individuals, as well as provide food for children who need it over the holidays up until the end of March 2021. From April 2021, the Holiday Activities and Food Programme will continue with the same provision. Whilst it is currently unclear how and what will be distributed to families, the announcement is clear that Local Authorities will receive the funding which would include the City of London Corporation (for City resident children) as well the Local Authorities in which City Sponsored academies reside: Islington, Hackney and Southwark. As a Local Authority, the City Corporation will review the allocation and distribution requirements to implement this new programme which is likely to require additional administrative resource to support the approximately 60 children who will benefit.

Members are asked to endorse the recommendation that the City Corporation should await further Government announcements on the COVID Winter Grant and Holiday Activities and Food Programme before clarifying its position and long-term role in supporting the families of pupils in its community school, residents in the City, and in

its sponsored academies over holiday periods. Members are asked to note that officers conducted financial modelling for the scenario that the City Corporation provides support to pupils in its sponsored academies as an indication of what a package of support from the City Corporation would cost. This modelling is provided for information and to frame future discussions on the role of the City Corporation in regard to its academies following further details on the Government announcements.

Recommendation(s)

Members of the Education Board and Policy & Resources Committee are asked to:

- Approve the decision to await further Government announcements on the COVID Winter Grant and Holiday Activities and Food Programme before clarifying the City Corporation's role in providing food vouchers to pupils in City sponsored academies over holiday periods;
- Note that the City Corporation will review the allocation and distribution requirements to implement the Government Schemes as a Local Authority which is likely to require additional administrative resource to support the children who will benefit;
- Note that financial modelling has been conducted on support to families of pupils in City sponsored academies for information.

Main Report

Background

1. Over the 2020 summer holidays and in response to the unprecedented circumstances brought about by COVID-19, the Government provided the COVID Summer Food Fund which gave food vouchers for families with children eligible for FSM over the summer holidays. The Government then announced that it would not continue this provision into school holidays during the 2020/21 Academic Year. Some Local Authorities subsequently ran schemes for resident children in their local catchment areas to fill this gap. Of the boroughs where the City of London schools reside, the following delivered food voucher schemes over the October half term:

- London Borough of Islington: Established a voucher scheme to help parents whose children are eligible for statutory free school meals during the October half-term holiday¹. The vouchers were for the value of £15 and distributed to parents and carers by the school when they return in November as reimbursement for the additional food costs incurred during the half term.
- London Borough of Southwark: Provided FSM vouchers for eligible pupils over the October half term.²
- London Borough of Hackney: Provided a service for families whose children are eligible for FSM and need emergency support to be able to contact the Council helpline to access vouchers³.

¹ <https://www.islington.gov.uk/children-and-families/benefits-and-financial-support/free-school-meals-and-uniform-grant>

² <https://www.southwark.gov.uk/schools-and-education/information-for-parents/financial-support/free-school-meals-during-covid-19>

³ <https://education.hackney.gov.uk/content/apply-free-school-meals>

- City of London Corporation: In total, 59 vouchers were given out to City resident children over the week beginning 26th October 2020, which was Autumn half term. Feedback from families was very positive, as from the school/social workers/early help workers who worked with them. Children's services are due review the list and eligibility for vouchers during school holidays before schools break up for the Christmas holiday.
2. On 8 November 2020, the Department for Work and Pensions released a Press Statement which included a commitment to a "COVID Winter Grant Scheme" up until March 2021 and a "Holiday Activities and Food Programme" covering Easter, Summer and Christmas in 2021⁴. The statement includes the following details:
- £170m will be distributed to Local Authorities in December 2020, with 80% earmarked to support with food and bills to cover the period to the end of March 2021.
 - It will allow Local Authorities to directly help the hardest-hit families and individuals, as well as provide food for children who need it over the holidays.
 - Schools will not be provided the funding as their role will continue to be to provide meals during term-time.
 - A £220m Holiday Activities and Food programme will also be expanded to cover Easter, Summer and Christmas in 2021 which will be available to children in every Local Authority in England, building on previous programmes.

At this stage, it is unknown in what form the COVID Winter Grant will be distributed through Local Authorities to families (e.g. through food vouchers or another means) and also what the value of food support will be per child. However, it seems likely that it will follow the same format as the COVID Summer Food Fund and take the form of £3 per day food vouchers distributed through Local Authorities to resident children eligible for FSM.

3. The role of the City Corporation in relation to its academies is not that of the Local Education Authority. The City Corporation is an academy sponsor which is a role defined by the Department for Education (DfE). The City Corporation supports its sponsored academies in several ways, including through the provision of grants. Over 2020/21 Financial Year, the City Corporation has provided the following in grant payments to its sponsored academies:
- £1,644,123 provided as City Premium Grant funding from the Education Board's budget for 2020/21 Academic Year, plus £85,000 to be distributed in January 2021.
 - £330,000 provided as one-off supplementary City Premium Grant funding from the Policy Initiative Fund distributed to academies to address educational gaps exacerbated by school closures during COVID-19.
 - £50,000 from the Education Board's budget provided to City of London Academies Trust (CoLAT) to support central services costs.
 - £70,000 from the COVID-19 Contingency Fund to City of London Academies Trust to deliver a Summer School over August 2020 to address educational gaps as a result of school closures during COVID-19.

⁴ <https://www.gov.uk/government/news/new-winter-package-to-provide-further-support-for-children-and-families>

Current Position

4. The City Corporation is awaiting further details on the COVID Winter Grant Scheme (Dec 2020 to Mar 2021) and Holiday Activities and Food Programme (Apr 2021 to Aug 2021). It is expected that the details will include the means by which Local Authorities will support vulnerable families with food over holiday periods as well as the financial value per family and eligibility criteria.
5. There are 18 pupils in The Aldgate School eligible for FSM and 32 City-resident children attending other schools (excluding The Aldgate School and City sponsored academies).
6. Officers have conducted financial modelling on what a City Corporation package of support to low-income families of pupils attending its sponsored academies would look like. This will provide contextual information for the City's long-term view of food support over the holiday periods once the Government's programme has been clarified.
7. Based on the latest available census data for schools, there are 1,847⁵ pupils in City of London sponsored academies (excluding post-16) eligible for FSM. There is a total of 27 weekdays in the 2020/21 Academic Year school holidays:
 - a. Christmas holidays (Monday 21 December 2020 – Friday 1 January 2021) – 10 days
 - b. Spring half term (Monday 15 February 2021 – Friday 19 February 2021) – 5 days
 - c. Easter holidays (Thursday 1 April 2021 – Friday 16 April 2021) – 12 daysThe benchmark for food voucher provision is £3 per day, set by the Government's COVID Summer Food Fund which provided food vouchers over the summer holidays.

Proposals

8. It would cost an estimated £149,607 to provide food vouchers for all eligible pupils in City sponsored academies for each day of the remaining school holidays until the end of the Easter holidays at a rate of £3 per pupil per day. This has been rounded to £150,000 to allow for variances in the 2021/22 Academic Year data on pupils eligible for FSM and actual pupils in schools.
9. It will cost an estimated £20K to implement the scheme to City-resident children as a Local Authority which will include children eligible for FSM and wider vulnerability criteria such as whether the child is in social care and if the family are using the childcare affordability scheme.
10. It is proposed that Members await further Government announcements on the COVID Winter Grant and Holiday Activities and Food Programme before clarifying the City Corporation's role in providing food vouchers to pupils in City sponsored academies over holiday periods and approving the implementation of funding as a Local Authority.
11. Should Members endorse a role for the City Corporation in providing food vouchers for pupils in City sponsored academies, Members should consider the funding options outlined in Paragraph 12.

Options

12. Members should consider the following options for the role of the City Corporation in providing food vouchers for pupils in City sponsored academies:

⁵ Based on latest available school census data (2019).

- i. To leave the provision of food support to the discretion of the Local Authorities where the academies are based (Southwark, Hackney and Islington) in light of funding due to be distributed to Local Authorities from the Department for Work and Pensions' COVID Winter Grant and Holiday Activities and Food Programme;
 - ii. To provide financial support to low-income families of pupils in City sponsored academies at a value of £150,000 for food vouchers. This could be funded in one of the following two ways:
 - a) Allow academies to use their City Premium Grant funding to provide food vouchers for eligible pupils over the holiday periods at their discretion.
 - b) Recommend to Policy & Resources Committee to approve the release of £150,000 from the Policy Initiative Fund to resource the initiative
13. The recommended course of action is to await further Government announcements on the COVID Winter Grant and Holiday Activities and Food Programme before clarifying the City Corporation's role in providing food vouchers to pupils in City sponsored academies over holiday periods.

Key Data

14. The calculations in this report for pupils in City sponsored academies are based on the latest school census data provided by the Department for Education (DfE) correct in 2019. *Table 1* below provides a summary of the number of pupils eligible for FSM in each sponsored academy, as well as the number of pupils Ever6 for reference.

Table 1

School	Number of pupils eligible for Free School Meals (FSM)	Number of pupils eligible for FSM any time in last 6 years (Ever 6)
City of London Primary Academy Islington	7	8
Galleywall Primary School	69	77
Redriff Primary School	72	140
City of London Academy Islington	348	514
The City Academy, Hackney	412	547
City of London Academy Southwark	389	751
City of London Academy Highbury Grove	315	633
City of London Academy Highgate Hill	127	266
City of London Academy Shoreditch Park	108	204
Total	1,847	3,140

Corporate & Strategic Implications

Strategic implications

15. The City Corporation has a different relationship with pupils in its sponsored academies than with resident children in the City of London. The City Corporation is an academy Sponsor in its Corporate capacity and not as a Local Authority. In

this case, Members should consider the proposals in the strategic capacity as an academy Sponsor.

Financial implications

16. There are no provisions in the 2020/21 Education Board budget to fund a City package of support and therefore the initiative would require the approval of Policy & Resources Committee to release £150,000 from the Policy Initiatives Fund.

Resource implications

17. The purchase and distribution of food vouchers to families of pupils in City sponsored academies would require resource to administrate the activities. This could be quite significant if CoLAT or the academies decide to run a 'helpline' model such as that provided by the London Borough of Hackney where vouchers are distributed as they are requested.

Risk implications

18. The following risks should be considered:

- Risk of double funding if the Local Authorities in which the academies reside (Islington, Hackney and Southwark) deliver holiday meal schemes with the COVID Winter Grant and Holiday Activities and Food Programme.
- Risk that there will not be demand from families which will cause CoLAT and/or the academies to underspend on the grant from the City Corporation.
- Risk that the administration of the food voucher scheme will be costly to CoLAT and/or the academies.
- Risk that it creates a precedent and funding will be sought for holidays beyond the Easter holiday break requiring an ongoing commitment of funds.

Conclusion

This report asks Members of the Education Board and Policy & Resources Committee to consider the provision of food vouchers to families of pupils attending City of London sponsored academies who are eligible for free school meals (FSM) over school holiday periods.

Report author(s)

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