



Board of Governors of the City of London School

Date: WEDNESDAY, 9 JUNE 2021

Time: 10.00 am

Venue: VIRTUAL MEETING - ACCESSIBLE REMOTELY

Members:	Tim Levene	Caroline Haines
	Deputy James Thomson	Andrew Jones
	Alexander Barr	Alderman Vincent Keaveny
	Nicholas Bensted-Smith (Ex-Officio Member)	Ronel Lehmann
	Deputy Keith Bottomley	Lord Levene of Portsoken
	Lesley Cartmell	Deputy Edward Lord
	Dominic Christian	Paul Madden
	John Cloughton	Ian Seaton
	Marianne Fredericks	Deputy Philip Woodhouse (Ex-Officio Member)
	Rosie Gill	

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

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link <https://youtu.be/jhwOMmLg1S0>

This meeting will be a virtual meeting and therefore will not take place in a physical location. 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. **ORDER OF THE COURT OF COMMON COUNCIL**

To receive the Order of the Court of Common Council appointing the Board, dated 15 April 2021.

For Information
(Pages 9 - 10)

4. **ELECTION OF CHAIRMAN**

To elect a Chairman in line with Standing Order 29.

For Decision

5. **ELECTION OF DEPUTY CHAIRMAN**

To elect a Deputy Chairman in line with Standing Order 30.

For Decision

6. **MINUTES**

To agree the public minutes and summary of the meeting held on Wednesday 10 March 2021.

For Decision
(Pages 11 - 16)

7. **COMMITTEE MINUTES**

For Information

a) **Governance Committee (To Follow)**

To receive the draft public minutes and non-public summary of the meeting held on 25 May 2021.

b) Bursary Committee (To Follow)

To receive the draft public minutes and non-public summary of the meeting held on 25 May 2021.

8. CO-OPTED GOVERNOR APPOINTMENTS

Report of the Town Clerk.

To be read in conjunction with the confidential appendices at item 38 on the agenda.

For Decision
(Pages 17 - 18)

9. APPOINTMENT OF COMMITTEES

Report of the Town Clerk.

To be read in conjunction with the confidential appendices at item 39 on the agenda.

For Decision
(Pages 19 - 28)

10. HEAD'S REPORT

Report of the Head of the City of London School.

For Information
(Pages 29 - 32)

11. THE CHARGING OF ADMINISTRATION COSTS AND EXTERNAL AUDIT FEES TO THE CLS BURSARY AND AWARDS FUND CHARITY FROM 2021/22 AND UPDATES TO THE RESERVES POLICY OF THE CHARITY TO REFLECT THIS CHANGE

Report of the Chamberlain.

For Decision
(Pages 33 - 34)

12. TOM CLS PILOT - PROCUREMENT EMPOWERMENT WITH CHOICE

Report of the Chamberlain.

For Information
(Pages 35 - 46)

13. TOM REVIEW PILOT PROJECT AT THE 3 CITY OF LONDON SCHOOLS – PEOPLE MANAGEMENT – GREATER LOCAL DELEGATION

Report of the Director of Human Resources.

For Decision
(Pages 47 - 52)

14. **TACKLING RACISM TASKFORCE - EDUCATION WORKSTREAM ACTION PLAN**
Report of the Director of Community and Children's Services.

For Information
(Pages 53 - 62)

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

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

17. **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 Part I of Schedule 12A of the Local Government Act.

For Decision

Part 2 - Non-Public Agenda

18. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on Wednesday 10 March 2021.

For Decision
(Pages 63 - 70)

19. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 71 - 72)

20. **NON-PUBLIC COMMITTEE MINUTES**

For Information

- a) **Academic & Education Committee (To Follow)**

To receive the draft non-public minutes of the informal meeting held on 20 May 2021.

- b) **Governance Committee (To Follow)**

To receive the draft non-public minutes of the meeting held on 25 May 2021.

- c) **Bursary Committee (To Follow)**

To receive the draft non-public minutes of the meeting held on 25 May 2021.

21. **NON-PUBLIC HEAD'S REPORT**

Report of the Head of the City of London School.

To be read in conjunction with the confidential appendices at item 40 on the agenda.

For Information
(Pages 73 - 90)

22. **ADMISSIONS REPORT**

Report of the Head of the City of London School.

For Information
(Pages 91 - 96)

23. **BURSARY AND SCHOLARSHIPS**

Report of the Bursar of the City of London School.

For Information
(Pages 97 - 100)

24. **DATA REPORT**

Report of the Bursar of the City of London School.

For Information
(Pages 101 - 106)

25. **DEVELOPMENT REPORT**

Report of the Head of the City of London School.

For Information
(Pages 107 - 122)

26. **HEALTH & SAFETY AND WELFARE**

Report of the Head of the City of London School.

For Decision
(Pages 123 - 184)

27. **COMPLIANCE REPORT**

Report of the Head of the City of London School.

For Information
(Pages 185 - 198)

28. **PROGRESS REPORT ON THE CLS CLSG JUNIOR SCHOOL**

Joint report of the Head of the City of London School and the Head of the City of London School for Girls.

For Decision
(Pages 199 - 206)

29. **FINANCIAL INFORMATION DASHBOARD**
Joint report of the Chamberlain and the Bursar of the City of London School.
- For Information**
(Pages 207 - 224)
30. **REVENUE OUTTURN 2020-21**
Joint report of the Chamberlain and the Bursar of the City of London School.
- For Information**
(Pages 225 - 236)
31. **RISK REGISTER UPDATE**
Report of the Compliance Manager of the City of London School.
- For Discussion**
(Pages 237 - 258)
32. **REPORT OF ACTION TAKEN BETWEEN MEETINGS**
Report of the Town Clerk.
- For Information**
(Pages 259 - 262)
33. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
34. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

Part 3 - Confidential Agenda

35. **STAFFING REPORT**
Report of the Head of the City of London School.
- For Decision**
36. **CLS PILOT - COMBINING SCHOOL OPERATIONS**
Joint report of the Head of the City of London School and Head of the City of London School for Girls.
- For Decision**

37. **TEACHER PAY AND REWARDS UPDATE**

Joint report of the Head of the City of London School, the Head of the City of London School for Girls and the Head of the City of London Freeman's School.

For Information

38. **CONFIDENTIAL APPENDIX: CO-OPTED GOVERNOR APPOINTMENTS**

Confidential appendices to be read in conjunction with item 8 on the agenda.

For Information

39. **CONFIDENTIAL APPENDIX: APPOINTMENT OF COMMITTEES**

Confidential Appendix to be read in conjunction with item 9 on the agenda.

For Information

40. **CONFIDENTIAL APPENDIX: NON PUBLIC HEAD'S REPORT**

Confidential Appendix to be read in conjunction with item 21 on the agenda.

For Decision

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RUSSELL, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 15 th April 2021, doth hereby appoint the following Committee until the first meeting of the Court in April, 2022.
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BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL

1. **Constitution**

A Non-Ward Committee consisting of,

- one Alderman nominated by the Court of Aldermen
- up to 10 Commoners elected by the Court of Common Council at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the following ex-officio Members:-
 - the Chairman of the Board of Governors of City of London School for Girls
 - the Chairman of the Board of Governors of City of London Freeman's School
- up to eight co-opted non-City of London Corporation Governors with experience relevant to the Board

The Chairman of the Board shall be elected from the City Corporation Members.

2. **Quorum**

The quorum consists of any five Common Council Governors.

Any decision taken by the Board of Governors shall require the agreement of a majority of Common Council Governors present at the meeting and voting.

3. **Membership (until July 2021)**

ALDERMEN

- 4 Vincent Thomas Keaveny

COMMONERS

- 4 (4) Alexander Robertson Martin Barr
- 6 (4) Keith David Forbes Bottomley, Deputy
- 4 (4) Timothy Levene
- 12 (4) Edward Lord, O.B.E., J.P., Deputy
- 12 (3) Ian Christopher Norman Seaton, M.B.E.
- 8 (3) James Michael Douglas Thomson, Deputy
- 12 (2) Marianne Bernadette Fredericks
- 5 (1) Dominic Gerard Christian
- 4 (1) Caroline Wilma Haines

Vacancy

together with:-

Lesley Cartmell

Rosie Gill

John Claughton

Andrew Jones

Ronel Lehmann

Lord Levene of Portsoken

Paul Madden

Vacancy

together with the ex-officio Members referred to in paragraph 1 above.

4. **Terms of Reference**

To be responsible for:-

- (a) all School matters;
- (b) the management of the School land and buildings belonging to the City of London Corporation;
- (c) the appointment of the Head and, where appropriate, the deputies and the Bursar.

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BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL **Wednesday, 10 March 2021**

Minutes of the meeting of the Board of Governors of the City of London School held virtually on Wednesday, 10 March 2021 at 10.00 am

Present

Members:

Tim Levene (Chairman)	Andrew Jones
Deputy James Thomson (Deputy Chairman)	Alderman Vincent Keaveny
Alexander Barr	Ronel Lehmann
Deputy Keith Bottomley	Lord Levene of Portsoken
Lesley Cartmell	Deputy Edward Lord
Dominic Christian	Paul Madden
John Cloughton	Ian Seaton
Marianne Fredericks	Deputy Philip Woodhouse (Ex-Officio Member)
Rosie Gill	Peter Bennett
Caroline Haines	

Officers:

Chloe Rew	- Town Clerk's Department
Polly Dunn	- Town Clerk's Department
Peter Young	- City Surveyor's Department
Ola Obadara	- City Surveyor's Department
Alan Bird	- Head Teacher City of London School
Charles Griffiths	- Bursar, City of London School
Dr Richard Brookes	- City of London School
Adam Zivanic	- City of London School
Alice Martineau	- City of London School
Steven Reynolds	- Chamberlain's Department
Nicholas Basye	- Chamberlain's Department
Bukola Soyombo	- Chamberlain's Department
Tracey Jansen	- Human Resources
Emma Cunnington	- Department of Innovation and Growth

1. APOLOGIES

Apologies were received from Nick Bensted-Smith (Chairman of the City of London School for Girls), Peter Bennett (Deputy Chairman of the City of London School for Girls) was attending in his absence.

Apologies were also received from Sylvia Moys.

Deputy Philip Woodhouse gave apologies for only being able to join parts of the meeting.

Marianne Fredericks gave apologies for leaving the meeting early.

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

Alderman Vincent Keaveny reminded the Board of his position as an Honorary Bencher at Gray's Inn (in respect to items 20 and 24a).

3. **MINUTES**

a) **9 December 2020**

RESOLVED, that the public minutes and non-public summary of the meeting held on 9 December 2020, be approved as an accurate record.

b) **28 January 2021**

RESOLVED, that the public minutes and non-public summary of the meeting held on 28 January 2021, be approved as an accurate record.

4. **COMMITTEE MINUTES**

a) **Finance & Estates Committee**

RESOLVED, that the draft public minutes and non-public summary of the Finance & Estates Committee meeting held on 25 February 2021, be received.

b) **Academic & Education Committee**

RESOLVED, that the draft public minutes and non-public summary of the Academic & Education Committee meeting held on 25 February 2021, be received.

c) **Governance Committee**

RESOLVED, that the draft public minutes and non-public summary of the Governance Committee meeting held on 25 February 2021, be received.

5. **ANNUAL REVIEW OF TERMS OF REFERENCE**

Governors considered a report of the Town Clerk regarding the annual review of the Board's Terms of Reference. It was felt that it would be better to consider any changes following the broader implementation of the Lisvane and Tomlinson Reviews.

Governors agreed that the current schedule of meetings remained appropriate.

RESOLVED, that Governors

- agree, the terms of reference of the Board (as set out in **appendix 1**) for approval at the Court of Common Council;

- agree that the current frequency of meetings of the Board remains appropriate;
- recommend no changes to the composition of the Board at this time; and
- delegate authority to the Town Clerk, in consultation with the Chairman and Deputy Chairman, to consider any further changes to the Terms of Reference for 2021/22.

6. **HEAD'S REPORT**

Governors received a report of the Head regarding general School matters.

An update was provided on COVID-19 testing since the reopening of the School to all pupils on the 8 March 2021. A total of 862 lateral flow tests had been issued; of those 859 were negative, and 3 were void. There were no positive tests. There had been a 97.3% consent rate for testing and it was explained that the remaining 2.7% consisted of individuals who had previously tested positive for COVID-19, were still within the 90-day window in which a positive result may still be given and therefore advised not to take a test.

Old Grammar fell outside the scope for testing but advice on how to obtain at-home testing kits had been provided to parents.

Staff were being tested twice weekly, there had been no positive tests. Staff were also provided information on how to obtain testing kits for their household.

Some Governors had been involved in the revision of the School's COVID-19 risk assessment. This was circulated to the Board for information by email before the School re-opened.

Governors thanked the staff at the School for the logistical feat of successfully arranging and managing the testing programme for pupils and staff. It was recognised that the exercise had been a stress and strain on staff.

RESOLVED, that the report be noted.

7. **RISK REGISTER 2020-21 FOR: CLS BURSARY AND AWARDS FUND**

Governors received a joint report of the Chamberlain and Bursar regarding the risk register 2020-21 for the CLS Bursary and Awards Fund.

RESOLVED, that Governors

- confirm that it satisfactorily sets out the risks facing the School's charity and that appropriate measures are in place to mitigate those risks; and
- note the report.

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

There were no questions.

9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
There was no other business.
10. **EXCLUSION OF THE PUBLIC**
RESOLVED, That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.
11. **NON-PUBLIC MINUTES**
- a) **9 December 2020**
RESOLVED, that the non-public minutes of the meeting held on 9 December 2020, be approved as an accurate record.
- b) **28 January 2021**
RESOLVED, that the non-public minutes of the meeting held on 28 January 2021, be approved as an accurate record.
12. **NON-PUBLIC OUTSTANDING ACTIONS**
Governors received a report of the Town Clerk regarding the Board's outstanding actions. The Head confirmed that all actions were ongoing.
13. **COMMITTEE MINUTES**
- a) **Finance & Estates Committee**
RESOLVED, that the draft non-public minutes of the Finance & Estates Committee meeting held on 25 February 2021, be received.
- b) **Academic & Education Committee**
RESOLVED, that the draft non-public minutes of the Academic & Education meeting held on 25 February 2021, be received.
- c) **Governance Committee**
RESOLVED, that the draft non-public minutes of the Academic & Education meeting held on 25 February 2021, be received.
14. **HEAD'S NON-PUBLIC REPORT**
Governors considered a report of the Head regarding School matters.
15. **ADMISSIONS PROJECTIONS**
Governors considered a report of the Head regarding admissions projections.
Discussion on this report took place at item 14.
16. **COMPLIANCE REPORT**
Governors considered a report of the Head regarding Compliance.
17. **HEALTH & SAFETY REPORT**

Governors received a report of the Head regarding Health & Safety and Welfare.

18. **FINANCIAL INFORMATION DASHBOARD**

Governors received a joint report of the Chamberlain and Bursar regarding the School's Financial Information Dashboard.

19. **BURSAR'S REPORT**

Governors received a report of the Bursar regarding financial and operational matters.

20. **GW2: PREPARATORY SCHOOL**

Governors considered a Gateway 2 report regarding preparatory school proposals.

21. **CLS & CLSG SATELLITE STRATEGY AND ASSOCIATED FUNDING**

At this point Governors discussed item 24a.

Governors considered a joint report of the Head of the City of London School and Headmistress of the City of London School for Girls.

22. **GW5: PHASE 1 - CITY OF LONDON SCHOOL MASTERPLAN**

Governors received a Gateway 5 report of the City Surveyor regarding Phase 1 of the City of London School Masterplan.

23. **REPORT OF ACTION TAKEN BETWEEN MEETINGS**

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

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

There were no questions.

25. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

There was one item of urgent business.

At this point all officers in attendance left the meeting with the exception of Alan Bird (City of London School), Polly Dunn (Town Clerk's Department), Emma Cunningham (Innovation and Growth) and Tracey Jansen (Human Resources).

26. **CONFIDENTIAL MINUTES**

RESOLVED, that the confidential minutes of the meeting held on 9 December 2020, be approved as an accurate record.

27. **TARGET OPERATING MODEL**

Governors considered a report of the Head regarding the Target Operating Model (TOM).

The meeting ended at 12.10 pm

Chairman

Contact Officer: Polly Dunn
polly.dunn@cityoflondon.gov.uk

Committee(s): Board of Governors of the City of London School	Dated: 9 June 2021
Subject: External Governor Appointment	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: The Town Clerk	For Decision
Report author: Polly Dunn, Town Clerk's Department	

Summary

This report seeks the approval to appoint two co-opted governors to the Board of Governors.

Recommendation(s)

Members are asked to appoint the two individuals listed in **confidential appendix 1 and 2** to the Board of Governors, for a period of four-years, commencing immediately.

Main Report

1. Following a regular skills audit undertaken in 2021 the Governance Committee had identified SEN, pastoral care and Board diversity as three key skills or under-represented areas on the Board to address in its upcoming recruitment.
2. The Governance Committee asked the School to advertise for these positions in appropriate media, and the School undertook a recruitment campaign through its HR team via adverts including LinkedIn, the Guardian jobs page, 'Diversity.com' jobs page, the 'Women on boards' website, and the School's own website jobs page.
3. By the closing date of 26 April 2021, 23 applications had been received from a diverse pool of applicants.
4. These applications were scored independently by the Head, the Bursar and the Deputy Head (Pastoral). They were scored on the basis of: skills and experience; interest in City of London School; understanding of the role of a governor; and ability to contribute in the areas where skills shortages had been identified.

5. Further to this process, nine applications were shared with the Chair of Governors, and the Head and Bursar subsequently met with the Chair to draw up a final short-list of five applicants. These five candidates were interviewed by the Chair of Governors and they met with the Head. The Governance Committee heard from the Head, Bursar and Chair of Governors and agreed for the names of the two preferred candidates to be put forward for appointment. Minutes of the discussion can be found in the non-public section of the agenda. The applications of the selected candidates are in **confidential appendix 1 and 2** and will remain confidential until and if the Board agree to appoint them.

Corporate & Strategic Implications

Strategic implications – 3. People have equal opportunities to enrich their lives and reach their full potential. 8. We have access to the skills and talent we need. 10. We inspire enterprise, excellence, creativity and collaboration.

Financial implications – None.

Resource implications – None.

Legal implications – None.

Risk implications – None.

Equalities implications – The Board has undertaken a fair and robust recruitment process.

Climate implications – None.

Security implications – None.

Conclusion

6. Governors are invited to consider the names of two Governors to be appointed to the Board.

Appendices

- **Appendix 1 and 2** – Applications from the two proposed candidates.

Background Papers

None

Polly Dunn

Senior Committee and Member Services Officer, Town Clerk's Department

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Committee(s)	Dated:
Board of Governors of the City of London School	9 June 2021
Subject: Appointment of Committees and Working Parties, AGBIS Representative and Governor Designated Roles	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1d-e; 3a-d, 8d; 10e; 12a
Does this proposal require extra revenue and/or capital spending?	No
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: Town Clerk	For Decision
Report author: Polly Dunn, Town Clerk's Department	

Summary

This report requests Governors appoint the School's representative to the Association of Governing Bodies of Independent Schools and agree Governors' Designated Roles for the 2021/22 academic year. This report also gives Governors the opportunity to review the composition, terms of reference and membership of its Committees and Working Parties and refresh them for the 2021/22 academic year.

Recommendations

That the Board of Governors,

- Appoint the School's representative to the Association of Governing Bodies of Independent Schools for the 2021/22 academic year.
- Agree Governors' Designated Roles for the 2021/22 academic year.
- Consider and approve the terms of reference of the Committees of the Board at **Appendix 1**, which includes any proposed amendments to the terms of reference.
- Appoint the membership of those Committees for the 2021/22 academic year, including Chairmen and Deputy Chairmen of each.

Main Report

Background

1. This report requests Governors appoint the School's representative to the Association of Governing Bodies of Independent Schools and agree Governors' Designated Roles for the 2021/22 academic year. This report also asks Governors to consider the appointment, terms of reference and composition of the Bursary Committee, Governance Committee, Finance and Estates Committee, Academic and Education Committee and Teachers' Pay Panel.

Association of Governing Bodies of Independent Schools (AGBIS)

2. The Association of Governing Bodies of Independent Schools supports and advises governing bodies of schools in the independent sector on all aspects of governance, under the umbrella of the Independent Schools Council.
3. During the 2020/21 academic year, the School's representative to AGBIS was Deputy Edward Lord.
4. **The Board is asked to appoint the School's representative to AGBIS for the 2021/22 academic year.**

Governors' Designated Roles

5. Individual Governors are responsible for overseeing particular areas of the School. Governors' Designated Roles are currently allocated as set out below, with vacancies arising as a result of Governors stepping down from the Board:

Lesley Cartmell	Special Education Needs and Disability (SEND)
Deputy Edward Lord	Equality & Inclusion
Deputy Keith Bottomley	Health & Safety
Caroline Haines	Careers Education and Guidance
Rosie Allen	Safeguarding
Rosie Allen	Newly Qualified Teacher (NQT) Induction
John Cloughton	Staff Liaison

6. **The Board is asked to agree Governors' Designated Roles for the 2021/22 academic year.**

Bursary Committee

7. There are a number of different awards provided to pupils at the City Schools, either at entry to the Schools or once the pupil is established. The Bursary Committee is concerned with applications for Hardship Bursaries to pupils where the parents or carers fall into financial hardship and are unable to pay the school fees and associated costs. These awards are funded from the charitable trust funds for the school and any awards made are reviewed on an annual basis (after three terms' assistance). The Bursary Committee will meet

up approximately two-three times per annum (depending on whether there are applications to be considered)

8. The membership of the Bursary Committee automatically includes the Chairman and Deputy Chairman of the Board of Governors who act as its Chairman and Deputy Chairman. It also includes the entire Board, with the quorum remaining any three governors, one of whom shall be the Chairman or Deputy Chairman of the Board.
9. **The Board is asked to agree the terms of reference and composition of the Committee.**

Governance Committee

10. The purpose of the Governance Committee is to advise on the skills needed on the Board of Governors to assist in the selection of new Governors and to provide advice on governance matters concerning the School, acting as a sounding board for proposals for new committees or changes to existing committees. The Governance Committee meets on an ad hoc basis but not less than once per annum.
11. The membership of the Governance Committee automatically includes the Chairman and Deputy Chairman of the Board of Governors who act as its Chairman and Deputy Chairman.
12. **The Board is asked to appoint up to four other Governors (one of whom must be a Common Council Governor) and to agree proposed to the Committee's terms of reference.**

Finance and Estates Committee

13. The purpose of the Finance and Estates Committee is to monitor and take an advisory role relating to financial matters impacting the School finances, identifying any financial problems before they become serious and recommending a course of action to the Board to take any relevant decisions. The Committee also considers arrears of school fees and associated cost estimates (with power to act) and other such matters as the Board may from time to time decide for the year ensuing. In the course of the past year, the Committee has amended its Terms of Reference to include the consideration of proposals regarding the School's Digital infrastructure; and Health & Safety policy and procedures.
14. The Finance and Estates Committee meets three times per annum.
15. The membership of the Finance and Estates Committee automatically includes the Chairman and Deputy Chairman of the Board of Governors; however, the Chairman of the Board of Governors should not be appointed Chairman of the Finance and Estates Committee (as per AGBIS guidelines). The role has been previously been held by the Deputy Chairman of the Board.

16. It is the School's recommendation that the designated lead governor for Health & Safety hold a position on this Committee.
- 17. The Board is asked to appoint up to five other Governors to the Finance and Estates Committee, to appoint its Chairman and Deputy Chairman to agree the Committee's terms of reference.**

Academic & Education Committee

18. The Academic Working Party is responsible for overseeing all matters pertaining to academic performance at the School, including safeguarding, school trips, Special Educational Needs, International links, Admissions, Staffing and Compliance. It has the power to act in the granting of sabbatical leave.
19. The position of Chairman and Deputy Chairman of this Committee was previously held by Prof. Paul Madden and Tim Levene respectively.
20. It is the School's recommendation that the designated lead governor for Safeguarding, Careers, Staff Liaison and SEND, hold a position on this Committee.
21. Following the Co-opted Governor appointment campaign, the Governance Committee would like to propose the appointment of an external governor to the Finance & Estates Committee. The minutes of the Governance Committee meeting can be found in the non-public section of the agenda and the application from this candidate is in **confidential appendix 2**.
- 22. The Board is asked to appoint up to four Governors to the Academic & Education Committee, to co-opt an external member, and to appoint its Chairman and Deputy Chairman. There are no proposed amendments to the Working Party's terms of reference.**

Teachers' Pay Panel

23. In February 2015 the Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freeman's School delegated to a Teachers' Pay Panel, consisting of the Chairmen of their Boards, the authority to consult and decide upon the annual teachers' pay award within agreed parameters from the Boards.
24. Governors are asked to note the composition, purpose and schedule of the Teachers' Pay Panel set out in the appendix.

Appendices

- Appendix 1 – Composition, Terms of Reference and Current Memberships of Committees

Polly Dunn

Town Clerk's Department
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TERMS OF REFERENCE

Finance and Estates Committee

Composition

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Full Governing Board.
- Chairman and Deputy Chairman of the Board of Governors;
- Up to five other Governors appointed by the Board of Governors (one of whom must be a Common Council Governor).
- Meetings of the Committee will be attended by the Head, the Senior Deputy Head and the Bursar. Other members of staff and advisers may be invited by the Committee. Attendees do not have a vote.

Quorum

- The quorum shall be any three Governors.
- Any decision taken by the Committee shall require the agreement of a majority of Common Council Governors present at the meeting and voting.
- The Committee should report to each Board of Governors' meeting.

Terms of Reference

The Committee has the power to act on the following matters:

- To agree action to be taken on arrears of fees; and
- To co-opt any Governor of the Board or any appropriately qualified professional to give advice on specific matters.

To make recommendations for the Board's approval on the following matters:

- Adoption of strategic financial targets eg cash reserves, level of surplus, percentage of staff costs to gross fees etc;
- Advice on the creation of a five to ten year financial plan;
- The annual budget;
- Any proposed fee increases and additional charges;
- Consideration of any proposals for major capital spending, including development of facilities;
- The review of any investments and reserves held by the School;
- To make recommendations to the full Board on any other finance issues which may arise (e.g, a rise in employers' contribution to pensions, salary structure, etc.);
- Policy on and application of scholarships and bursaries;
- Fund raising policy and activity;
- Policy on and implementation of lettings and any other commercial activity;
- Proposals regarding the School's Digital infrastructure;
- Health & Safety policy and procedures.

The Committee should report to each following Board of Governors' meeting.

Academic and Education Committee

Composition

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Full Governing Board.
- Chairman and Deputy Chairman of the Board of Governors;
- Up to four other Governors appointed by the Board of Governors (one of whom must be a Common Council Governor).
- Meetings of the Committee will be attended by the Head and the Senior Deputy Head. The Deputy Head (Pastoral); Deputy Head (Teaching and Innovation) and Deputy Head (Co-Curricular) will attend as appropriate. Other members of staff and advisers may be invited by the Committee. Attendees do not have a vote.

Quorum

- The quorum shall be any three Governors.
- Any decision taken by the Committee shall require the agreement of a majority of Common Council Governors present at the meeting and voting.

Terms of Reference

The Committee has the power to act on the following matters:

- To agree requests for Sabbatical Leave; and
- To co-opt any Governor of the Board or any appropriately qualified professional to give advice on specific matters.

To make recommendations for the Board's approval on the following matters:

- The School's ethos and aims;
- The development, monitoring and review of policies relating to educational provision to ensure compliance with legal or good practice requirements;
- Curriculum, co-curricular and pastoral issues;
- Standards, including academic results;
- Pastoral policy and practice, including oversight of safeguarding and the single central register;
- INSET and Professional Development policy and practice;
- Staffing issues;
- Parental complaints procedures;
- Monitoring general compliance with child protection requirements (not involving individual cases);
- Making recommendations on any other issues referred by the full Board.

The Committee should report to each following Board of Governors' meeting.

Governance Committee

The Committee's role is to advise on the skills needed on the Governing Board to assist in the selection of new Governors and to provide advice on governance matters concerning the School, acting as a sounding board for proposals for new committees.

The Committee meets as required.

Composition

- The Chairman and Deputy Chairman of the of the full Governing Board shall act as Chairman and Deputy Chairman of the Committee respectively.
- Up to four other Governors appointed by the Board of Governors (one of whom must be a Common Council Governor).
- Meetings will be attended by the Head, the Senior Deputy Head, and the Bursar. Attendees do not have a vote.
- The Bursar will co-ordinate the work of the Committee.

Quorum

The quorum shall be any three Governors.

Any decision taken by the Committee shall require the agreement of the majority of Common Council Governors present at the meeting and voting.

Terms of Reference

The Committee has the power to act on the following matters:

- The Committee will maintain and annually update a skills audit of the Governing Board, identifying and noting gaps;
- The Committee will seek to identify individuals able to serve as co-opted Governors;
- Such gaps as may occur should be used as guidance helping to assist in the selection of Common Council Governors.

To make recommendations for the Board's approval on the following matters:

- Having sought individuals to serve as co-opted Governors, the Committee will recommend these appointments to the Board for final approval;
- The Committee will make recommendations to the Board on designated governor roles;
- The Committee will provide recommendations on any other governance matters concerning the School, including scrutinising proposals for new committees and working parties.

The Committee should report to each following Board of Governors' meeting.

Bursary Committee

Composition

- The Chairman and Deputy Chairman of the full Governing Board shall act as Chairman and Deputy Chairman of the Committee respectively.
- Any three governors, one of whom shall be the Chairman or Deputy Chairman of the Board.
- The quorum shall be any three Governors.

Terms of Reference

The Bursary Committee at their sole discretion after considering recommendations by the Head of the School have power by a simple majority of those present and voting at a meeting of the Bursary Committee to apply the Fund for the advancement of public education by the following purposes:-

- (i) contributing towards the fees payable to the School on behalf of suitably qualified pupils who but for financial assistance having commenced education at the School would not be able to continue their education at the School;
- (ii) contributing towards the fees payable to the School on behalf of pupils of academic merit who but for financial assistance would not be able to obtain suitable education at the School;
- (iii) such other charitable purposes as shall be associated with the School as the Bursary Committee shall direct.

PROVIDED ALWAYS that no such bursary shall be made in respect of a pupil who is the issue of a parent of a member of the Board or of the spouse of such a member.

The Committee should report to each following Board of Governors' meeting.

Teachers Pay Panel

Purpose of the Teachers' Pay Panel:

- The Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freemen's School have delegated to a Teachers' Pay Panel, consisting of the Chairmen of their Boards, the authority to consult and decide upon the annual teachers' pay award within agreed parameters from the Boards.
- The Teachers' Pay Panel will consult with the Schools' Staff Side or Common Room representatives and an official from the National Education Union and Lecturers regarding the Teachers' pay submission.
- The Teachers' Pay Panel will usually meet in March of each year. The Panel may decide to hold further meetings or conduct further communications via letter if necessary. However the aim will be to have made any decisions regarding pay by the end of the Spring term.

Membership:

The Chairmen of the Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freeman's School. In their absence they may nominate a deputy from the membership of their Board of Governors.

One of the Chairmen of the Boards of Governors will act as the Chairman of the Teachers' Pay Panel on an annual rotation.

Quorum:

The Quorum will be three and will consist of a Governor from each of the three Boards.

Consultation Process:

During the process of deliberation, the Teachers' Pay Panel will meet with:

One representative from the Staff Side or Common Room of the City of London School, the City of London School for Girls and the City of London Freeman's School; and

The full time official from the National Education Union and Lecturers.

The following will be in attendance during deliberations in an advisory capacity:

- The Director of Human Resources
- The Heads of the City of London School, the City of London School for Girls and the City of London Freeman's School or in their absence their Deputy.

Remit of the Teachers' Pay Panel:

To approve any pay award that will apply to the teachers' main grade and all teachers' management grades.

Any decisions around responsibility and other allowances or payments will be specified.

Timing

The timing of the process will be as follows:-

Financial information will be provided by the schools to the Staff Side and Common Room representatives in the autumn term of each year.

Any pay submission made by the Staff Side and Common Room will be made to a meeting of the Joint Consultative Committee in January/early February of each year.

Teachers' Pay Panel will usually meet in March.

Final decision to be made by the end of the Spring term if at all possible.

Termination

The Boards of Governors will review on an annual basis the continuation of the Teachers' Pay Panel.

Committee(s)	Dated:
Board of Governors City of London School	09062021
Subject: Head's Report	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 5, 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?	
Has this Funding Source been agreed with the Chamberlain's Department?	
Report of: Alan Bird, Head, City of London School	For Information
Report author: Alan Bird, Head, City of London School	

Summary

This paper provides the Board with an update on key developments in the School since the last meeting of the Board in March.

- Academic and Assessment Update
- Co-Curricular Update
- Covid-19 Update

Recommendation(s)

- Governors are asked to note the report.

Main Report

Academic and Assessment Update

1. Further to the Government's announcement that no public examinations would take place this summer, Ofqual's guidance of 24 March 2021 regarding the way in which centres would assign "teacher assessed grades" and CAIE guidance on the awarding of "school assessed grades", the School has initiated a process to perform its responsibilities, consistent with this guidance.
2. The Grading Protocol that is being applied by the School has been subject to external quality assurance by Pearson, on behalf of JCQ, and has been agreed without any required changes.
3. A subset of relevant governors was drawn together for a briefing on 22 April 2021 (at the start of the Summer Term 2021, but before the process of enacting this protocol was begun), for appropriate oversight of the Protocol. This included the Chair of the Board, the Chairman of the Academic and Education

Committee, and the governors with responsibility for Compliance and Learning Support.

4. Since that meeting, the protocol has been implemented by departments. Each department has also written their own Departmental Protocol and/or Rationale Document (CAIE). These are being checked by the Deputy Head Teaching & Innovation. DH T&I and DoS are meeting with individual HoDs to check that each department is implementing the protocol in the same way and that data is being collated in accordance with the guidance provided.
5. The implementation of the Protocol has included in-school assessments for pupils in Years 11 and 13. These were completed before half term.
6. A programme of study is being run for pupils in Year 11 through the second half of the Summer Term.
7. The impact of arrangements for the awarding of GCSE and A-level grades this summer on staff workload should not be under-estimated.
8. A verbal update on the progress of this process will be provided at the meeting.

Co-Curricular Update

9. The following co-curricular highlights are drawn to governors' attention:
 - **COVID-19:** The 'Schools coronavirus operational guidance' continues to place considerable limitations on what is possible. There is some optimism that updates to this document will allow for more co-curricular activity.
 - **Charity:** The Charity Committee continue in their fundraising efforts and, at the end of the Spring Term, hosted a joint CLS v CLSG Square Mile Quiz involving pupils, parents and staff. Despite CLSG edging it, the event was a great success with over £2000 raised. The current amount accrued stands at just over £44 000 and there is growing confidence that the Sponsored Walk and Row will both be able to take place in the latter part of the term. Although all funds by pupils raised go to Switchback, the founders of the Indian Culture Club asked if they could organise a standalone event for a charity seeking to support communities in India who are dealing with the ravages of COVID-19. We said 'yes' and with the help of match-funding they are likely to clear £4000!
 - **Sport:** Inter-school fixtures are now permitted and have resumed.
 - **Music:** There are still considerable restrictions on music making, but the Department has planned an exciting programme for the Summer Term, including some live performances. Pupils continue to enjoy individual success - for example, a pupil in First Form has just reached the semi-finals of the Wales International Piano Competition.
 - **Drama:** All the LAMDA exams took place in late April. The Drama Department invested a considerable amount of time over the course of the Easter holidays helping prepare pupils.
 - **House Championship:** The House Championship continues to flourish with a wide variety of events to engage the pupils. Recent ones include Table-Tennis, Indoor Rowing, Virtual fitness, Maths, Quiz Competition and

Chess. These have been particularly valued by the pupils in the absence of inter-school competition.

- **DofE:** A full schedule of DofE expeditions is planned for the term to allow for pupils to complete the full Awards. This includes 'legacy' pupils from last academic year. A small number of these expeditions will be residential.
- **Visiting Speakers:** It has been lovely to welcome visiting speakers into the building. Sir Anthony Seldon gave a brilliant talk to Sixth Form History and Politics pupils on his book *The Impossible Office*.
- **Competitions:** A pupil in the First Form was runner-up in the BBC Young Reporters Competition. A pupil in the Fifth Form achieved joint first prize in the David Grossel History Prize 2021. A pupil in the Junior Sixth Form won the Economics Prize in the Minds Underground Competition. Two CLS teams have also reached the finals of the Amazon Longitude Explorer Prize. We will know the outcome later in the term.

Covid-19

10. Pupils and staff returned to onsite education on 8 March for three weeks before the Easter vacation.
11. Their return was accompanied by the implementation of an on-site Lateral Flow testing programme, where consenting pupils took a test before returning to school, following by two further tests over the first 10 days in school. Consent rates were 97%+ in all year-groups. After that initial period, pupils have been provided with home-test kits so that they can test twice weekly under the supervision of their parents, with results being submitted to both the school and the NHS; consent rates have increased since this move to home testing, with one year-group now being 100% (Year 9, which – perhaps as a result – was the year-group which had the highest prevalence of positive cases during November-December 2020). To date, over 3750 tests have been reported to the school, with no positive results. Participating in the testing programme is voluntary and, although consent is high, the number of reported tests is lower than would be expected if all pupils were taking a test twice each week (which would give equate 1800 tests per week); we will focus on regular reminders to pupils and parents about the importance of reporting their results, alongside issuing new batches of test kits as they arrive at school.
12. In school protocols for the period since 8 March have largely been the same as those introduced in September 2020 to enhance hygiene and social distancing. The additional risk mitigation measure was the requirement that staff and pupils wear face coverings in classrooms where social distancing cannot be maintained – this in addition to the requirement to wear face coverings in all indoor communal areas. From 17 May 2021, as part of the Stage 3 lockdown easing, the Government has announced that pupils and staff will no longer be required to wear face masks in classrooms. As in September 2020, we are asking staff and pupils to continue to wear masks in communal areas where social distancing cannot always be maintained.
13. The impact of the COVID-19 protocols on the School's co-curricular provision is addressed elsewhere in this report.

14. Plans for the latter part of the Summer Term will be dependent, to a large extent, on progression to Phase 4 of the roadmap on 21 June 2021. A verbal report on the status of these plans will be provided at the meeting.

Appendices

- **None**

Alan Bird

Head, City of London School

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Committee: Board of Governors of the City of London School	Date: 9 June 2021
Subject: The charging of administration costs and external audit fees to the CLS Bursary and Awards Fund charity from 2021/22 and updates to the reserves policy of the charity to reflect this change	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	N/A
Does this proposal require extra revenue and / or capital spending?	N/A
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: The Chamberlain	For Decision
Report author: Nick Basye, Senior Accountant (Chamberlain's Department)	

Summary

This report sets out that the City Corporation, as trustee of CLS Bursary and Awards Fund, has chosen to exercise its right to be reimbursed for legitimate and reasonable costs and expenses properly incurred while undertaking its duties on behalf of the charity from 2021/22. These charges comprise the costs of administering the charity (2021/22 estimate: £5,528) and external audit fees (2021/22 estimate: £2,500).

This report also proposes that the reserves policy of the charity is revised to provide for these costs going forwards.

Recommendations

1. Members note that, following a change in policy approved by the Finance Committee, the City of London Corporation will begin recovering the external audit fees and administration costs incurred from those charities, including the School's charity, from 2021/22 onwards; and
2. Members revise the reserves policy of the School's charity to provide for these costs going forwards.

Main Report

Costs incurred by the City Corporation as trustee of the charity

1. Following a report to Finance Committee which was approved on 16 February 2021, starting from financial year 2021/22, the City Corporation, as Trustee, will change its policy so that Sundry Trust and Open Spaces charities, including the charity associated with the School, should bear the legitimate and reasonable costs and expenses incurred by the City Corporation in administering each charity as trustee. This will result in the costs of administration and the external audit fees being recharged to the CLS Bursary and Awards Fund charity. The initial estimates of the amounts are as set out below and will be subject to annual review:

		Estimated costs 2021/22 £		
Charity Name	Charity registration Number	Chamberlain's Department administration cost	External audit fee	Total
CLS Bursary and Awards Fund	276654	5,528	2,500	8,028

Proposed amendments to the reserves policy of the charity

2. Linked to the above, it is proposed that the reserves policy of the charity will be revised for the 2021/22 financial year to ensure full compliance with the Charities Statement of Recommended Practice (SORP). The revised policy should reflect the costs expected to be reimbursed by the City Corporation as trustee and it is recommended that it is amended as follows (with additions shown in bold):

"The reserves policy is to maintain the restricted and endowment funds of the charity in investments in the Charities Pool administered by the City of London Corporation and use the investment income together with other funds, in accordance with the objectives of the charities. The Trustee also has the discretion to distribute the expendable endowment, in addition to the to the unrestricted fund and restricted fund, as bursaries, prizes and other forms of financial assistance should they deem this is appropriate. **The free reserves of the charity are held to cover working capital needs. The trustee believes that an amount of £8,028 should be held at present, representing 12 months of administration and external audit fees, which will be subject to annual review.**"

Contact:

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Committee(s): Procurement Sub Committee – for decision Board of Governors of the City of London School – for information Finance Committee – for decision Policy & Resources Committee – for decision	Dated: 9 June 2021 9 June 2021 15 June 2021 8 July 2021
Subject: TOM City of London School Pilot: Procurement empowerment and choice	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	9, 10, 12
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: the Chamberlain	For Decision
Report author: Nicholas Richmond-Smith (Chamberlains), Charles Griffiths (CLS) & Emma Cunnington (TOM Programme)	

Summary

The Target Operating Model (TOM) provides an opportunity for the City of London Corporation to update and simplify, to enable us to be radical, more agile and proactive to withstand both internal and external challenges. Whilst the TOM is intended to revise the organisational structure and deliver significant financial savings to achieve a balanced Medium-Term Financial Plan, it also creates an opportunity to look at how all departments and institutions can benefit from working closely together and staying connected so that – as a whole - we can be greater than the sum of our parts. To help identify opportunities to reengineer processes and ways of working across the whole organisation, officers are proposing a pilot within the City of London School with the aim of removing barriers to collaboration, causes of friction, inertia and non-value adding activity, derived from the differing needs and drivers of the School and the wider City of London Corporation

This report now provides a fleshed out pilot proposal for Member approval concerning increasing procurement empowerment to the School, as except for particular instances, identified later in the report, they are not subject to Public Procurement Regulations (PCR) (known previously as OJEU) and by devolving the right to choose the method (i.e. in vs outsource) and provider of core school services - subject to demonstrating it is the best option for the School on grounds of cost, quality or fit with requirements. The intention of trialling an increase of empowerment to the School will improve the alignment of service provision with the specific requirements of the School, reduce non-value adding time, reduce the cost of service provision and increase ownership and therefore quality in requirements definition by making CLS accountable for making the right choice. The proposals relate primarily to 'non-works', such as IT provision or school supplies. This is because the City of London Corporation owns much of the property and the processes for works have been refined over time.

Recommendations

Members of the Procurement Sub Committee are asked to:

- Consider and comment on the proposals that, as part of the Target Operating Model pilot with the City of London School:-
 - the authority to run non-works procurements up to £180k be devolved to the City of London School with the option of drawing on the central procurement team to advise and provide support to the procurement process where necessary;
 - Non-works procurements above £180k up to £300k, may also have more freedom over procurement process, depending on applicability of UK procurement regulation. Agreement on process and lead will be made between City Procurement and the School. The proposed procurement approach within the (£180-330K spend bracket)) will be considered in a short options report (PT3, which is set out in Appendix 1) by the Chair of the relevant Category Board.
- Consider and comment on the proposal that:-
 - In line with the City Surveyor's Integrated Facilities Management model, in relation to core property services that are delivered from the centre, the School's specific requirements will be included in the specification for the CoL School LOT. The School will be consulted in choosing the supplier (i.e. for specialist services whether these should be delivered in-house or via external contracts) and the provider of core school services (e.g. cleaning, facilities, swimming pool maintenance, etc). This will be considered by the City Surveyor when making the decision on the supplier.
- Note that if agreed, a new regular report be prepared to provide an annual update of procurements to the Board of Governors of the City of London School and the Procurement Sub Committee.

Members of the Finance Committee are asked to:

- Approve the above proposals, taking into consideration any views expressed by the Procurement Sub Committee.

Members of the Policy & Resources Committee are asked to:

- Note the above proposals;
- Approve that City Corporation procurement policies (such as Responsible Procurement, London Living Wage, Diversity, Climate Action) continue to be applied to the Schools' procurement processes despite its empowerment to choose the service and supplier.

Members of Procurement Sub Committee, Finance Committee and Policy & Resources Committee are asked to:

- Note that, if the above recommendations are agreed and the pilot is considered a success, a further request will be made in future to apply this process to all relevant institutions and departments.

Main Report

Background

1. The City Corporation is changing with the implementation of a Target Operating Model (TOM). Simply put, the Target Operating Model (TOM) provides an opportunity for the City of London Corporation to update and simplify, to enable us to be radical, more agile and proactive to withstand both internal and external challenges. We need to make the best use of our resources to deliver our mission: “to create a vibrant and thriving City, supporting a diverse and sustainable London within a globally successful UK”. We will do this through aligning activity, resources and building competence and capability to achieve our Corporate Plan outcomes in a way that is effective, efficient and sustainable, whilst also driving competitiveness in the sectors we operate in.
2. The success of the TOM cannot be achieved by changing the structure alone. For long-lasting change to be effective and positive for all, the capabilities of leadership, talent and collaboration need to be embedded within the organisation for the long term. Whilst the new Target Operating Model is intended to revise the organisational structure and deliver significant financial savings to achieve a balanced Medium-Term Financial Plan, it also creates an opportunity to look at how all departments and institutions can benefit from working closely together and staying connected so that – as a whole - we can be greater than the sum of our parts.
3. As new structures are designed and implemented, it is vital that institutions, service departments and the corporate centre benefit from working together, and that all sides value the service and contribution they receive from each other. It is recognised that some changes need to be made to current processes and ways of working to achieve this vision.
4. To help identify opportunities to reengineer processes and ways of working across the whole organisation, officers have been carrying out a pilot within the City of London School with the aim of removing barriers to collaboration, causes of friction, inertia and non-value adding activity, derived from the differing needs and drivers of the School and the wider City of London Corporation. Having piloted, iterated and proved out these proposals with the City of London School, the intention would be to adapt and roll them out to the other Independent Schools. Whilst some elements can be considered for other institutions, it is important to note that the application of procurement legislation is likely to be different.
5. The Board of Governors for the City of London School, the Establishment Committee and this Sub-Committee considered a confidential report of the Head of the City of London School at its respective meetings in March 2021, and approved ‘in principle’ the areas identified to explore further to improve ways of working between the School and the corporate centre.
6. This report now provides a fleshed out pilot proposal for this Sub-Committee’s approval concerning increasing procurement empowerment to the School on the

premise that the UK procurement regulations, do not apply to the School in many instances. This gives the ability to devolve the right to choose the method (i.e. in vs outsource) and provider of core school services - subject to demonstrating it is the best option for the School on grounds of cost, quality or fit with requirements.

Current Position

7. The City of London School currently follow the same processes as under the UK Procurement Regulations, as these are underpinned by sound principles of openness, transparency and non-discrimination. These rules are applied in full above government defined levels.
8. The City of London Corporation also apply policies agreed by Members, such as the London Living Wage, Diversity and Responsible Procurement.

Proposal

9. It is now proposed that a devolved process be trialled to allow:-
 - a. The authority to run procurements up to £180k be devolved to the City of London School with the option of drawing on the central procurement team to advise and provide support to the procurement process where necessary;
 - b. Procurements above £180k up to £300k may also have more freedom over procurement process, depending on applicability of UK procurement regulation. Agreement on process and lead will be made between City Procurement and the City of London School. The proposed procurement approach within the (£180-330K spend bracket)) will be considered in a short options report (PT3, which is set out in Appendix 1) by the Chair of the relevant Category Board.
10. It is also proposed that:-
 - a. In line with the City Surveyor's Integrated Facilities Management model, in relation to core property services that are delivered from the centre, the School's specific requirements will be included in the specification for the CoL School LOT. The School will be consulted in choosing the supplier (i.e. for specialist services whether these should be delivered in-house or via external contracts) and the provider of core school services (e.g. cleaning, facilities, swimming pool maintenance, etc). This will be considered by the City Surveyor when making the decision on the supplier.
11. Please note that the intention would not be for the City of London School to exit existing Corporation contracts early, but rather investigate options alongside scheduled contract renewals with the aim of being ready with options for comparison. The School's needs will actively be fed into the requirements for corporate contracts and agreed at Category Board. If the School feel that their requirements are not being listened to, this would be escalated to the Board of Governors of City of London School and the Procurement Sub Committee.
12. It is also proposed that City Corporation procurement policies (such as London Living Wage, Diversity, Responsible Procurement) continue to be applied to the Schools' procurement processes despite its empowerment to choose the service

and supplier. The School would work with the Responsible Procurement Manager to put processes in place (e.g. training, checklist) to ensure compliance of these policies during the pilot. IT policies would also be adhered to for relevant Digital and IT procurements.

13. If the above proposal is agreed, it is also proposed that a new regular report be prepared to provide an annual update of procurements to the Board of Governors of the City of London School and the Procurement Sub Committee.
14. As within current practices, it will be important for the City Corporation to maintain 'good governance' of procurements. Within this proposal, the School would use the Procurement Authorisation Report for all tenders up to £300k which will allow for City Procurement to keep records, and the School will also ensure they keep records of bids and decisions.
15. It is intended that this proposal be piloted for six months (until December 2021) before assessing whether this new way of working is successful. The key measures of success will include:
 - a. An improvement of speed of delivery (see suggested measured benefits in next section of report)
 - b. Maintained value for money on contracts
 - c. Any legal or risk implications continue to be mitigated.

Benefits

16. It is recommended that Members agree the proposal above for the reasons listed below.
17. If agreed, this new process would:
 - a. Increase the speed of procurements from an estimated 2-16 weeks to 1-4 weeks for 50% of procurements at City of London School
 - b. Reduce the operational risk by ensuring the School is able to respond with pace and agility to acquire basic products and services required to sustain normal operations on a timely basis
 - c. Reduce non-value adding time currently required to: (a) follow more complex procurement processes for straightforward, low risk procurements; (b) address gaps/issues caused by extended procurement timelines. (Estimated reduction 10+ hrs per month)
 - d. Reduce cost of service provision by agreeing contracts which align with the School's needs and timetables
 - e. Increase ownership in requirements definition by making the School accountable for making the right choice
 - f. Improve the alignment of service provision with the Schools' requirements
 - g. Allow Procurement to trial, iterate and build support for their future support service model for institutions on a small scale, before rolling out to any other relevant departments or institutions
 - h. This would also provide an opportunity to apply and trial the principle of empowerment in the Target Operating Model.

Corporate & Strategic Implications

Strategic implications

18. This pilot is part of the wider Target Operating Model programme to assess the organisation's agility to removing barriers to collaboration, causes of friction, inertia and non-value adding activity. If this proposal is approved, it will be continually assessed and reviewed and, if successful, a further proposal will be reported to the relevant committees (including this Sub-Committee) to allow for a further rollout of the new process to other relevant institutions and departments.
19. This proposal meets the objectives of the City Corporation's Corporate Plan – in particular:-
- a. Objective 9 – 'we are digitally and physically well-connected and responsive.'
 - b. Objective 10 – 'we inspire enterprise, excellence, creativity and collaboration.'
 - c. Objective 12 – 'our spaces are secure, resilient and well-maintained.'

Financial implications

20. If these proposals are agreed, it is estimated that there would be reduced costs as contracts would be agreed which align with the School's needs and timetables.

Resource implications

21. If agreed, it is estimated that there would be a shift in resource required to manage the approvals process.

Legal implications

22. The initiative to empower the City of London School to allow greater flexibility in terms of procurement choices is one which will have procurement implications, with the emphasis shifting to the School itself and its governance arrangements. As far as the wider procurement arena is concerned, strategic choices will continue to be made in accordance with the framework of the School's governance and with the support, where required, of the City Procurement team. It is anticipated that certain areas of procurement spend (e.g. works procurement characterised as buildings repairs and maintenance and certain "hard" and "soft" FM services) will continue to be addressed on a corporative basis as is currently the case.

Risk implications

23. Without sufficient expertise, there is a risk that some contracts could be commercially disadvantageous, particularly in specialist areas such as IT.

Equalities implications

24. The proposals within this report do not have any impact (positive or negative) on people protected by the Public Sector Equality Duty 2010 – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
25. The proposals ask that the agreed City Corporation procurement policies on diversity continue to be applied to procurements even though these are devolved.

Climate implications

26. The proposals ask that the agreed City Corporation procurement policies on carbon reporting and reduction continue to be applied to procurements even though these are devolved.

Security implications

27. None.

Conclusion

28. The Target Operating Model provides an opportunity for current ways of working to be assessed and re-engineered to allow for more efficient processes to be embedded across the organisation. The aim is for all institutions, service departments and the corporate centre to see the benefit from working together, and that all sides value the service and contribution they receive from each other. This proposal to devolve and empower procurements for the City of London School provides an opportunity for a process to be changed, monitored and assessed within a contained, high-performing, well-trusted and motivated part of the City Corporation.

Appendices

- Appendix 1 – PT3 Options Paper template for Category Board

Background Papers

- **TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools**
– Report of the Head of the City of London School – agreed by the Establishment Committee on 26 March 2021

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PT3 - Procurement Options Report: Services and Goods

This document is used to identify the Procurement Strategy and Purchasing Routes associated with a project and only considers the option recommended on the associated Gateway report.

City Procurement Project Reference:			
Project / Contract Title:			
Category Board:			
Category Board date:			
Project Lead & Contract Manager:		Lead Department:	
Category Manager:		Other Contact:	
Total Contract Value (excluding VAT and inc. extension options):		Contract Duration (inc. extension options):	
Revenue Budget Value:		Approved:	Y/N
Capital Budget Value:		Approved:	Y/N
Capital Project/project vision reference (if applicable):			
Agreed Savings Baseline (£):			
Gateway Approval Process - Is this project subject to the Gateway process? Yes/No - If so, what was the last Gateway report, and date of approval, and what is the next Gateway report and scheduled date for recommendation for approval?			
Opportunity for Inter-City Collaboration (is there another site/department that could benefit from this project)?			

Procurement Strategy Recommendation

City Procurement team recommended option

Route to Market Recommendation

City Procurement team recommended option

Specification and Evaluation Overview

Summary of the main requirements:
Technical and Pricing evaluation ratio % (Technical) / % (Price)
Overview of the key Evaluation areas (if known at this stage):
Does contract delivery involve a higher than usual level of Health & Safety, Insurance, or Business risk to be allowed in the procurement strategy?
Is there a requirement for a Performance Bond on this Project and if so, on what grounds?
Is the contract likely to require financial uplifts? (Please describe what method will be used to calculate the uplift and whether this will be capped)
Will the procurement process require a financial assessment? Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, please indicate recommended assessment: Finance Check <input type="checkbox"/> Financial Appraisal <input type="checkbox"/>

Please indicate reasons for this recommendation (please include in this section information on project being rated low/not low):	
Are there any accompanying documents with this report? <i>e.g. PTO/outlined project plan identifying roles and responsibilities as appropriate</i> If yes, please include information in the appendices section below.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Will this project require the winning supplier(s) to process personal data on our behalf?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please make sure you've defined roles and responsibilities within your project specification. For more information visit Designing Specifications under GDPR . You may include your Privacy Impact Assessment or other relevant report as an appendix to this PT form when submitting to category board (for information).	
Evaluation Panel – Please enter Names of evaluators and Departments below (if known)	

Procurement Timeframes

Target tender live date (to market)	Click here to enter a date.	Notification of outcome / intention to award date	Click here to enter a date.
Target contract start date	Click here to enter a date.		
Are there any time, quality, or cost constraints which need to be taken into consideration?			

Policy and Compliance Considerations

How will the Procurement meet the City's:
Responsible Procurement Strategy:
TUPE/Pension liabilities that need to be considered (including future exit provisions where applicable)?
Will this procurement be split into Lots?
Other:

Baseline Savings Calculation: *This section should include how the baseline figure for savings has been calculated against the [Efficiency and Savings Process Manual](#) in accordance with paragraph 3.1, including any suggested savings or efficiencies e.g. reduced service.*

Agreed Baseline (£):	
Summary of Baseline Calculations / Savings Proposal	
Note: Typically, the baseline is an existing price but may also be a budget value, estimate, forecast, standard cost or planned expense.	
Please confirm the Baseline Calculation that has been applied below to establish the Agreed Baseline :	
<ul style="list-style-type: none"> - Previously Contracted Costs (where there is an existing contract): <input type="checkbox"/> - Previously Contracted Costs (where there are multiple contracts): <input type="checkbox"/> - Attributed Costs: <input type="checkbox"/> - Target Cost: <input type="checkbox"/> - Other methodology** (agreed with Finance Representative) and explained below: <input type="checkbox"/> 	
** e.g. BAFO for under OJEU contracts	

Procurement Strategy Options: *This could include inter-departmental usage, external collaborative opportunities, existing contracts integrated once expired or adding it to an existing contract. Options for Make (In-house delivery) versus Buy (Outsource) decision to be considered; also indicate any discarded or radical options.*

Option 1:
Advantages to this Option: (include savings opportunity of the option)
Disadvantages to this Option:
Please highlight and possible risks associated with this option:
Option 2:

Advantages to this Option: (include savings opportunity of the option)
Disadvantages to this Option:
Please highlight and possible risks associated with this option:
Option 3:
Advantages to this Option: (include savings opportunity of the option)
Disadvantages to this Option:
Please highlight and possible risks associated with this option:
Option 4:
Advantages to this Option: (include savings opportunity of the option)
Disadvantages to this Option:
Please highlight and possible risks associated with this option:

N.B. Additional advantages/disadvantages may apply if a waiver is the recommended route. If recommending an extension, please make sure that CCM has been consulted (where appropriate) and that we include information on contract terms.

Route to Market Options: *Route to market is the way in which the City will invite suppliers to bid for the procurement.*

Option 1:
Advantages to this Option:
Disadvantages to this Option:
Please highlight and possible risks associated with this option:
Option 2:
Advantages to this Option:
Disadvantages to this Option:
Please highlight and possible risks associated with this option:
Option 3:
Advantages to this Option:
Disadvantages to this Option:
Please highlight and possible risks associated with this option:
Option 4:
Advantages to this Option:
Disadvantages to this Option:
Please highlight and possible risks associated with this option:

Outline of appendices

<ul style="list-style-type: none"> • Please list appendices here or mark 'Not applicable' if there is none. • Items to consider appending: <ul style="list-style-type: none"> ○ PTO (Project Plan with Roles and Responsibilities)
--

- Data Protection Impact Assessment
- Financial Risk Assessment (if applicable)
- **Risk matrix if applicable**

Report Sign-offs (prior to Category Board approval)

Senior Category Manager		Date	Click here to enter a date.
Finance Representative		Date	Click here to enter a date.
Departmental Stakeholder		Date	Click here to enter a date.

Committee	Dated:
Establishment Committee City of London School Board of Governors City of London School for Girls Board of Governors City of London Freeman's School Board of Governors	26 March 2021 9 June 2021 10 June 2021 11 June 2021
Subject: TOM review, pilot project at the 3 City of London Schools – People management – Greater Local Delegation	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 5a
Does this proposal require extra revenue and/or capital spending?	No
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: Chrissie Morgan, Director of Human Resources	For Decision
Report author: Tracey Jansen, Town Clerks – Corporate HR	

Summary

This report outlines the people management delegations to the Head Teachers at the three City of London Schools acting in their capacity as Chief Officers, that will be piloted as part of the *TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools*.

Recommendations

Members are asked to:

- Note and endorse the areas identified to pilot local delegation to the three Head Teachers at the City Schools in relation to: starting point for external appointments; incremental progression - additional awards and Honoraria payments including the calculation for partial acting ups payments. It is recommended that the pilot commences with immediate effect in order that there can be a full term to pilot these delegations and report back with findings after recess.
- Note that a report will be made to the October meeting of the Committee providing a review and evaluation of the pilot.

Main Report

Background

1. Members of the Committee will note the separate report to this meeting - *TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools*. Corporate Human Resources have worked closely with the City of London School and Berkley Partnership to develop the people management proposals.
2. As noted in the wider TOM report, the various people management strands of the project will be piloted at different timescales given their particular nature and complexities arising. This report relates to the project piloting greater delegated powers to the three city schools.
3. Members will be aware that committee approval was given at its last meeting, to allow the three city schools to apply a term's notice if appropriate for some non-teaching roles. In addition, Committee approval was given in December 2020 for all Chief Officers to authorise redundancy payments in accordance with the set formula. The Director of Human Resources and the Chair and Deputy Chair of the Establishment Committee only approve any redundancy payments which are calculated outside of the agreed redundancy formula. The schools are already able to include specific provisions in contracts relating to for example term time working or flexible working patterns as appropriate.

Current Position

4. The areas identified where greater delegation can seek to '*eliminate non-value adding activity and remove barriers, to make space for and encourage collaboration, innovation and synergy building*' are set out below.
5. To ensure a consistent 'one employer approach' the guidance and business case template for requests to make additional payments to individual employees, ensures that wider implications are factored in and so that due consideration is given to equality considerations. So for example, the business case may ask as appropriate for details about why a particular person has been selected. In addition, having threshold and limits in place ensures that consistency is applied to the process and retains appropriate mitigation against potential complaints by other employees, not only within the school but potentially across the organisation. The schools will therefore still need to complete the relevant business case paperwork that is already in place. However, instead of this being referred to the Director of Human Resources, (or other body as noted below), for approval it will be referred for information only during the pilot in order that monitoring of the pilot can take place. The specific areas being piloted which relate to non-teaching staff will be:

Pay Progression Policy:

6. Appointments

Details of pilot: **To extend Chief Officer approval to the full grade range including scale points 5 and 6 of the Grade.**

The Pay Progression Policy states that:

External Appointments on points 2 - 4 can be made with Chief Officer approval and a justifiable business reason. This should be undertaken in consultation with the HR Business Partner.

Where there is a case for appointments to increments above point 4, the Chief Officer must agree this with the Director of HR via their HR Business Partner.

This pilot delegation will also apply to **full or partial acting up arrangements from scale points 2-4** (5 and 6 do not apply to acting up).

This process currently requires consultation with the Director of HR.

The Business Case to be copied to HR for the duration of the pilot for monitoring – a template will be drawn up to capture relevant information.

7. Incremental Progression (additional awards -paragraph 31 of the Pay Progression Policy)

Details of pilot: **To extend Chief Officer approval to award additional increments where there is a justified business case**, e.g. as a recognition of examination success related to the post and agreed as a development requirement.

The Pay Progression Policy states that: Chief Officers, in consultation with the Director of HR, may award additional increments where there is a justified business case.

The Business Case to be copied to HR for the duration of the pilot for monitoring – a template will be drawn up to capture relevant information.

Honoraria

8. Details of Pilot: Head Teacher as the Chief Officer to approve up to £2500 without reference to MFS Board for graded staff.

All other amounts will continue to follow the standard limits and authorisation processes as follows:

The MFS Board (being a group of officers appointed from time to time by the Town Clerk for the purpose) can:

- Approve honoraria payments up to the value of £5,000, for posts up to Grade H
- Payments over £5,000 and of any value for grades I and above must go to the Market Forces Supplement Board and Establishment Committee.

In addition, the MFS Board has agreed that the Director of Human Resources can authorise up to £2000 on behalf of the MFS Board.

The existing Business Case paperwork will still be completed and copied to Corporate Human Resources for the duration of the pilot for monitoring.

Other matters

Market Forces Supplements

9. The schools commission a tri- annual Salary and Benefit national survey which looks at a teacher and senior non- teachings roles in the independent school sector. This service is provided by an independent consultancy and has been the main financial benchmarking survey in the independent school sector, now in its 24th year, and is published at the ISBA Conference each year.
10. It is proposed that the benchmarking for schools specific senior non-teaching roles are aligned to this survey to evidence the market and to an extent this already takes place. As part of the feasibility study outlined in the TOM report, benchmarking will be extended to cover other specialist posts in schools and individual business cases for applying any uplift to pay can be made on a case by case basis in the interim as appropriate. Any such benchmarking will need to include comparison of pensions and other benefits where the City Corporation fares well such as maternity and adoption provisions. Corporate HR and the Chamberlains department will provide advice on this as part of the feasibility study as appropriate.
11. The Head Teacher as the Chief Officer will continue to request MFS's to the MFS Board within the limits outlined in the Policy and subject to the same MSF conditions in the current Policy and guidance.

Schools recruitment

12. The schools undertake their own Teacher Recruitment, but advertisements are placed through City Corporation's corporate advertising contract. Non-teaching recruitment is undertaken by Corporate Human Resources. We will look at the options for delegating recruitment for non-teaching roles in part or full and if we can enable this before recess we will do so. A report on progress will be made after recess.

Options

13. These initiatives support the TOM pilot reported separately on the agenda and as such present a fairly low risk to the organisation before formalising any changes going forward.

Proposals

14. To endorse the pilot delegated authorities to the Schools as outlined in paragraph 6, 7 and 8 above. It is not proposed to make any changes to the relevant Policies or Scheme of Delegation for the duration the pilot. Any such recommendations will be included in the evaluation of the pilot after recess. Clearly the end to end process will be shortened by removing the Director of HR authorisation stage. The review of the pilot will also assess whether additional payments awarded to individuals have been supported by a robust business case in a consistent and fair way. If the pilot is successful in this regard a recommendation can be made to expand the pilot to other institutions and corporation departments.

Key Data

15. The full analysis will be included in the findings of the pilot after recess.

Corporate & Strategic Implications

16. The City Corporation aims to treat their staff well at every stage of their employment. This links to the Corporate Plan Outcome of contributing to a flourishing society, and our commitment under the Responsible Business strategy.
17. An equalities test of relevance, assessment and monitoring of the wider pilot is the responsibility of the Head Teacher as the lead Chief Officer. Specific analysis of the elements included in this part of the pilot will be undertaken by the schools' own HR teams in collaboration with Corporate Human Resources.
18. The Trade Unions will be provided with information about the TOM Pilot and in particular these elements of the pilot. Formal consultation will take place as necessary although the specific matters outlined this paper do not change terms and conditions of employment as they are broadly administrative arrangements.
19. Financial implications will be included as part of the monitoring and analysis of these element of the TOM pilot and included it the report back after recess.

Conclusion

20. The report on the *TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools*, outlines a number workstreams with a focus on eliminating non-value adding activity and removing barriers, to make space for and encourage collaboration, innovation and synergy building. The people management projects have varying degrees of complexity, but the areas highlighted in this report present a number of quick wins that can be achieved now as part of the pilot with a report back after recess.

Background Papers

Establishment Committee – March 2021 TOM review, pilot project at the City of London School and associated benchmark reward changes across the Independent Schools

[Employee Handbook](#)

Tracey Jansen

Assistant Director of Human Resources.

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Committee(s):	Dated:
City of London School Board of Governors	9 June 2021
City of London School for Girls Board of Governors	10 June 2021
City of London Freemen's School	11 June 2021
Subject: Tackling Racism Taskforce: Education Workstream Action Plan	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 5, 8
Does this proposal require extra revenue and/or capital spending?	Not at this stage.
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) Anne Bamford, Strategic Education and Skills Director	

Summary

The Tackling Racism Taskforce (TRT) was established in June 2020 to consider what the City of London Corporation does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through the Corporation's activities. This report sets out an Action Plan to deliver the recommendations of the Tackling Racism Taskforce's Education Workstream following discussion of the recommendations by the Education Board at their meeting on 18 March 2021 and engagement with partners over March to May. The Action Plan seeks to reflect the importance of this work, the need for pace and momentum, and the role of strategic and operational partnerships between the City Corporation, the Family of Schools, adult education providers and cultural institutions in delivering the Education Workstream.

Recommendation(s)

The Boards of Governors are asked to note the Education Workstream Action Plan outlined in **Appendix 1** and that updates will be provided to future meetings of the Boards of Governors where appropriate.

Main Report

Background

1. The Tackling Racism Taskforce was established in June 2020 by the Policy and Resources Committee to consider what the City of London Corporation currently does to tackle racism in all its forms and to assess whether any further action could be undertaken to promote economic, educational, and social inclusion through its activities. The Policy and Resources Committee (at its meeting on 21 January 2021) and the Establishment Committee (at its meeting on 27 January 2021) endorsed the recommendations of the Tackling Racism Taskforce across all workstreams and these were then submitted to other committees of the Corporation for endorsement.
2. The Education Board considered the recommendations of the Education Workstream at their meeting on 18 March 2021. Members supported the recommendations and acknowledged that many of the recommendations required partnership working with the Family of Schools to ensure that they are appropriately delegated, actioned, and monitored. The Education Board also recognised that actions will be both short-term and long-term to ensure pace and systemic change. Members noted that high-level action plan presented by the Education Strategy Unit and requested that a more detailed action plan should be submitted to the Education Board at the meeting on 20 May 2021.

Current Position

3. The promotion of diversity, equality and inclusion is at the heart of the Education, Cultural and Creative Learning and Skills Strategies (outlined in Goal Three of each Strategy) and is a prominent feature in the annual action planning.
4. It is important to note that the governance and accountability for actions across the Education workstream is not solely within the remit of the Education Board (and Education Strategy Unit) and a key role for the Unit is therefore to maximise the use of established partnerships, grant-funding arrangements, and some levers of governance to support the work delivered across the City of London Academies Trust (CoLAT), Adult Skills and Education Service's (ASES's) Steering Group, Independent School Governing Bodies, Cultural venue Committees and other relevant decision-making bodies.
5. Engagement with schools and other learning partners has occurred in the development of the Education Workstream Action Plan in **Appendix 1**. The recommendations of the Taskforce were discussed in detail by the Family of Schools' Chair of Governors' Forum (on 2 March 2021 and 11 May 2021), the Headteachers' Forum (on 17 March 2021 and 6 May 2021) and in meetings with Culture Mile Learning. Other relevant Committees will be consulted on the Action Plan (including the Boards of Governors of the City of London Independent Schools and the Community & Children's Services Committee) insofar as it relates to those Committees' responsibilities. Further liaison will also be undertaken as required with CoLAT and Culture Mile partners to develop and implement the actions relating to them.

6. There has been agreement among Members and partners that systemic racism exists in society and does manifest within learning and work institutions. Therefore, a key consideration for all stakeholders involved in tackling racism is to identify where and how this occurs and to identify solutions to challenge it in all its forms. There has been acknowledgement that the City Corporation and its Family of Schools cannot address all the fundamental problems of equality in society which can perpetuate racism, however, everyone can and should act and there are a number of actions which the City Corporation and its partners can collectively take to improve the lives of individuals within their sphere of support.
7. Several key themes have emerged from the engagement which provide clear pathways for action. These include:
 - a. The terms 'diversity', 'racism' and 'inclusion' are felt to be very broad. Issues of racism vary between contexts and so actions should not be prescribed centrally but should be local and responsive to institutional contexts.
 - b. There is a clear role which businesses and employer organisations can play in unlocking barriers to work-related experiences for young people from ethnic minority backgrounds and ensuring that recruitment to these experiences (including work experience) challenge prejudice and bias in all its forms.
 - c. The Family of Schools' alumni are a potential resource for role models to current pupils and as a potential governor recruitment pipeline, in both cases representing diversity which mirrors the diversity in the school communities. There is more work to be done to maximise the opportunities of alumni networks in and across schools.
 - d. The independent reviews conducted in the City of London School and City of London School for Girls on racial equality identified areas across the school where systemic racism could manifest in aspects of school life. Similar reviews should be conducted in other schools within the Family of Schools.
 - e. There is a confidence, sensitivity, and passion with which young people speak about ethnicity, identify issues, and promote solutions. Teachers pointed out the emotional intelligence and sensitivity which many young people display which can provide learning for adults.
 - f. Tackling racism requires taking a deep and wide approach, identifying issues which emerge from strategic policies to everyday conversations. Everyday interactions can contain microaggressions which impact learners and colleagues and which are just as important to address as the strategic and leadership practices.
 - g. Intersectional thinking is relevant in challenging bias and prejudice in all forms. Intersectional thinking acknowledges that children and young people experience the world differently. This impacts on the way they interact with others and the extent that they feel able to share their lived realities. These experiences are shaped and influenced by aspects of a young person's identity, such as their ethnicity, age, gender, sexuality, class and abilities. People's interactions with the world are not solely based one aspect of their identity but instead are layered and multifaceted.

For example, someone may experience racism, sexism and ageism collectively or individually at different times and in different environments and this needs to be considered in tackling racism.

- h. Language and terminology surrounding ethnicity can be contentious. While there is guidance available, e.g. <https://www.ethnicity-facts-figures.service.gov.uk/style-guide/writing-about-ethnicity>, such advice and content needs to also reflect changes in language usage and acceptability, both to individuals and the group over time.
8. The Action Plan in **Appendix 1** is an amalgamation of the Taskforce's Recommendations, the actions already in train and the views of colleagues and stakeholders shared through engagement. It should be noted that the Action Plan is a living document and will grow and develop over time as partners respond to the actions and identify areas for targeted practice. Actions are marked at short-term (occurring before the end of the 2021 calendar year), medium-term (occurring before the end of the 2021/22 academic year), long-term (occurring before the end of the 2022/23 academic year) and recurring (recurring each academic year).

Corporate & Strategic Implications

9. Strategic implications

The Action Plan is aligned fully with the following outcomes of the Corporate Plan:

- People are safe and feel safe
- People enjoy good health and wellbeing
- People have equal opportunities to enrich their lives and reach their full potential.
- Communities are cohesive and have the facilities they need.
- Businesses are trusted and socially and environmentally responsible.
- We have access to the skills and talent we need.

The Education Strategy commits to safe, inclusive, supportive, and empowering education for all, regardless of age, background or circumstance. The Skills Strategy commits to ensuring all partners continue to work towards the achievement of a diverse workforce which mirrors the diversity of our community. The Cultural and Creative Learning Strategy aims to provide accessible opportunities for those at risk of not having access to the full range of cultural experiences. These strategic goals are actively applied to tackling racism in the City of London's Family of Schools, Adult Skills and Education Service (ASES) and cultural institutions offering learning programmes.

10. Financial implications

At this stage, the Education Board has been asked to endorse of the Action Plan to drive forward this work. If issues and actions arise which have financial implications, these will be reported to the Education Board at subsequent meetings.

11. Resource implications

The Education Strategy Unit, schools, ASES and CML will all need to put resources into implementing the action plan and monitoring its impact over time.

12. Legal implications

The Public Sector Equality Duty under Section 149 of the Equalities Act 2010 does not strictly apply as a matter of law to the City Corporation's City's Cash functions. However, it has been the Corporation's practice to have regard to those principles across all of its functions.

13. Risk implications

Risks will be identified and mitigated by institutions on an action by action basis. A key risk identified by the Education Board is the risk of inaction and complacency which is being mitigated through proactive action, regular partner engagement, monitoring of actions and responsive allocation of resources (e.g. grant funds) where required.

14. Equalities implications

The Education Unit believe that this report complies with the City Corporation's Public Sector principles of the Equality Duty Act 2010. The proposals in this report have a positive impact on staff and the communities that it serves who are people from ethnic minority backgrounds.

15. Climate implications – None.

16. Security implications – None.

Conclusion

17. This report updates the Boards of Governors on the work underway to implement the Education Workstream recommendations of the Tackling Racism Taskforce, including an Action Plan in **Appendix 1** which will be continually revised and developed over time with partners. It is proposed that further update on the delivery of actions be submitted to future Board meetings where appropriate.

Appendices

- Appendix 1 – Tackling Racism, Education Workstream Action Plan

Background Papers

- [*Findings and recommendations of the Tackling Racism Taskforce*](#) – Report of the Tackling Racism Taskforce approved by the Policy & Resources Committee on 21 January 2021 and the Establishment Committee on 27 January 2021.
- [*Tackling Racism Taskforce, Education Workstream*](#) – Report of the Town Clerk and Director of Community and Children's Services approved by the Education Board on 18 March 2021.

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)

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Anne Bamford

Strategic Education and Skills Director

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Appendix 1

Tackling Racism, Education Workstream Action Plan

Timescales (T)		Delivery partners	
Short-term: Delivered before Dec 2021	ST	Education Strategy Unit	ESU
Medium-term: Delivered before August 2022	MT	City of London Academies Trust academies	CoLAT
Long-term: Delivered before August 2023	LT	Independent Schools	IS
Recurring: Delivered annually each academic year	R	Family of Schools	FoS
		Culture Mile Learning	CML
		Adult Skills and Education Service	ASES

#	Taskforce Recommendation	Actions	T
1	Schools should ensure recruitment and retention of a diverse range of staff and governors, as well as career progression. Consideration should be given to the introduction of teacher apprenticeships.	Conduct research into teaching profession access routes for inclusion and diversity and coordinate the development of a City practice guide. (ESU)	MT
		Source training for school staff and governors involved in recruitment processes on inclusive recruitment practices. (ESU)	ST
		Source middle and senior leadership mentoring and support to ensure that diversity is represented at higher levels of leadership. (FoS)	MT
		Forge and maintain strong links with governance recruitment services and alumni networks to encourage diversity within governance, with representation from the local community and share findings and approaches in Chairs of Governors' Forums and other committees. (ESU) (FoS)	R
		Conduct a review of equalities, including tackling racism, across academies. (CoLAT)	MT
		Respond to the findings of the external joint-review of equality and diversity. (IS)	MT
		Share findings and approaches staff recruitment and retention to promote inclusion and diversity in Headteachers' Forums.(ESU) (FoS)	R
2	City Corporation should support the academies by creating and promoting an alumni network, of which members could be	Explore options for the establishment of local school alumni networks which can inform governor succession planning (recruit governors from the network), support role model programmes, deliver talks in schools and contribute to culture of diversity across schools. (ESU) (FoS)	MT

	encouraged to stand as a governor to contribute towards a more representative governing body for each of the Schools.		
3	The Tackling Racism Taskforce encourage schools to build on its strong Continual Professional Development (CPD) offer for teachers on ways to use cultural resources in learning and to reinvigorate curriculum with culturally diverse content	Conduct regular scrutiny of pupils' performance across characteristics including ethnicity, gender, and economic disadvantage, using resources such as the Fischer Family Trust School dashboards, and use data to inform school improvement. (ESU) (FoS)	R
		Make full use of the termly Cultural and Creative Learning Forum and the resources of Culture Mile Learning to develop and share resources and practices for using cultural learning to enrich the curriculum, including tackling racism and celebrating diversity. (ESU) (CML) (FoS)	R
		Make full use of Find Fusion to share and promote curricular and cross-curricular resources/projects/events to support conversations about ethnicity, tackling racism and celebrating diversity. (ESU) (FoS) (CML) (ASES)	R
		Make full use of annual grant funding to City-sponsored academies to actively encourage projects which support curricular and extra-curricular enhancement for pupils impacted by educational disadvantage and ensure that equalities monitoring occurs on an annual basis. (ESU) (CoLAT)	R
		Deliver bespoke CPD programmes connecting teachers to cultural organisations and artists to enrich aspects of the curriculum and develop teachers' confidence in using sources and cultural resources in their teaching. (CML)	R
		Deliver wellbeing programmes to enhance pastoral care, counselling and family support services for all pupils impacted by disadvantage, and particularly addressing the increased pressures caused by COVID-19. (ESU) (FoS)	MT
4	Ensure that equality and inclusion training, as well as difficult conversations training, was rolled out to all staff	Source equality and inclusion training, including difficult conversations training, to be offered to all staff across the Family of Schools. (ESU)	ST
5	The Taskforce would encourage more joined up partnership working, e.g. between the City of	Support City Corporation staff to use Find Fusion to share learning resources and opportunities with schools in the Family of Schools and across London, including learning resources focused on equalities and tackling racism. (ESU)	ST

	London Police and the family of schools	<i>See actions relating to cultural and creative learning and skills and work-related learning.</i>	
		Source anti-racism training to the 30+ cultural partners in the Culture Mile Learning network. (CML)	ST
6	Bursaries at the independent schools could be advertised to academies and change the conversation, so it was less about 'class' or 'race' and more about education itself.	Enable and support information sharing between the Family of Schools, including on bursary opportunities, through the twice-termly Headteachers' Forum; termly Chairs of Governors' Forum, Skills Forum and Cultural and Creative Learning Forum; annual Schools' Conference; and Find Fusion as an online platform for school-to-school sharing. (ESU)	R
		<i>The funding allocation and distribution of bursary funding is included within the scope of the Tomlinson Review and will be considered by Committees of the Corporation in line with the Tomlinson Review timelines.</i>	
7	There should be a focus on work experience placements and consider not always giving the most 'capable' student a placement, but those where there would be most impact.	Ensure that work-related learning opportunities are accessed equitably, and pupils are exposed to ethnically diverse role models and mentors, including careers education, work experience offers, and skills development opportunities. (ESU) (FoS) (CML)	R
		Continue to offer mentoring and work experience programmes to connect young Londoners who face significant barriers to the workplace with role models working in their aspired-to sectors. (CML)	R
		Resource a quality City Corporation work experience offer across all Corporation departments and institutions, with targeted recruitment aimed at disadvantaged and underrepresented groups, including young people and adults from ethnic minority backgrounds. (City Corporation HR)	MT
8	Addendum	Ensure that conversations about equalities acknowledge the role of intersectionality to challenging bias and prejudice in all forms. Intersectional thinking acknowledges that people experience the world differently (ESU) (FoS) (CML) (ASES)	R
		Explore opportunities for collaborative workshops/ training/ resources which facilitate conversations with parents and carers on equalities issues and tackling racism (ESU) (FoS)	MT
		Work closely with resident communities to respond to community need and labour market changes. (ASES)	MT
		Deliver family learning programmes, reaching out to families from diverse background and encouraging community cohesion and empowerment. (ASES)	R

		Increase efforts to encourage apprenticeship applications from learners who are from ethnic minority backgrounds and ensure conversion in proportion to appointments. (ASES)	MT
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