



## Education Board

**Date:** THURSDAY, 20 MAY 2021  
**Time:** 11.00 am  
**Venue:** VIRTUAL PUBLIC MEETING (ACCESSIBLE REMOTELY)

**Members:** Randall Anderson  
Tijs Broeke  
Alderman Sir Peter Estlin  
Caroline Haines  
Alderman Robert Howard  
Shravan Joshi  
Alderman Nicholas Lyons  
The Rt Hon. the Lord Mayor, Alderman William Russell  
Benjamin Murphy  
Ruby Sayed  
Deputy Philip Woodhouse  
Rachel Bower  
Tim Campbell  
Deborah Knight  
Mary Robey

**Enquiries:** Emily Garland  
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### Accessing the virtual public meeting

**Members of the public can observe this virtual public meeting at the below link:**  
<https://youtu.be/RoFBZ6boztg>

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 dated 15 April 2021, appointing the Board and setting its Terms of Reference.

**For Information**  
(Pages 9 - 10)

4. **ELECTION OF CHAIR**

To elect a Chair in accordance with Standing Order No. 29.

**For Decision**

5. **ELECTION OF DEPUTY CHAIR**

To elect a Deputy Chair in accordance with Standing Order No. 30.

**For Decision**

6. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 18 March 2021.

**For Decision**  
(Pages 11 - 20)

7. **APPOINTMENT OF SUB-COMMITTEES**

Report of the Town Clerk.

**For Decision**  
(Pages 21 - 24)

8. **PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

**For Information**  
(Pages 25 - 26)

9. **COVID-19 UPDATE**

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

**For Information**

10. **TACKLING RACISM TASKFORCE EDUCATION WORKSTREAM ACTION PLAN**

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

**For Discussion**  
(Pages 27 - 36)

**Education**

11. **GOVERNOR APPOINTMENTS UPDATE**

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

**For Decision**  
(Pages 37 - 48)

12. **ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

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

**For Information**

13. **CITY OF LONDON ACADEMIES - ANNUAL CAPITAL ALLOCATIONS**

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

*To be read in conjunction with the non-public appendix at item 30 on the agenda.*

**For Information**  
(Pages 49 - 54)

14. **REVENUE OUTTURN 2020/21**

Joint report of the Chamberlain and the Director of Community and Children's Services.

**For Information**  
(Pages 55 - 60)

15. **EDUCATION BOARD BUDGET UPDATE**

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

**For Information**  
(Pages 61 - 64)

16. **MID-TERM STRATEGY REVIEW**

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

**For Discussion**  
(Pages 65 - 96)

**Cultural & Creative Learning**

17. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE**

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

**For Information**  
(Pages 97 - 104)

**Skills**

18. **LIVERY SKILLS INITIATIVE**

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

**For Discussion**  
(Pages 105 - 130)

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

20. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

21. **EXCLUSION OF THE PUBLIC**

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

**For Decision**

## **Part 2 - Non-Public Agenda**

### **22. NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 18 March 2021.

**For Decision**  
(Pages 131 - 132)

### **23. NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

**For Information**  
(Pages 133 - 134)

### **24. COLAT AGM UPDATE**

The Chair to be heard.

**For Information**

### **25. UPDATE ON COLAT SIXTH FORM STRATEGY**

The Chair to be heard.

**For Information**

### **26. MENTAL HEALTH AND WELLBEING SUPPORT TO COLAT ACADEMIES**

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

**For Information**  
(Pages 135 - 142)

### **27. SAFEGUARDING SCRUTINY MEETINGS, COLAT ACADEMIES**

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

**For Discussion**  
(Pages 143 - 150)

28. **FUNDING OF EDUCATION BY THE CITY OF LONDON (REPORT OF THE TOMLINSON REVIEW WORKING PARTY)**

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

*The Chair to be heard.*

**For Decision**  
(Pages 151 - 172)

29. **GW6: COLPAS GALLEYWALL PRIMARY ACADEMY**

Report of the City Surveyor.

**For Decision**  
(Pages 173 - 182)

30. **NON-PUBLIC APPENDIX: CITY OF LONDON ACADEMIES – ANNUAL CAPITAL ALLOCATIONS**

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

*To be read in conjunction with item 13.*

**For Information**  
(Pages 183 - 184)

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

32. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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RUSSELL, Mayor	<b>RESOLVED:</b> That the Court of Common Council holden in the Guildhall of the City of London on Thursday 15 <sup>th</sup> April 2021, doth hereby appoint the following Committee until the first meeting of the Court in April, 2022.
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## EDUCATION BOARD

### 1. Constitution

A Non-Ward Committee consisting of,

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

### 2. Quorum

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

### 3. Membership 2021/22

- 2 (2) Shravan Joshi, M.B.E., *for two years*
- 8 (4) William Anthony Bowater Russell, Alderman, the Rt Hon The Lord Mayor
- 4 (4) Ruby Sayed
- 3 (3) Philip Woodhouse, Deputy
- 8 (2) Sir Peter Estlin, Alderman
- 3 (2) Nicholas Stephen Leland Lyons, Alderman
- 2 (2) Tijs Broeke
- 4 (1) Caroline Wilma Haines
- 2 (1) Robert Picton Seymour Howard, Alderman
- 4 (1) Benjamin Murphy

Together with four external representatives:-

Deborah Knight (*appointed for a term expiring July 2022*)

Rachel Bower (*appointed for a term expiring April 2023*)

Tim Campbell (*appointed for a term expiring July 2023*)

*Vacancy*

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

### 4. Terms of Reference

- (a) To monitor and review the City of London Strategies for Education, Cultural and Creative Learning, and Skills and to oversee their implementation (including skills and work related learning, and cultural and creative learning) in consultation, where appropriate, with Policy and Resources Committee and the relevant Service Committees; referring any proposed changes to the Court of Common Council for approval;
- (b) To oversee generally the City of London Corporation's education activities (including, where relevant, the City Corporation's commitment to ensuring education promotes healthy lifestyles); consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of those Committees and liaising with the City's affiliated schools and co-sponsors; post school learning providers, and cultural organisations but excluding Gresham College and any responsibilities of the Gresham (City Side) Committee;
- (c) To be responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy governors and, where relevant Members, Directors and Trustees;
- (d) To manage of The City of London Corporation Combined Education Charity (registered charity no. 312836), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (e) To manage of the City Educational Trust Fund (registered charity no. 290840), subject to consulting with the Community and Children's Services Committee as to any policy to be adopted for the application of the charity's funds;
- (f) To constitute Sub-Committees in order to consider particular items of business within the terms of reference of the Board, including:-  
Education Charity Sub (Education Board) Committee\*
- (g) To recommend to the Court of Common Council candidates for appointment as the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other Committee;

- (h) To monitor the frameworks for effective accountability, challenge and support in the City Family of Schools\*\*;
- (i) To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies;
- (j) To assist with promotion of skills training and education-business link activities in line with the City of London Corporation's Skills Strategy.

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

\*\*The expression "the City Family of Schools" means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School, the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.

## EDUCATION BOARD

**Thursday, 18 March 2021**

Minutes of the meeting of the Education Board held virtually on  
Thursday, 18 March 2021 at 11.00 am

### **Present**

#### **Members:**

Caroline Haines (Chair)	Alderman Nicholas Lyons
Deputy Philip Woodhouse (Deputy Chairman)	Ruby Sayed
Randall Anderson	Rachel Bower
Alderman Sir Peter Estlin	Tim Campbell
Alderman Robert Howard	Deborah Knight
Shravan Joshi	

### **In Attendance**

#### **Officers:**

Emily Garland	- Town Clerk's Department
Polly Dunn	- Town Clerk's Department
Mark Jarvis	- Chamberlain's Department
Anne Pietsch	- Comptroller and City Solicitor's Department
Anne Bamford	- Department of Community & Children's Services
Gerald Mehrrens	- Department of Community & Children's Services
Daniel McGrady	- Department of Community & Children's Services
Barbara Hamilton	- Department of Community & Children's Services
Natasha Hanckel-Spice	- Department of Community & Children's Services
Catherine McGovern	- Department of Community & Children's Services
Fatema Chowdhury	- Department of Community & Children's Services
Roland Martin	- City of London Freeman's School
Jenny Brown	- City of London School for Girls
Andrew McBroom	- City of London School

#### **Observers:**

Sharon Ament	Museum of London
Beth Crosland	Museum of London
Rosemara Mather-Lupton	Museum of London
Sean Gregory	Barbican
Mark Emmerson	City of London Academies Trust
Ann Holmes	

1. **APOLOGIES**

Apologies for absence were received from the Rt. Hon. the Lord Mayor, William Russell, Benjamin Murphy and Tijs Broeke.

Alderman Sir Peter Estlin issued apologies in advance for departing the meeting early.

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

In respect of Item 24 on the agenda, Alderman Nicholas Lyons noted his membership of the Educators' Company and his intention to abstain from voting due to both candidates also being members.

3. **PUBLIC MINUTES**

The public minutes and summary of the meeting held on 28 January 2021 were approved as a correct record subject to the following amendments:

- The wording of the vote of thanks to outgoing Chair, Ann Holmes, be included.
- The attendance be amended to include Alderman Robert Howard, who was present at the meeting.

4. **OUTSTANDING ACTIONS**

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

- 17/2020/P - The Chair explained that due to changes in schooling assessments and results timetables it was felt that the July Education Board meeting should be moved to earlier in the month. A meeting date of 11am on Thursday 1<sup>st</sup> July had been identified as a suitable date. Members were advised that, subject to any strong objections sent to the Clerk after the meeting, this date would be confirmed as soon as possible.
- City of London Academies Trust Appointment - Due to the Deputy Chairman's conflict of interest, as discussed in the previous meeting, the Board were invited to endorse the Deputy Chairman's nomination of Alderman Robert Howard as Company Member to the City of London Academies Trust.

**RESOLVED**, that:-

- The report be noted.
- The Deputy Chairman's nomination of Alderman Robert Howard as Company Member to the City of London Academies Trust, be endorsed.

5. **NOMINATIONS SUB-COMMITTEE MINUTES**

The public minutes of the Nominations Sub-Committee meeting held on 16 February 2021 were noted.

## 6. **COVID-19 UPDATE**

The Director of Community & Children's Services was heard relative to the COVID-19 update. The following points were noted:

- While many continued to operate during lockdown, schools had returned fully from 8<sup>th</sup> March 2021.
- Early data had shown that both pupils and staff had been very positive to return and schools were having high attendance, with around 95% of pupils attending. No new cases of COVID-19 had yet been reported across the schools.
- Lateral flow testing was taking place twice a week for pupils and staff in secondary schools, and for staff only in primary schools.
- Face coverings were encouraged in all areas for secondary staff and pupils. This was not the case in primary schools although staff and visitors were encouraged to wear them in communal areas. The wearing of masks could not be mandated, and schools were not permitted to change the uniform policy to include masks.
- Regarding the spring and summer examinations, the government confirmed that in summer 2021, students taking GCSE, AS and A levels regulated by Ofqual, would be awarded grades based on assessment by their teachers. This also applied to the awarding of vocational, technical, and other general qualifications.
- Students were due to receive their results for A/AS levels on the 10 August 2021 and GCSEs on the 12 August 2021, a week earlier than in previous years. There would be no formal publication of results.
- Additional support and resources were being made available for mental health and wellbeing support for both pupils and staff.

The Board thanked everyone involved in ensuring the continued provision of education within the City's Family of Schools.

**RESOLVED**, that the update be received.

## 7. **EDUCATION ACTIVITIES UPDATE**

Members received a report of the Director of Community and Children's Services regarding an update on the City's educational activities.

Members heard a presentation by a Level 3 Business and Events Apprentice, within the Education Unit, highlighting the following points:

- The Education Unit alongside Chess in Schools and Communities hosted the annual Chess Tournament virtually with over 80 pupils joining.
- There had been an increased emphasis on mental health within the schools and the wider community. The Education Unit supported the delivery of Suicide Prevention Awareness sessions organised by the Public Health team and delivered by the suicide prevention charity, PAPYRUS.
- The Debating Tournament had been moved to April 2021 so as not to coincide with the reopening of schools in March. Members were invited to join this should they wish to do so.

- The Find Fusion website had gone live and a formal launch was planned for after the Easter break.
- The Midterm Strategy Review research had been completed and a report on this would be submitted to the May meeting of the Board.
- Most events in the 2020-21 programme had not been cancelled but instead had taken place virtually.

Discussion took place as to the positive experience of the apprentice during their time at the Corporation and the Chair thanked her for her presentation.

A Member enquired whether cultural activities could be made available to educational foundations outside of the family of schools, in particular those supported by the Lord Mayor. The Strategic Education and Skills Director explained that while some remained exclusive to the family of schools, some events were already being made available to the wider schools and community.

Members were informed of a grant received by the Corporation to support a project designed to attract socially and ethnically diverse young people into creative careers. In collaboration with Lewisham and Westminster Councils, the project involved the creation of a film focusing on back end jobs in the film industry, where there is growth and supply in the labour market, to encourage 11-14 year olds and their parents to consider creative roles.

**RESOLVED**, that the report be noted.

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

Members received a report of the Director of Community and Children's Services regarding the Education Board Budget update 2020/2021.

**RESOLVED**, that the report be noted.

**9. TACKLING RACISM TASKFORCE - EDUCATION WORKSTREAM UPDATE**

Members received a joint report of the Town Clerk and the Director of Community and Children's Services regarding the education workstream recommendations of the Tackling Racism Taskforce.

The Strategic Education and Skills Director began by providing a summary of the report, highlighting that while action is already being taken to tackle racism in the education providers it should not allow for complacency.

The Chair highlighted the three key recommendations surrounding diversity, education and engagement and invited Members to comment.

The following points were made:

- Clarity should be sought as to how to delegate these actions going forward, in order to achieve the recommendations.
- Success was reliant on the actions of the relevant governing bodies and as such, thought should be given as to how the Education Board could set principles and encourage other Boards to adopt these. It was

suggested that a pledge or Schedule of Responsibilities could be considered.

- It was suggested that the Board should develop short, medium and long term action plans in relation to the recommendations.
- The terms 'diversity', 'racism' and 'inclusion' were felt to be too broad. Issues of racism vary between schools and more specificity of challenges, outcomes and time scales would help more useful recommendations of practice to be made.
- Some felt focus should be placed on the educational attainment of all students rather than the diversity of the student body.
- Regarding work experience, the Corporation should improve partnerships with companies that focus on increasing social mobility through work experience.
- Some felt focus should be placed on lifelong learning of alumni to the family of schools and how support can be offered throughout further education.
- It was felt that alumni networks could provide diversity, with some Boards having requirements for a number of Governors to represent the alumni.
- One Member felt that the alumni programme should be managed by each individual school to allow more effective use of and support to the alumni network.
- It was highlighted that the recommendations did not include the need for collaboration across the family of schools. It was felt that schools could greatly benefit from the learnings of others and that collaboration could result in more sustainable progress. A cross-school unit could be formed to address this.
- It was argued that school staff were better placed to suggest practical recommendations than governing bodies. Headteachers of City of London Academy Trust (CoLAT) schools had committed to analysing current practice within their schools and making recommendations to the Trust Board.
- It was highlighted that unfortunately some challenges are a result of societal issues which cannot be controlled by the Board, only mitigated.

**RESOLVED**, that the report be noted.

#### 10. **TOMLINSON REVIEW UPDATE**

The Chair was heard relative to the Tomlinson Review update. The following points were noted:

- Sufficient progress had been made since the last meeting as the deadline for input of views approached. The Chair thanked all those who had contributed.
- A report was being drafted to be submitted to the April meeting of Policy & Resources, before being submitted to the Education Board for information. This was due to the Tomlinson Working Party having been established by Policy & Resources.
- Two key constraints had been identified: the 12% budget cuts and the projected growth of the academies.

Discussion took place regarding budget cuts in the next financial year, with several Members supportive of reassessment.

**RESOLVED**, that the update be received.

**11. GOVERNOR APPOINTMENTS UPDATE**

The Chair requested that Item 11 and Item 12 be considered together.

**12. GOVERNOR SUCCESSION PLANNING AND RECRUITMENT**

Members received reports of the Director of Community and Children's Services regarding the appointment of a Governor to the Local Governing Bodies (LGB) of City of London Academies Trust (CoLAT) and the Governor recruitment and planning processes for LGBs across the ten City of London academies.

Members noted that Randall Anderson had been appointed to the LGB of The City Academy Hackney and that this had been ratified by the CoLAT Board of Trustees since the last meeting of the Education Board.

The Director of Community and Children's Services explained that the strategic interest of the Board commits to effective leadership and good governance across the family of schools. Succession planning was therefore important as it enabled an appropriate mix of skills and experience from governing bodies allowing them to be diverse and represent the school communities that they served. It also ensured that no gaps or long-standing vacancies existed and that governing bodies were compliant with all national and local policies. Members were informed that the report focused on the CoLAT Board as responsibility for appointment processes for the Independent Schools was assigned to the relevant governing Boards.

Recommendations were made, in consultation with CoLAT, for continual development of the process. Members were reminded that these had been previously shared with the CoLAT Board but were invited to provide comments.

Several Members expressed support for expertise to be shared across the family of schools with the Head of the City of London Freeman's School adding that cross fertilisation across the leadership teams would be helpful. It was also suggested that Governors could be encouraged, where capacity allowed, to sit on more than one Board to facilitate this.

The Director of Community and Children's Services highlighted the work of the Education Unit, in collaboration with the Volunteering Network, to encourage staff to volunteer for governing roles.

A Member highlighted that the Corporation also nominated Governors for schools outside of the family of schools, including Christ's Hospital and King Edward's Witley, and added that it may be beneficial for Members to be more aware of their commitment to these schools.



The Director of Community and Children's Services confirmed that the Education Unit could consider how better to engage with the wider school network.

Another Member expressed support for working in collaboration with senior leadership teams to identify the skills and experience required for vacancies. It was suggested that cultural alignment to the School's, Trust's and Corporation's objectives and aims would result in a more cohesive approach by Boards.

**RESOLVED**, that the reports be noted.

**13. COMMUNITY AND PARTNERSHIPS REPORTS OF CITY INDEPENDENT SCHOOLS**

Members received partnership reports from the Heads of the City of London School, the City of London School for Girls and the City of London Freeman's School.

A representative from each of the schools presented their reports, highlighted key developments and areas of focus for the forthcoming year.

- a) City of London School - Working in Partnership 2020
- b) City of London School for Girls - Working in Partnership 2020
- c) City of London Freeman's School - Community and Partnerships Report 2020

It was agreed that the reports would be circulated to Members of the wider Court and shared on the Livery Committee website, to promote the community and partnership work of the schools.

**RESOLVED**, that the reports be noted.

**14. ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

Members received a report of the Director of Community and Children's Services providing an update on the progress of the Academies Development Programme.

**RESOLVED**, that the report be noted.

**15. REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**

Members considered a report of the Principal of the Guildhall School of Music & Drama regarding a review of funding to the Guildhall School Trust for Scholarships.

It was noted that in response to a request from the Board, an annual impact report had been produced to assess the impact of funds to the school and the scholarship recipients. The Board thanked the Guildhall School of Music & Drama for fulfilling their request.

It was clarified by the Town Clerk that the decision for approval of the grant continuation to 2021/22 was to be made by Policy & Resources.

**RESOLVED**, that:-

- The School's impact report on the use of the £30,000 grant in 20/21 be approved as satisfactory.
- Continuation of the grant to 2021/22, to be approved by Policy & Resources, be endorsed.

**16. CULTURE MILE LEARNING UPDATE**

Members received a report of the Director of Community and Children's Services regarding Culture Mile Learning.

Members heard a presentation by officers in Culture Mile Learning providing an update on its activities since the last update to the Committee in November 2020.

A Member enquired as to whether data on impact measurements could be provided. It was confirmed that such data would be provided at a future Board meeting, as per the annual reporting cycle.

It was requested that the slides be circulated to Members after the meeting.

**RESOLVED**, that the report and presentation be noted.

**17. SKILLS STRATEGY UPDATE**

Members received a report of the Director of Community and Children's Services regarding an update on the delivery of the Skills Strategy 2018-2023 over the 2020/21 Academic Year.

The Director of Community and Children's Services began by providing a short overview of the report's content, including updates on the delivery of Skills Forums, work to strengthen Industry and Livery partnerships, and progression of the Adult Community Learning service.

A presentation was heard providing further information regarding the London Careers Festival, due to take place from 28 June to 2 July 2021. This year's Festival was to take place virtually working in collaboration with several large organisations such as NatWest and Bloomberg and would work with ELSA Education to ensure measures were in place to engage young people with special educational needs and disabilities. Apprenticeship forums were to take place at the Festival with two webinar sessions featuring presentations by City of London apprentices followed by a Q&A session for pupils.

Members were invited to engage with the Festival's social media presence.

**RESOLVED**, that the report and presentation be noted.

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

There were no questions.

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

There was one item of urgent business.

Livery Skills

The Deputy Chair provided an update on the Livery Skills initiative, explaining that the Livery Committee were due to hold a session on 21 April 2021 with a varied panel. So far there had been substantial engagement with over 100 RSVPs. Further updates would be provided to the Board in due course.

20. **EXCLUSION OF THE PUBLIC**

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

*12.57 – Members voted to extend the meeting under Standing Order 40.*

21. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 28 January 2021 were approved as a correct record.

22. **NON-PUBLIC OUTSTANDING ACTIONS**

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

23. **NOMINATIONS SUB-COMMITTEE MINUTES**

The non-public minutes of the Nominations Sub-Committee meeting held on 16 February 2021 were noted.

24. **APPOINTMENT OF A CO-OPTED MEMBER OF THE EDUCATION BOARD**

**RESOLVED**, that Mary Robey be appointed to the Education Board, effective immediately, for a one-year term expiring in March 2022.

25. **UPDATE ON COLAT SIXTH FORM STRATEGY**

Members received a verbal update on the CoLAT Sixth Form Strategy.

26. **GW6: COLPAS GALLEYWALL PRIMARY ACADEMY**

This item had been withdrawn.

27. **NON-PUBLIC APPENDICES: ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

The non-public appendices were received in conjunction with the report of the Director of Community and Children's Services at Item 14.

28. **NON-PUBLIC APPENDIX: REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**

The non-public appendix was received in conjunction with the report of the Principal of the Guildhall School of Music & Drama at Item 15.

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

There were no questions.

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

There were no items of urgent business.

**The meeting ended at 1.09 pm**

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Chairman

**Contact Officer: Emily Garland  
emily.garland@cityoflondon.gov.uk**

<b>Committee(s):</b> Education Board	<b>Dated:</b> 20 May 2021
<b>Subject:</b> Appointment of Sub-Committees 2021/22	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	N/A
<b>Does this proposal require extra revenue and/or capital spending?</b>	No
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> The Town Clerk	<b>For Decision</b>
<b>Report author:</b> Emily Garland, Committee and Member Services Officer	

## Summary

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

## Recommendation(s)

That Members,

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

## Main Report

### Background

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

### **Nominations Sub (Education Board) Committee**

3. The Nominations Sub (Education Board) Committee is responsible for reviewing the skills audit of Education Board Members and recommending to the Education Board the appointment of external Members in the event of any vacancies arising among external Members on the Board. It is also able to make recommendations to the Education Board on the appointment, where relevant, of Sponsor Trustees to the City of London Academies Trust.
4. It is proposed that the Nominations Sub (Education Board) Committee is constituted to include both the Chairman and Deputy Chairman of the Education Board, and at least two additional Members. A proposed terms of reference for this sub-committee is included at Appendix 1.

### **Education Charity Sub (Education Board) Committee**

5. Following the City of London Corporation's Grants Review, the Education Board has been given responsibility for managing the City of London Corporation Combined Education Charity and the City Educational Trust Fund. The Board is responsible for consulting with the Community and Children's Services Committee on any policy adopted for the application of grants from those charities.
6. The composition of the Education Charity Sub (Education Board) Committee is set by the Court of Common Council: it must be composed of four members of the Education Board and four members of the Community and Children's Services Committee. Members appointed by Community and Children's Services for the forthcoming year were agreed at a meeting held on the 30 April 2021 as;
  - Randall Anderson
  - Ruby Sayed
  - Benjamin Murphy
  - Dawn Wright
7. A proposed terms of reference for this sub-committee is included at Appendix 1.

### **Appendices**

Appendix 1 – Terms of Reference of the Nominations Sub (Education Board) Committee and Education Charity Sub (Education Board) Committee

#### **Emily Garland**

Town Clerk's Department

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## **Appendix 1**

### **Nominations Sub (Education Board) Committee Terms of Reference**

#### **Constitution**

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

**[Membership 2020/21: Caroline Haines, Deputy Philip Woodhouse, Tijs Broeke, VACANCY]**

#### **Quorum**

- Any three members.

#### **Terms of Reference**

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

## **Education Charity Sub (Education Board) Committee**

### **Terms of Reference**

#### **Constitution**

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

**[Membership 2020/21: *EDUCATION BOARD* - Caroline Haines, Deputy Philip Woodhouse, VACANCY, VACANCY. *COMMUNITY AND CHILDREN'S SERVICES COMMITTEE* - Randall Anderson, Benjamin Murphy, Ruby Sayed, Dawn Wright]**

#### **Quorum**

- Any three Members.

#### **Terms of Reference**

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



## Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
8/2020/P	5 March 2020	Projects Sub-Committee to be requested to undertake a case study on the COLPAI project in light of the significant issues and delays.	Clerk	Completion due by autumn 2021
17/2020/P	24 Sept 2020	Newly proposed schedule of meeting dates to be adopted for the 2021-22 academic year – subject to feedback from Board Members.	Clerk	Completed March 2021
1/2021/P	28 January 2021	Update on progress of the Tackling Racism Taskforce in relation to the Education Board.	Town Clerk and Strategic Education & Skills Director	Completed 18 March 2021 - Regular action plan to be included in agenda going forward
2/2021/P	18 March 2021	Community and Partnership reports be circulated to Members of the wider Court and shared on the Livery Committee website, to promote the community and partnership work of the schools.	Clerk	Completed 19 March 2021
3/2021/P	18 March 2021	Culture Mile Learning slides be circulated to Members after the meeting.	Clerk	Completed 22 March 2021

## **Education Board – Public Completed Actions**

<b>Action Number</b>	<b>Action</b>	<b>Date Completed</b>
2/2020/P	A report on Pupil Numbers to be submitted for the May 2020 meeting	23 July 2020
3/2020/P	Information on the vacancies and skills requirements of the various LGBs to be collated and shared with Members to enable them to make nominations.	Action for COLAT
4/2020/P	City Grants Unit to provide an update on the channels through which the charities were advertised at the next meeting of the Charity Sub-Committee.	Completed
5/2020/P	The Benefices Sub-Committee to be included in the programme of work involving NEETs (those not in education, employment or training).	Completed
6/2020/P	A revised Guildhall School of Music and Drama for Scholarships report to be submitted to the May 2020 meeting which aligns with the approved criteria for the grant and includes the impact report for the 2019/20 grant allocations.	Completed under Urgency (May 2020)
1/2020/P	Necessary approvals be sought from Policy & Resources and the Court of Common Council, to ensure that CoLAT Board appointments are made in line with the academic year.	Completed September 2020
9/2020/P	Interim update on the action plans in place at the City's family of schools to address issues raised by the validated 2018/19 results be submitted at the May 2020 Board meeting.	Completed
14/2020/P	Report to be submitted to the Education Board and COLAT regarding a Sixth Form provision strategy.	Completed
16/2020/P	Achievement for all to be invited to present to the Board about actions taken to address parental engagement during the COVID-19 pandemic.	Completed
13/2020/P	Resolution to be submitted to RASC regarding notice for the inclusion of the new Schools funding model in the next budgeting exercise.	Completed
12/2020/P	Tomlinson Review to be made public subject to approval by the P&R Chair and Deputy Chairman	Complete
7/2020/P	Information about the number of bursaries and more general information about what qualifies an individual for a bursary award to be provided to Board Members.	Complete
11/2020/P	Informally explore the possibility of a request for funding of provision of vaccinations for COLAT school employees.	Complete
15/2020/P	Education Services Company considerations to be shared with Livery Committee	Complete

<b>Committee(s):</b> Education Board	<b>Dated:</b> 20/05/2021
<b>Subject:</b> Tackling Racism Taskforce, Education Workstream Action Plan	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4, 5, 8
<b>Does this proposal require extra revenue and/or capital spending?</b>	Not at this stage.
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Discussion
<b>Report author:</b> 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)

Members of the Education Board are asked to endorse the Education Workstream Action Plan outlined in **Appendix 1** and agree to be updated on the progress of these actions at the Education Board meeting in November 2021.

## 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. Membered 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 report is asking for endorsement 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 Members of the Education Board 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 a further update on the delivery of actions is submitted to the Education Board at their meeting in November 2021.

## **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**

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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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<b>Committee(s)</b>	<b>Dated:</b>
Education Board	20/05/2021
<b>Subject:</b> Governor Appointments Update	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	2, 3, 8 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Decision
<b>Report author:</b> Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

## Summary

This report asks Members to note decisions taken by the City of London Academies Trust Board of Trustees relating to their Local Governing Bodies. An updated list of governing body membership of the City Family of Schools is attached in **Appendix 1**.

## Recommendation(s)

Members are asked to:

- Note decisions taken by the City of London Academies Trust (CoLAT) Board of Trustees in relation to CoLAT Local Governing Bodies (LGBs) at their meeting on 19 March 2021.
- In line with its role as Sponsor, make a recommendation to CoLAT Board of Trustees to address longstanding parent and staff vacancies on LGBs to ensure robust governance of CoLAT schools.

## Main Report

### Background

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

### Appointment of governors to CoLAT LGBs

1. At the CoLAT Board of Trustees meeting on 19 March 2021, the following decisions were resolved:

- a) That the appointment of Elaine Davies to the Local Governing Body of City of London Academy Southwark, Galleywall City of London Academy and Redriff City of London Academy for a four year term be ratified.
  - b) That the appointment of Randall Anderson to the Local Governing Body of City Academy Hackney for a four year term be ratified.
2. According to CoLAT's Articles of Association, the Trustees shall ensure that any Local Governing Body shall include at least two Parent Local Governors. According to its trust-wide Terms of Reference, CoLAT LGBs should also have one teaching governor and one non-teaching governor on the governing body. It is a risk that some CoLAT LGBs have longstanding parent and staff governor vacancies. It is recommended that Members of the Education Board consider the risk of vacancies to the quality of governance and make a recommendation to the CoLAT Board of Trustees to address longstanding vacancies.
3. The list of governing body membership in **Appendix 1** has been updated with the newly ratified governor appointments in decisions (a) and (b).

### **Governing body membership across the Family of Schools**

4. An updated list of governing body membership across the Family of Schools is included in **Appendix 1**.

### **Proposals**

5. This report is for information only

### **Options**

6. This report is for information only

### **Key Data**

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

### **Corporate & Strategic Implications**

8. Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies are a reflection of the school communities that they serve.

### **Appendices**

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

### **Conclusion**

9. This report updates Members on new appointments to CoLAT LGBs. The updated list of governors across the Family of Schools is included in **Appendix 1**.

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## Appendix 1 – Governor Appointments Update

### City Corporation Family of Schools - Governing Body Membership

#### City of London Academies Trust (04504128):

Name	Basis of Appointment	Term of Office
Peter Bennett	Education Board appointee	4 years expiring 3 August 2022
Rehana Ameer	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 12 January 2023
Edward Benzecry	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 March 2023
Tijs Broeke (Chair)	Policy and Resources Committee appointee	4 years expiring 1 May 2023
Roy Blackwell	Education Board appointee	4 years expiring 13 January 2024
Lucas Green	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 January 2024
Dawn Elliott	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 8 July 2024
Deputy Edward Lord	Policy and Resources appointee	4 years expiring 8 July 2024
Alderman Robert Howard	Education Board appointee	4 years expiring September 2024
Professor Richard Verrall	Co-opted Trustee (appointed by the Board of Trustees)	4 years expiring January 2025
Caroline Haines	Education Board appointee	Ex officio

#### City of London Academies Trust (04504128) Academies:<sup>1</sup>

##### *City of London Primary Academy Islington*

Name	Basis of Appointment	Term of Office
Paul Barry	Appointed by the Trust Board	4 years expiring 30 August 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring December 2023
Naureen Bhatti	Appointed by the Trust Board	4 years expiring December 2023
Neela Moorghen <sup>2</sup>	Staff Governor (Non-Teaching)	4 years expiring December 2023
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Bethan Ferguson	Parent Governor (elected)	4 years expiring July 2024
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring July 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring July 2024
Tim Gittins	Appointed by the Trust Board	4 years expiring July 2024
Celia Orford	Staff Governor (Teaching)	4 years expiring July 2025
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
VACANCY	To be appointed by the Trust Board	

##### *Southwark Local Governing Body<sup>3</sup>*

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

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

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

Antony Smyth	Appointed by the Trust Board	Term to be agreed by the Chair of the Trust Board under delegated authority
Fiona Edlin	Parent Governor (elected)	3 years expiring 16 January 2021
Maya Pursani	Staff Governor (non-teaching)	3 years expiring 26 January 2021
Keith Bottomley, CC	Appointed by the Trust Board	4 years expiring 24 January 2022
Ann Chuyi Wang	Parent Governor (elected)	3 years expiring 19 March 2021
Hilda Cheong (Vice-Chair)	Appointed by the Trust Board	4 years expiring June 2022
Nihar Mehta	Appointed by the Trust Board	4 years expiring 30 August 2023
Shravan Joshi, CC (Chair)	Appointed by the Trust Board	4 years expiring 30 August 2023
Leanne Werner	Appointed by the Trust Board	4 years expiring August 2023
Caroline Addy	Appointed by the Trust Board	3 years expiring August 2024
Elaine Davis	Appointed by the Trust Board	4 years expiring August 2025
Mike Baxter	Principal – Ex Officio	During term of office as Principal
Charlotte Heath (Joanna James maternity cover)	Head teacher Redriff – Ex Officio	During term of office as Head teacher of Redriff Primary School
Sarah Parbhu (Sabrina Townsend maternity cover)	Head teacher Galleywall – Ex Officio	During term of office as Head teacher of Galleywall Primary School
VACANCY	To be appointed by the Trust Board	
VACANCY	Staff Governor (teaching)	
VACANCY	Staff Governor (non-teaching)	
VACANCY	Parent Governor (elected)	

*City of London Academy Shoreditch Park<sup>4</sup>*

Name	Basis of Appointment	Term of Office
Liam Smyth	Staff Governor (Teaching)	3 years expiring 20 November 2021
Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring July 2024
Sheila Scales	Appointed by the Trust Board	4 years expiring July 2024
Rita Krishna	Appointed by the Trust Board	4 years expiring July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring July 2024
Alderman Robert Howard	Appointed by the Trust Board	4 years expiring July 2024
Josephine Tupman	Appointed by the Trust Board	4 years expiring July 2024
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring in October 2024
Thomas Kibling	Parent Governor (elected)	TBC from CoLAT
Holly Arles	Principal – Ex officio	During term of office as Principal
VACANCY	Parent Governor (elected)	

*City of London Academy Highgate Hill<sup>5</sup>*

Name	Basis of Appointment	Term of Office
Kathryn Spencer	Non-teaching staff governor	3 years expiring 21 October 2021
Donaleen Johnson	Parent Governor (elected)	3 years expiring 31 December 2021
Katerina Jenkins	Parent Governor (elected)	3 years expiring 31 December 2021
Shireen Fraser	Appointed by the Trust Board	4 years expiring December 2023
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring August 2024
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring August 2024
Valerie Bossman-Quarshie	Appointed by the Trust Board	4 years expiring August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring August 2024

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

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

Name	Basis of Appointment	Term of Office
Simon Turner	Appointed by the Trust Board	4 years expiring August 2024
Peter Bremner	Teaching staff governor	4 years expiring August 2024
Prince Gennuh	Principal – Ex officio	During term of office as Principal

*City of London Academy Highbury Grove<sup>6</sup>*

Name	Basis of Appointment	Term of Office
Lady Helen Curran	Appointed by the Trust Board	3 years expiring 30 August 2020 (Term to be agreed by the Chair of the Trust Board under delegated authority)
Neale Coleman	Parent Governor	3 years expiring 30 August 2020 (Term to be agreed by the Chair of the Trust Board under delegated authority)
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley <sup>7</sup>	Trust Board Appointee	3 years expiring 12 December 2021
Nick Worsley	Trust Board Appointee	3 years expiring 12 December 2021
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring July 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring July 2024
Rachel Sherman	Appointed by the Trust Board	4 years expiring July 2024
Colette Bowe	Appointed by the Trust Board	4 years expiring July 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
VACANCY	Non-teaching staff governor	
VACANCY	Teaching Staff Governor	
VACANCY	Parent Governor	

*Newham Collegiate Sixth Form College*

Name	Basis of Appointment	Term of Office
Caroline Haines (Chair)	Appointed by the Trust Board	3 years expiring 31 December 2021
Gerald Mehrstens <sup>8</sup>	Appointed by the Trust Board	3 years expiring 31 December 2021
Matthew Squire	Staff Governor (Teaching)	3 years expiring 31 December 2021
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022
Christine Nunn	Staff Governor (Non-Teaching)	3 years expiring 27 September 2022
Simon Beck	Appointed by the Trust Board	4 years expiring 12 December 2022
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring December 2023
Anna Foreshaw	Appointed by the Trust Board	4 years expiring December 2023
Nadia Forde	Appointed by the Trust Board	4 years expiring July 2024
Megan Gerrie	Appointed by the Trust Board	4 years expiring July 2024
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal
VACANCY	Parent Governor (elected)	
VACANCY	Parent Governor (elected)	

*City of London Academy Islington<sup>9</sup>*

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

<sup>7</sup> Corporation employee

<sup>8</sup> City Corporation employee.

<sup>9</sup> Part of the City of London Academies Trust effective from 1 September 2020

Name	Basis of Appointment	Term of Office
Russell Wilmer (Chair)	Appointed by the Trust Board	4 Years expiring 31 August 2021
HH Philip Katz	Appointed by the Trust Board	4 Years expiring 31 August 2021
Ron Zeghibe	Appointed by the Trust Board	4 Years expiring 31 August 2021
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 30 September 2022
Natasha Lloyd-Owen, CC	Appointed by the Trust Board	4 years expiring 11 March 2023
Henry Colthurst, CC	Appointed by the Trust Board	4 Years expiring 31 August 2023
Ruth Johal	Staff Governor (Non-teaching)	3 years expiring 31 August 2023
Cllr Vivien Cutler	Appointed by the Trust Board	4 Years expiring 31 August 2023
Reema Khan	Appointed by the Trust Board	4 years expiring 20 May 2024
Hafiza Patel	Appointed by the Trust Board	4 years expiring 31 August 2024
Professor Sanowar Khan	Appointed by the Trust Board	4 years expiring 31 August 2024
Peter Lawrie	Appointed by the Trust Board	4 years expiring 31 August 2024
Sonia Jacob	Principal	During term of appointment as Principal
VACANCY	Parent Governor	
VACANCY	Parent Governor	
VACANCY	Staff Governor	

*The City Academy, Hackney<sup>10</sup>*

Name	Basis of Appointment	Term of Office
Tijs Broeke (Deputy Chair)	Appointed by the Trust Board	4 years expiring 12 July 2021
Oleander Ogbetu	Parent Governor	4 years expiring 12 July 2021
Mark Essex	Appointed by the Trust Board	4 years expiring 27 September 2021
Anant Suchak	Appointed by the Trust Board	Expiring 30 April 2022
Cllr Anntoinette Bramble	Appointed by the Trust Board	4 years expiring 1 September 2022
Tamas Kiss	Staff Governor (Non-teaching)	4 years expiring 1 October 2022
Darren Thompson	Appointed by the Trust Board	4 years expiring 24 September 2023
Dawn Elliot (Chair)	Appointed by the Trust Board	4 years expiring 26 Sept 2023
Nina Kuh	Staff Governor	4 years expiring 1 October 2023
Roisin Sharkey	Appointed by the Trust Board	4 years expiring 1 October 2023
Stephen Webster	Parent Governor	4 years expiring 10 November 2023
Stephen Hall	Appointed by the Trust Board	4 years expiring August 2024
Toby Skales	Appointed by the Trust Board	4 years expiring August 2024
Simran Sarkaria	Appointed by the Trust Board	4 years expiring August 2024
Randall Anderson, CC	Appointed by the Trust Board	4 years expiring August 2025
Mark Malcolm	Principal	During term of office as Principal

<sup>10</sup> Part of the City of London Academies Trust effective from 1 September 2020

## Independent Schools

### City of London School

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

### City of London School for Girls

Governor	Basis of Appointment	Current Term Ends
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the CLFS)	1 year expiring June 2021 (term linked to Chairmanship of CLFS)
Tim Levene (Ex-officio)	Ex officio (Chairman of the Board of the CLS)	1 year expiring June 2021 (term linked to Chairmanship of CLS)
Deputy Clare James (Deputy Chair)	Commoner	4 years expiring July 2021
Dhruv Patel OBE	Commoner	3 years expiring July 2021
Mary Durcan	Commoner	2 years expiring July 2021
Nick Bensted-Smith (Chair)	Commoner	4 years expiring July 2022
Peter Gordon Bennett	Commoner	3 years expiring July 2022
Mark Bostock	Commoner	3 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	3 years expiring Oct 2022
Alderman Prem Goyal OBE	Alderman	4 years expiring April 2023
Randall Anderson	Commoner	4 years expiring July 2023
Dr Stephanie K Ellington (Co-Opted)	Co-Opted	4 years expiring July 2024
Elizabeth Phillips (Co-Opted)	Co-Opted	4 years expiring July 2024
Rehana Ameer	Commoner	4 years expiring July 2024
Deputy Richard Regan	Commoner	4 years expiring July 2024
Shravan Joshi	Commoner	4 years expiring July 2024
Alderman Robert Howard	Alderman	4 years expiring April 2025

3x Co-opted Vacancy	Board of Governors to appoint	
2x Common Councillor Vacancy		

*City of London Freeman's School*

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	1 year expiring June 2021 (term subject to Chairmanship of CLS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	1 year expiring June 2021 (term subject to Chairmanship of CLSG)
Deputy Roger Chadwick (Deputy Chair)	Commoner	4 years expiring July 2021
Hugh Morris	Commoner	4 years expiring July 2021
Alderman Robert Howard	Alderman	1 year expiring April 2022
Alderman David Graves	Alderman	1 year expiring April 2022
Deputy Philip Woodhouse (Chair)	Commoner	4 years expiring July 2022
Tracey Graham	Commoner	3 years expiring 2022
Deputy Elizabeth Rogula	Commoner	4 years expiring July 2022
Nicholas Goddard (Co-Opted)	Co-Opted	1 year expiring February 2023
Andrew McMillan (Co-Opted)	Co-Opted	4 years expiring February 2023
Cllr Chris Townsend (Co-Opted)	Co-Opted	4 years expiring February 2023
Lady Gillian Yarrow (Co-Opted)	Co-Opted	4 years expiring February 2023
John Bennett	Commoner	4 years expiring July 2023
Kevin Everett	Commoner	4 years expiring July 2023
Michael Hudson	Commoner	4 years expiring July 2023
Graham Packham	Commoner	4 years expiring July 2024
3 x Common Councillor vacancies	CCC to appoint	
2 x Co-opted Vacancy	Board of Governors to appoint	

## Local Authority Maintained School

The Aldgate School

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

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<b>Committee(s):</b> Education Board	<b>Dated:</b> 20/05/2021
<b>Subject:</b> City of London Academies – Annual capital allocations	<b>Public</b>
<b>Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?</b>	3 & 4
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>If so, how much?</b>	<b>£</b>
<b>What is the source of Funding?</b>	
<b>Has this Funding Source been agreed with the Chamberlain’s Department?</b>	<b>N/A</b>
<b>Report of:</b> Andrew Carter, Director of Community and Children’s Services	<b>For Information</b>
<b>Report author:</b> Gerald Mehrtens, Director of Academy Development	

## Summary

This report is to inform the Education Board of the annual capital allocation available to City of London sponsored academies from the Department for Education, and the process by which the City of London Academies Trust (CoLAT) allocations this funding to the individual academies within the trust.

## Recommendation(s)

Members are asked to:

Note the report.

## Main Report

## Background

1. The Department for Education (DfE) allocates funding each year to help maintain and improve the condition of school buildings and grounds. In any given financial year CoLAT can access funding through School Condition Allocations (SCA). To receive direct SCA, multi-academy trusts must meet both eligibility criteria, these being:
  - a. the trust must have had 5 or more open schools at the start of September 2020
  - b. those open schools (or their predecessor schools) must have had at least 3,000 pupils counted in the spring 2020 census or the 2019 to 2020 individualised learner record (ILR)

2. The amount of capital funding is published annually by the DfE, along with information on eligibility and how the funding is calculated. Guidance is also issued on the purpose of the fund, what it can be spent on and over what time period.
3. The DfE also published guidance on good estate management. This sets out the policies, processes and documents that schools, local authorities, academy trusts and other responsible bodies should consider when managing their estates effectively.

## **Current Position**

4. SCA funding from the DfE is for the purpose of maintaining and improving the estate so that children can learn in a safe environment. Investment must prioritise keeping academy buildings and grounds safe and in good working order by tackling poor building condition, building compliance, health and safety issues and energy efficiency. The funding aims to address issues with significant consequences that revenue or devolved formula capital funding cannot meet.
5. CoLAT's allocations of funding to its academies in future years will be informed by the Trust asset management plan. This is under development and will consolidate the asset management plans for each of the ten academies. Presently, CoLAT has a process in place for each academy to bid for a share of the 2020-21 allocation against five priorities, which must be spent in full by the end of March 2022 otherwise the funding may be clawed back by the DfE. These bids are assessed by an assessment panel of COLAT senior leadership team members.
6. The total 2020-21 School Condition Allocation for COLAT is £893,024. The bids received for the 2021-2022 financial year totalled £1,171,433.
7. **Appendix A** attached to this report outlines the categories by which CoLAT academies were asked to categorise each project to bid for funding, and **Appendix B (Non-public)** shows details of the bids received.

## **Corporate & Strategic Implications**

**Strategic implications** – This delivers on the following strategic objectives of the CoLC:

- a. to contribute to the outcomes within the CoLC's Corporate Plan to 'Promote effective progression through fulfilling education and employment', and 'to contribute to a flourishing society' as its aim.
- b. the CoLC Education Strategy for pupils in the CoLC's family of schools to have access to transformative education, enabling them to achieve their potential, flourish and thrive.
- c. the Department of Community and Children's Services Business Plan's priority objective 'Potential', which states: "People of all ages can achieve their ambitions through education, training and lifelong learning", with the outcome to be achieved by "Delivering an outstanding education offer through the CoLC's family of schools."

**Financial implications** - All free schools are funded directly by the Education and Skills Funding Agency, with any 'new' academies joining CoLAT requiring 'new' Supplementary Funding Agreements falling under the CoLAT Master Funding Agreement(s). There is no direct financial liability to the CoLC in respect to the CoLAT sponsored academies, which is a separate legal entity (being a charitable company limited by guarantee). However, the CoLC remains accountable to the DfE as sponsor for the on-going successful operation of CoLAT and the delivery of high-quality education at each of the academies sponsored by the CoLC, and this will be of strategic importance to the CoLC

**Resource implications** - None

**Legal implications** - None

**Risk implications** - None

**Equalities implications** – None

**Climate implications** - None

**Security implications** - None

## Conclusion

8. CoLAT receives annual capital funding from the DfE to maintain its capital assets. CoLAT's allocations of funding to its academies in future years will be informed by the Trust asset management plan. This is under development and will consolidate the asset management plans for each of the ten academies. Presently, CoLAT has a process in place for each academy to bid for a share of the 2020-21 allocation against five priorities,
9. The academy development programme through the CoLC's sponsorship of CoLAT continues to be an ambitious expansion of the City's support for education consistent with the CoLC's commitment in its Education Strategy. These ambitions remain consistent with those of CoLAT and are being successfully progressed as noted in this report. The board will note the potential risks to the capital builds and broader issue of reducing need for school places in future years

## Appendices

- Appendix A - CoLAT Capital Bids Assessment categories
- Appendix B - CoLAT capital bids outcome **(non-public)**

## Background Papers

DfE School capital funding <https://www.gov.uk/guidance/school-capital-funding>

### Gerald Mehrtens

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CoLAT Capital allocations Table

	Category	Priority Level
1	<b>Urgent works to address immediate risks of breaching legislation and Health &amp; Safety (and avoid immediate closure of premises),</b> including: <ul style="list-style-type: none"> <li>• emergency and managed asbestos removal to facilitate essential works</li> <li>• gas safety</li> <li>• electrical safety</li> <li>• lift safety</li> <li>• continuous heating</li> <li>• water services - (hot and cold) and drainage,</li> <li>• ventilation/air quality and thermal comfort</li> <li>• fire safety</li> <li>• security and safeguarding of students, staff and/or members of the public</li> </ul>	Highest
2	<b>Life Expired Condition Replacement – where there is a risk of school closure,</b> including: <ul style="list-style-type: none"> <li>• building structure (e.g. not weather-tight)</li> <li>• mechanical systems</li> <li>• electrical systems</li> <li>• utility capacity and connections</li> </ul>	High
3	<b>Life Expired Condition Replacement,</b> including: <ul style="list-style-type: none"> <li>• building fabric – internal or external</li> <li>• building structure</li> <li>• mechanical systems</li> <li>• electrical systems</li> </ul>	Medium
4	<b>Areas below current standards or need works to address overcrowding,</b> including: <ul style="list-style-type: none"> <li>• Whole block</li> <li>• Basic Teaching</li> <li>• Large spaces, studios, dining and social</li> <li>• Kitchen</li> <li>• Plant</li> <li>• Learning resources areas</li> <li>• Staff and admin</li> <li>• Storage</li> <li>• Changing</li> <li>• Toilets</li> <li>• Circulation</li> </ul>	Low
5	<b>Other works: Evidence must provide a clear condition and value for money case.</b> This might include: <ul style="list-style-type: none"> <li>• accessibility improvements (teaching and non-teaching)</li> <li>• building fabric (non-teaching, e.g. external sports equipment stores etc.)</li> <li>• mechanical and electrical systems (non-teaching)</li> <li>• insulation/draught proofing (non-teaching)</li> <li>• lighting (non-teaching)</li> </ul>	Lowest

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<b>Committee(s):</b> Education Board – For Information	<b>Dated:</b> 20/05/21
<b>Subject:</b> Revenue Outturn 2020/21	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3,7,8
<b>Does this proposal require extra revenue and/or capital spending?</b>	<b>N</b>
<b>Report of:</b> Director of Community & Children's Services and the Chamberlain	<b>For Information</b>
<b>Report author:</b> Louise Said, Chamberlain's Department	

## Summary

This report compares the 2020/21 revenue outturn for the Education Board with the final agreed budget for the year. Total net expenditure during the year was £3,458m which is an underspend of £66,000 when compared to the Final agreed budget of £3,524m. This is summarised in the table below.

<b>Summary Comparison of 2020/21 Revenue Outturn with Final Agreed Budget – Education Board</b>			
	<b>Final Agreed Budget £000</b>	<b>Revenue Outturn £000</b>	<b>Variations (Increase)/ Reduction £000</b>
Local Risk	(1,447)	(1,398)	49
Central Risk	(2,077)	(2,060)	17
<b>Overall Totals</b>	<b>(3,524)</b>	<b>(3,458)</b>	<b>66</b>

The Director of Community and Children's Services is proposing to carry forward £30,000 of his local risk underspend for identified purposes of this Committee.

These proposals will be considered by the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resource Allocation Sub-Committee and, if agreed, will be added to the Director's budgets for 2021/22.

The central risk underspend relates to the additional budget received from the Priorities Investment Pot and a request will be made to carry this forward.

## Recommendation

It is recommended that this revenue outturn report for 2020/21 is noted together with the Director of Community and Children's Services' proposal to carry forward £30,000 Local risk budget to 2021/22.

## Main Report

### Revenue Outturn for 2020/21

- Actual net expenditure for your Committee's services during 2020/21 totalled £3,458m. A summary comparison with the final agreed budget for the year of £3,524m is tabulated below. In the tables, figures in brackets indicate expenditure or adverse variances.

<b>Comparison of 2020/21 Revenue Outturn with Final Agreed Budget</b>					
	<b>Original Budget £000</b>	<b>Final Agreed Budget £000</b>	<b>Revenue Outturn £000</b>	<b>Variations (Increase) / Reduction £000</b>	<b>Paragraph</b>
<b>Local Risk</b>					
Employee expenses	(341)	(425)	(461)	(36)	4
Transport related expenses	0	0	0	0	
Supplies & Services	(711)	(1,022)	(937)	85	
<b>Total Local Risk</b>	<b>(1,052)</b>	<b>(1,447)</b>	<b>(1,398)</b>	<b>49</b>	
<b>Central Risk</b>					
Grants to Academies	(1,730)	(2,060)	(2,060)	0	
Fees and services	0	(17)	0	17	
<b>Total Central Risk</b>	<b>(1,730)</b>	<b>(2,077)</b>	<b>(2,060)</b>	<b>17</b>	
<b>Overall Totals</b>					
	<b>(2,782)</b>	<b>(3,524)</b>	<b>(3,458)</b>	<b>66</b>	

- A reconciliation of original local risk budget to the final agreed local risk budget is provided in Appendix A. The original local risk budget of £1,052m was increased to £1,447m in the year due to additional resources agreed totalling £390k to be used towards Mental Health and wellbeing support for the City Academies (£320k) along with funding for the delivery of a summer school (£70k). There was a further £5k added to the local risk budget in relation to staff costs which are met centrally.
- The 2020/21 final approved central risk budget includes £17k additional resources due to successful bids from the Priorities Investment Pot. A further £330k was agreed by Policy & Resources Committee in July 2020 for supplementary City Premium grant funding.

#### Reasons for significant variations

The local risk includes budgets held for events to take place during the year however due to the pandemic these had to be held online which ended up costing less and resulting in a favourable variance.



## Local Risk Budget Carry Forward to 2021/22

4. Chief Officers can request underspends of up to 10% or £500,000 (whichever is the lesser) of the final agreed local risk budget to be carried forward provided the underspending is not fortuitous and the resources are required for a planned purpose. Such requests are subject to the approval of the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resources Allocation Sub Committee.
5. The Director of Community and Children's Services' is able to request a total carry forward of £49,000 to 2021/22 for this Committee, in accordance with the budgetary arrangements for local risk resources.
6. The Director is proposing to allocate £30,000 of his carry forward to this Committee, to deliver two elements under the Skills Strategy:
  - a. 1) A review of Creative industries skills provision in adult learning (innovation and development)
  - b. 2) Enhancements to the Ofsted preparation through two external consultancy contractsBoth aspects occur from April until 31/07/2021
7. These requests will be considered by the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resource Allocation Sub Committee and, if agreed, added to the budgets for 2021/22. All requests for carry forwards are currently being consolidated into a report to be submitted before the summer recess

## **Corporate & Strategic Implications**

Strategic implications – None

Financial implications: If the carry forward requests are agreed, they will be added to the budgets for 2021/22.

Resource implications: None

Legal implications: None

Risk implications: None

Equalities implications: None

Climate implications: None

Security implications: None

## **Conclusion**

Members are asked to note this revenue outturn report for 2020/21 together with the Director of Community and Children's Services' proposal to carry forward £30,000 Local risk budget to 2021/22.

## **Appendices**

- Appendix A – Reconciliation of Original Local Risk Budget 2020/21 to the Final Agreed Local Risk Budget 2020/21.

**Caroline Al-Beyerty**

**Chamberlain**

**Andrew Carter**

**Director of Community &  
Children's Services**

Contact officers:

Community & Children's Services: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)

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## Appendix A

	£'000
Original Local Risk Budget 2020/21	1,052
Additional budget for contribution pay	5
Additional budgets agreed by Policy & Resources Committee for funding towards Mental Health & Wellbeing at the City Academies along with funding for the delivery of a summer school.	390
<b>Final Agreed Local Risk Budget 2020/21</b>	<b>1,447</b>

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<b>Committee(s)</b>	<b>Dated:</b>
Education Board	20/05/2021
<b>Subject:</b> Education Board Budget Update 2021.22	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9 & 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	<b>For Information</b>
<b>Report author:</b> Daniel McGrady, Lead Policy Officer (Education, Culture and Skills) Mark Jarvis, Head of Finance	

## Summary

This paper asks Members to note the latest forecast outturn position for the 2021/22 Education Board Budget.

## Recommendation(s)

Members are asked to note the report.

## Main Report

### Background

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

### Current Position

2. The forecast outturn position for the 2021/22 financial year as of Period 1 (P1) is outlined in the table on the next page. As of P1, £22k of the overall £2.5m allocation has been spent.

### Proposals

3. This report is for information only.

### Options

4. This report is for information only.

### Key Data

<b><u>2020/21</u></b>		<b><u>Actuals</u></b>	<b><u>Current</u></b>	<b><u>Outturn</u></b>
<b><u>Budget</u></b>		<b><u>20/21</u></b>	<b><u>Balance</u></b>	<b><u>20/21</u></b>
<b><u>Local Risk</u></b>				
£		37,279	301,721	473,307
<b>339,000</b>	<b>SALARIES</b>			
32,000	Leadership, governance and projects	0	32,000	32,000
10,000	Enrichment (Fusion) Events for Pupils	0	10,000	10,000
<b>42,000</b>	<b>EDUCATION STRATEGY</b>	<b>0</b>	<b>42,000</b>	<b>42,000</b>
26,000	Leadership, governance and projects	0	26,000	26,000
70,000	Fusion Skills Programme	617	69,383	70,000
20,000	London Careers Festival <sup>1</sup>	4,155	15,845	20,000
<b>111,000</b>	<b>SKILLS STRATEGY</b>	<b>4,772</b>	<b>106,228</b>	<b>111,000</b>
75,000	Leadership, governance and projects	0	75,000	75,000
247,000	Culture Mile Learning	0	247,000	247,000
10,000	Support to pupil performances and exhibitions	0	10,000	10,000
<b>283,000</b>	<b>CULTURAL &amp; CREATIVE LEARNING STRATEGY</b>	<b>0</b>	<b>283,000</b>	<b>283,000</b>
<b>10,000</b>	<b>CENTRAL EDUCATION UNIT</b>	<b>127</b>	<b>9,873</b>	<b>10,000</b>
<b>785,000</b>		<b>46,950</b>	<b>738,050</b>	<b>919,307</b>
<b><u>Central Risk</u></b>				
£				
<b>250,000</b>	COLA Southwark	0	250,000	250,000
<b>250,000</b>	COLA Islington	0	250,000	250,000
<b>250,000</b>	The City Academy, Hackney	0	250,000	250,000
<b>100,000</b>	Redriff	0	100,000	100,000
<b>60,000</b>	Galleywall	0	60,000	60,000
<b>40,000</b>	COL Primary Academy Islington	0	40,000	40,000
<b>200,000</b>	COLA Highgate Hill	0	200,000	200,000
<b>140,000</b>	COLA Shoreditch Park	0	140,000	140,000
<b>250,000</b>	COLA Highbury Grove	0	250,000	250,000
<b>150,000</b>	Newham Collegiate Sixth Form	0	150,000	150,000
<b>40,000</b>	Leadership and standards	0	40,000	40,000
<b>1,730,000</b>	<b>CITY PREMIUM GRANTS (ACADEMIES)</b>	<b>0</b>	<b>1,730,000</b>	<b>1,730,000</b>
<b>7,000</b>	Safeguarding Review (PIP Funding)	0	7,000	7,000
<b>10,000</b>	Feasibility Study (PIP Funding)	0	10,000	10,000
<b>17,000</b>	<b>PIP FUNDING</b>	<b>0</b>	<b>17000</b>	<b>17000</b>
<b>1,747,000</b>		<b>0</b>	<b>1,747,000</b>	<b>1,747,000</b>
<b>2,532,000</b>		<b>46,950</b>	<b>1,485,050</b>	<b>2,666,307</b>

<sup>1</sup> The London Careers Festival budget does not include staff expenses which are represented in Salaries.

## **Corporate & Strategic Implications**

5. This report is for information only.

## **Conclusion**

Members are asked to note the spend to date and forecast outturn for the 2021/22 financial year

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<b>Committee(s):</b> Education Board	<b>Dated:</b> 20/05/2021
<b>Subject:</b> Mid-term Strategy Review	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4, 5, 8
<b>Does this proposal require extra revenue and/or capital spending?</b>	Not at this stage.
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Discussion
<b>Report author:</b> Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

## Summary

The Education, Cultural and Creative Learning and Skills Strategies launched in September 2018. To review progress at 2.5 years into delivery, the Education Strategy Unit commissioned an external research agency to conduct a mid-term strategy review focused on how the vision of the strategies is being collectively realised by its partners, highlighting areas of effective practice and identifying areas for increased effort and improvement. This report updates Members on the key findings from the mid-term strategy review. A presentation containing visual outputs from the review and a summary of the recommendations is included in **Appendix 1**.

## Recommendation(s)

Members are asked to note the main findings of the mid-term strategy review and the summary presentation in **Appendix 1**.

## Main Report

### Background

1. The City Corporation's vision for learners across a continuum of lifelong learning is set out in three interconnected strategies which are overseen by the Education Board: Education, Cultural and Creative Learning and Skills.
2. In January 2021, the Education Strategy Unit commissioned The Centre for Education and Youth (CfEY) to carry out a mid-term strategy review, drawing on the perspectives of the City's main strategic delivery partners. The overall purpose of the review was not to replicate the annual reports which focus on progress and outcome measurement against the action plan, but to identify the status of the vision, partner relationships, case studies and any areas which could be improved in the next 2.5 years of delivery.

3. The review engaged 70-80 partners through a mixture of: engagement sessions in existing forum meetings with the Family of Schools and Culture Mile Learning partners; specifically convened engagement sessions with City Corporation colleagues and tutors in the Adult Skills and Education Service (ASES); two hour-long focus groups with a mix of partners in each; and 11 confidential interviews with key strategy partners from City of London Members to Strategic Cultural leads to Leadership within the City of London Family of Schools.
4. The outputs of the review are a report for the Education Strategy Unit to inform future action planning and a summary presentation which is included in **Appendix 1.**

## **Current Position**

5. In summary, the review identified the following key findings, effective practices and areas of improvement.

## 6. Findings

- The City Corporation's core vision statements refer to 'flourishing' and 'social mobility'. Partners have a shared and collective view of flourishing in its broadest sense focused on the notions of 'opportunity', 'growth' and 'development'. Partners' definitions of social mobility coalesced around 'opportunity' and 'aspiration' although this notion was more debated than flourishing, particularly when social mobility referred specifically to movement through social classes.
- Partners considered that the Education Unit was at its best when acting as a 'catalyst': maintaining momentum on key collaborative priorities and programmes that could be at risk of inertia or slower progress if left to individual organisations.
- The following are extrapolated as 'conditions of success' where partners shared views on what worked well in projects:
  - Projects based on a clearly articulated need
  - Projects based on reciprocity and mutual gain between partners
  - Co-designed between participating partners
  - Planned in advance with sufficient lead-in time
  - Even if starting with a universal or 'open access' approach to student selection, they focus on particular groups of students or design approaches and interventions that enable inclusivity
  - Roles of partners are clearly understood
- Some common challenges across partners emerged as potential areas of future focus: mental health and wellbeing; anti-racism; climate action; consolidating and building remote learning infrastructure; and collaborative professional development across schools, cultural organisations, and adult learning services.

## 7. Effective practices

- Partners involved in the delivery of the strategies expressed considerable enthusiasm towards achieving the aims of the strategies.
- Partners felt that connections to the City may have improved during the pandemic, catalysed partly by a sense of common mission and values, and partly by the ease of access to online meetings.
- Partners felt that the Education Strategy Unit benefits from strong leadership and direction, with staff who are approachable and receptive and there is a culture that encourages healthy dialogue and feedback.
- Partners agreed that the apprenticeships offer had improved significantly over time. Partners agreed that apprentices and other adult learners were benefitting from a broader City offer, for instance through visits to cultural places and lectures which broadened their horizons.
- There were high levels of appreciation from schools and cultural partners for the collaborative cultural and creative learning offer. A collective view emerged that under the strategies, an already strong suite of opportunities had progressed significantly and is now of even higher quality.
- Partners across all three strategies mentioned the London Careers Festival as a model of a successful City-led programme.

#### 8. Areas for improvement

- Some partners perceive themselves as consumers of the City's offer, or possibly co-creators of small elements of the offer, rather than agents co-constructing a wider mission.
- Some partners felt that there are governance structures and processes which currently work against partnership working particularly where there are overlaps in accountabilities between entities.
- Some partners in schools expressed confusion around the term 'fusion skills' and how this connected to their priorities and values.
- Some schools would welcome longer lead-in times for projects and more precise guidance on the learners who might benefit from each opportunity.
- Some partners felt that provision tended to focus on secondary pupils and had broad open access, where there could be increase effort for younger years and for targeted pupil groups.
- Adult learning partners suggested that information, advice and opportunities for progression routes from apprenticeships into employment could be improved and learners found it difficult to understand and navigate the range of opportunities available.
- Adult learning partners expressed the need for increased support to adult courses which could not be transitioned online during the pandemic (e.g. arts, dance) and targeting resources towards the most vulnerable adult learners.

9. Visual outputs of the engagement workshops, as well the main recommendations for the next 2.5 years of delivery, are included in a presentation in **Appendix 1**.

### **Corporate & Strategic Implications**

10. Strategic implications – The review responds to Goal Six of each of the three strategies overseen by the Education Board which focuses on ensuring implementation of the strategies is based on evidence and delivery is focused on impact.
11. Financial implications – The review was delivered within budget and there are no additional funding requests at this stage.
12. Resource implications – The Education Strategy Unit will use existing staff resources to address the areas for improvement and respond to the recommendations in the next two action plans.
13. Legal implications – None
14. Risk implications – None
15. Equalities implications – The Education Unit believe that this report complies with the City Corporation's Public Sector Equality Duty 2010.
16. Climate implications – None.
17. Security implications – None.

## **Conclusion**

18. This report provides a summary of the key findings from an externally delivered mid-term strategy review of the Education, Cultural and Creative Learning and Skills Strategies.

## **Appendices**

- Appendix 1 – Mid-term Strategy Review Presentation

### **Daniel McGrady**

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The City Corporation's  
Education, Cultural and  
Creative Learning and  
Skills Strategies Mid-  
Term Review

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The Centre  
for Education  
& Youth







# Purpose of review

The City Corporation's educational vision is driven by three interconnected five year (2019-23) strategies:

- Education
- Cultural and Creative Learning
- Skills

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We conducted a rapid mid-term strategy review with the City's main strategic delivery partners, focused on four key questions:

- 1. What is the shared and collective view of 'flourishing' and 'social mobility'?**
- 2. Is this vision shared across the main strategy partners?**
- 3. Do our strategy partners feel connected to the strategies and the offer from the City Corporation?**
- 4. Where is the most impact occurring? What are the highlights and models of best practice?**

# Approach and methods

Our methods consisted of:

- a) A short desk review of strategy documents and strategy progress reports
- b) Six 'rapid response' sessions
- c) Eight confidential interviews with 11 key strategy partners
- d) Two focus groups with a diverse range of stakeholders

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We aimed to:

- elicit agreement, healthy disagreement and critique
- acknowledge and address power dynamics in any conversations
- develop a clear set of recommendations

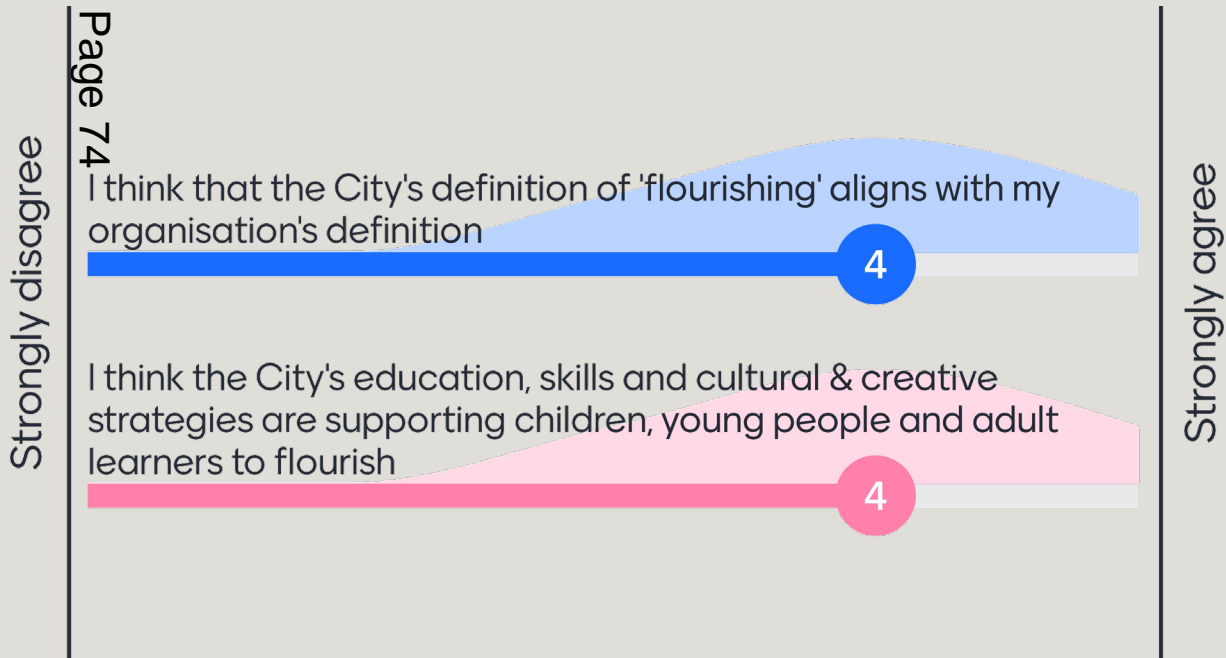
In total, we estimate that we engaged with 70 to 80 partners during our research.

# Mission and vision





# Flourishing



Our research suggests:

- Partners have a shared and collective view of flourishing in its broadest sense.
- There were no obvious tensions in the descriptions, or differences between different partners.
- Many partners linked flourishing to broader social mobility goals.
- Few partners made links between how the City as a unique place could have a particular role in supporting flourishing.

# Social mobility



# Social mobility



Our research suggests:

- Partners held a common understanding of, and general support for, a broad definition of the term.
- There were some contested opinions on the nature of social mobility, and its value as a goal.
- Some partners mentioned structural barriers to addressing inequality and achieving social mobility, caused by a wider set of political, social and economic factors that the City has only very limited influence over.

# Connections and strategy

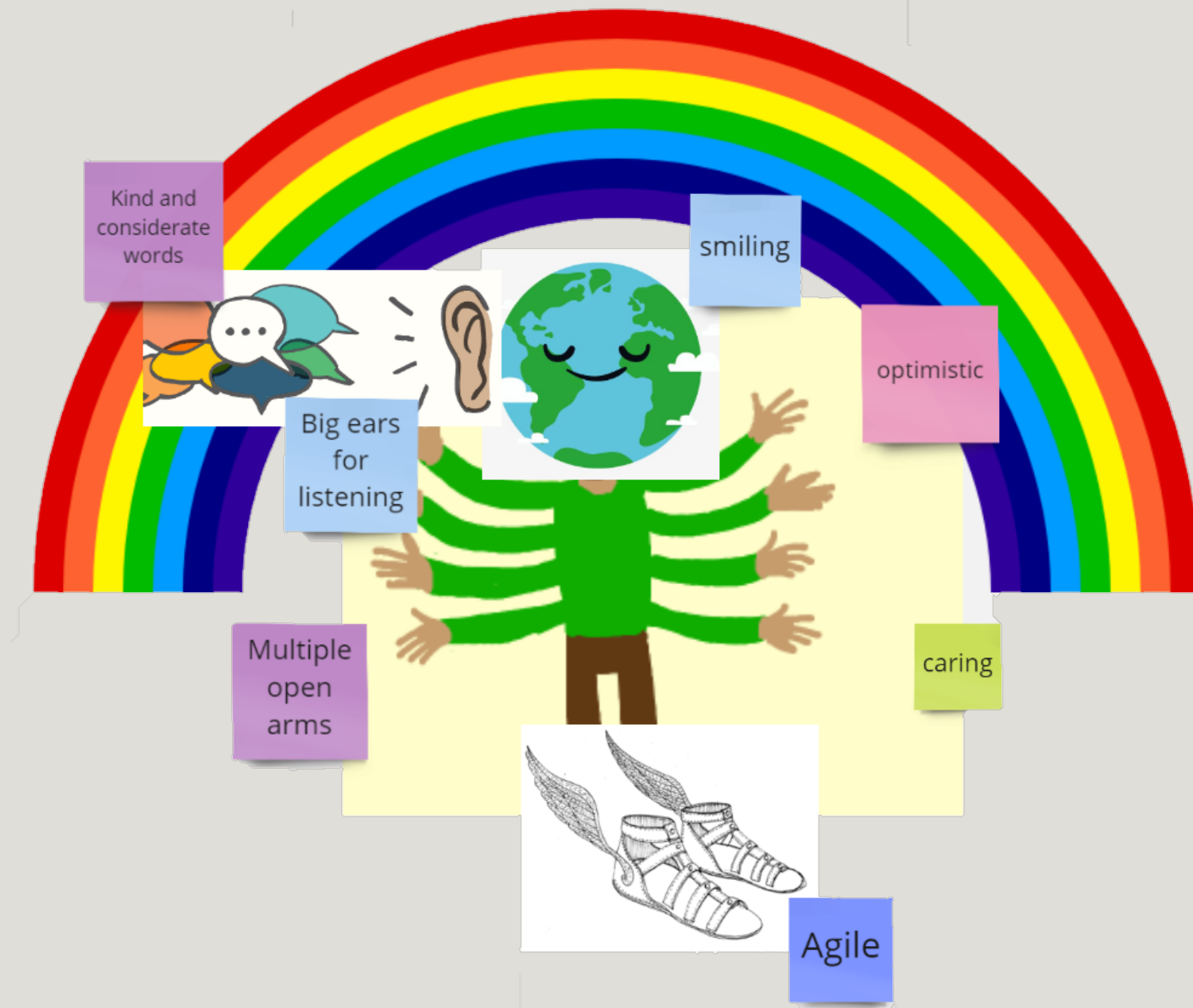


# Main findings



Our research suggests:

- Partners showed enthusiasm to play a role in achieving the City's strategic aims.
- There is widespread appreciation for the programmes, resources and connections that the City offers.
- While many partners were engaging with the strategies (as documents) for the first time, we saw willingness and desire to become more connected with the overall strategies.



# The Education Unit

- Perceptions of the Education Strategy Unit were positive.
- Partners felt that the unit benefits from strong leadership and direction, with staff who are approachable and receptive and a culture that encourages healthy dialogue and feedback.
- A small number had questions about the overall purpose of the unit, and some had recommendations around a shifting of focus from monitoring to implementation.
- Partners saw the unit as a catalyst: maintaining momentum on key collaborative priorities and programmes that could be at risk of inertia or slower progress if left to individual organisations





***"There's a clear leadership and direction. We may not necessarily agree with the kind of nuances, but we agree with the broad direction. It is a good healthy dialogue between officers, between the leadership and the result is a good tension."***

Cultural Partner

# Programmes and impact

# Main findings

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***"The City helps us contribute to things we could never have done by ourselves ."***

Cultural partner

Our research suggests:

- All partners could talk with passion and clarity about the impact of particular projects they had engaged with or led.
- In adult learning, partners agreed that the apprenticeships offer had improved significantly. Further gains could be made by increasing recruitment of City apprentices into City-based roles.
- Under the strategies, an already strong suite of cultural and creative opportunities has progressed and is now of even higher quality.
- The Culture Mile Learning approach, blending strategy with action, demonstrates the 'City at its best' for partners.
- Schools and skills partners found the small, one-off opportunities valuable and impactful. However they also discussed the need for more sustained, longer-term programmes.



***'I think that's something that a city does incredibly well, they offer a lot of opportunities to develop and allow children to flourish and show skills in areas of art, music, drama dance, and I think that's a real strength and being part of the academy trust, I think it's opened up a lot of doors for our children to be exposed to develop those skills.'***

School Partner

# Targeting

***"The City and its resources are very powerful in enthusing young people and re-engaging them in their learning."***

School partner

***"Priorities will change and we will all need to be flexible to the needs of each of our communities, working with the City where there may be trends across schools or where there may need to be a tailored programme."***

School partner

Our research suggests:

- Partners felt that the City's resources had greatest impact when directed at the most vulnerable young people.
- Partners would like to work with the City to ensure its resources support the young people and adults who have suffered most from the negative impacts of the pandemic .
- Partners, especially those supporting adult learners, argued that the City needed a sustained approach to supporting more vulnerable or lower-attaining learners, moving beyond initial, one-off access to opportunities towards achieving longer-term progression and retention.



# Conditions for success

From our findings, we can draw out some insights about the 'conditions for success' – the common elements across these programmes that make them feel valuable and impactful to partners. Are the City's programmes most impactful when:

- They are targeted at a clearly articulated need
- They are based on notions of reciprocity and mutual gain
- They are co-designed between participating partners
- They rapidly focus on particular groups of students, or design approaches and interventions that enable inclusivity
- They are planned in advance, giving sufficient lead in time to institutions
- The role of the City's Education Unit is as clear, and understood by all partners

# The strategies and Covid

# Main findings

Our research suggests:

- Some partners felt that, post-Covid, a more specific definition of 'flourishing' could be helpful.
- Tutors spoke about how the more practical courses had suffered most during the pandemic and raised the need for support when face-to face opportunities were possible again. In response to the challenges raised during the pandemic, tutors suggested that adult learners needed more opportunities to showcase their efforts as well as more support with their mental health.





***"Covid puts a different perspective on flourishing – a case of survival and adapting to the adverse and distributional impact on learning that covid has had... We need to be careful when we use words like flourishing, to make it relevant to the context we are now facing."***

Strategy Partner

# Recommendations

# Vision and mission



## Recommendation 1

**Work with education, skills and cultural partners to capture what 'flourishing' and 'social mobility' mean in relation to each strategy.** The City can use this process to capitalise on appetite among some partners to be more involved in the City's strategic direction while ensuring the definitions remain suitably broad, inclusive and relevant to partners' day-to-day work. This will also help the City respond to partners' desire for clarity on what these definitions mean post-Covid for them, their work and beneficiaries.

# Connections and strategy



## Recommendation 2

**Ensure that the various forums the City convenes are used in part for 'strategic check-ins'.** We believe this will build partners' broader understanding of the strategies and one another's contribution to them, without the City needing to be dogmatic in its approach. These check-ins could involve:

- The Education Unit updating partners on its overall progress on strategy, where it is struggling, and where it is looking for additional advice or support
- Offering partners opportunities to share news and update in relation to their work tied to the strategies ('Please update the forum on your current projects, and – if and where possible – how these relate to our broader, shared goals under the [education/skills/culture] strategy')
- Enabling partners to highlight support that they would value in working towards strategic goals ('Would you like any support, either from the City, or other strategic partners?')

# Connections and strategy



## Recommendation 3

**Create a simple way to categorise the Education Strategy Unit's role in each activity it supports**, so that partners are clear about what they should expect from the Unit within each activity or programme. For example, the Unit might play the role of 'builder' in some contexts, or 'broker' in others.

Although the Unit may play more than one role in each activity, the categorisation might still offer partners greater clarity.

## Recommendation 4

**Broker, build, extend and fund a small number of communities of practice and programmes.** Select a small number of 'common challenges' that concern partners *across all three strategies* and build small, time-limited communities of practice that encourage partners to co-design solutions to these challenges through 'joint practice development' that makes use of partners' expertise and interests. Where possible, fund and rigorously evaluate these solutions.

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Possible themes for challenges that have emerged from our discussions with partners include:

- Mental health and wellbeing
- Consolidating and building on remote learning innovations and infrastructure
- Anti-racist strategies and curriculum support
- Collaborative professional development that supports retention across schools, cultural organisations, and adult learning services
- Programmes focused on climate action as an issue, which is already a high priority for the City, and which one strategic partner said, "touches on many members' interests"

## Recommendation 5

**Redesign the Education Strategy Unit's annual report to become a more reflective document that can better inform scrutiny and decision making.** Perhaps the City could build its monitoring and reporting around a dashboard with a clear set of key performance indicators and a red/amber/green (RAG) rating. The narrative and qualitative nature of some evaluative work should also be captured, but in less detail than is currently the case. This could form the basis for a public facing annual report on education, culture, and skills.

## Recommendation 6

**Rebalance monitoring and scrutiny processes. During this research partners called for both more and less monitoring by the City.** The City should identify the monitoring data that partners working under each strategy would most value, and seek to provide this in a minimal and easy-to-access format. This could resemble the written formats suggested in recommendation 5, providing useful data in a minimal and easy-to-read format. However, it is also about maintaining dialogue with partners, and the City can communicate how it is working to implement and deliver against shared goals, perhaps during partner forums (see recommendation 2).

# Covid response



## **Recommendation 7**

Retarget resources in response to emerging data and evidence on where the negative impact of the Covid-19 pandemic has been greatest. Although the use of evidence needs to be careful and patient, rather than jumping to anecdote-based conclusions, a priority might be providing resources and a learning offer to support those adult learners whose progress has been most significantly affected by the pandemic, and working with school partners to identify how best to use the City's resources to support children.



<b>Committee(s)</b> Education Board	<b>Dated:</b> 20/05/2021
<b>Subject:</b> Education Activities Update	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 8, 9, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Community and Children's Services	For Information
<b>Report author(s):</b> Catherine McGovern, Business Administration and Events Apprentice	

## Summary

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

## Recommendation(s)

Members are asked to:

- Note the update on events and activities delivered since the last meeting.
- Note the calendar of forums and events over the 2020/21 academic year in **Appendix 1**.

## Main Report

### Background

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

### Current Position

#### Education

2. Debating Tournament and Workshops (Virtual) - Tuesday 27 April 2021

As part of the Education Unit's series of events offered to the City of London's Family of Schools and extended Family of Schools, a virtual City of London Debating Tournament was hosted on Tuesday 27 April in partnership with The English-Speaking Union (ESU) and The International Churchill Society (ICS). In preparation for the event, two successful training sessions were hosted by a

trainer from the ESU for a total of 72 participants. The tournament itself saw eight schools participate with 27 pupils from Years 8-9. There were three judges from the ESU, ICS and Chair of the Education Board, Caroline Haines, all of whom were thoroughly impressed with the level of confidence, enthusiasm and professionalism displayed by all the pupils. Prizes were awarded to the winning team, runner up team, best rebuttal, best question asked from audience and most convincing debater. The Debating Tournament is an annual event for pupils to develop their Fusion Skills in oral communication, critical thinking and resilience.

### 3. Chess Tournament Legacy

All pupils who took part in the Chess tournament on 3 March received a year's free subscription of a gold ChessKid account and, since the tournament, pupils who took part have been extremely active on ChessKid. ChessKid put together a league table every week and a few weeks ago the five highest scorers were all from pupils who took part in the tournament, three from Redriff primary and one each from The Aldgate School and Newham Collegiate Sixth Form. There were 12 other pupils within the City of London Family of Schools who were ranked in top 100. ChessKid have 32,000 other pupils in their online club, from schools across the UK, so the pupils within the Family of School have been performing extremely well. Parents and teachers have been very positive about the pupils' increased use of ChessKid and the effect the tournament has had on them. The tournament and the ChessKid platform have provided an opportunity for pupils to develop their Fusion Skills including problem solving, initiative, critical thinking, resilience and analysis and evaluation skills.

## **Skills**

### 4. Livery Skills event (Virtual) - Wednesday 21 April.

The Livery Skills event was hosted virtually on Wednesday 21 April with an attendance of 165 attendees from 93 Liveries and Guilds. The Lord Mayor warmly welcomed everyone to the event and focused on utilising challenging moments as a call to action to bolster and coordinate efforts to support skills and opportunities for young people. A more detailed report on the Livery Skills Initiative is included in the committee agenda for this meeting.

### 5. Find Fusion

The Education Strategy Unit at the City of London Corporation have launched a new digital platform called Find Fusion to connect and promote learning opportunities from the City Corporation and its partner schools, businesses and cultural organisations. Find Fusion is a signposting platform for learning opportunities and enables schools and learners to find events, courses, projects and resources relevant to them or learners that they work with, as well as for organisations to share their own learning offers with others. The platform connects and curates learning opportunities around themes such as learner type, fusion skills, curriculum area and other interest areas. Find out more on the website here: [www.findfusion.org.uk](http://www.findfusion.org.uk) Find Fusion Workshops will be conducted

for teachers within the Family of Schools as well as City Departments over the next couple of weeks.

## **Proposals**

### **Upcoming activities**

#### **6. City School's Music Project**

Due to the restrictions caused by the COVID-19 pandemic, the City of London's Education Unit was unable to host their annual schools' concert as a live performance. In order to continue to hold a valuable school-to-school collaborative project focused on music, two creative online workshops were delivered to each school focused on composition skills. Two composers, Paul Griffiths and Sigrun Saevarsdottir-Griffiths, hosted these workshops for eight schools across the Family of Schools from Years 3-9. The workshops were tailored according to the needs of the individual music departments but generally involved a singing and composition workshop. A sound recordist also took part in the workshops to gather the recordings of individual pupil's work and re-create the music in a studio. The Education Unit are hosting virtual 'listening event' on Wednesday 26 May 2021 to showcase the pieces together. Members of the Education Board are invited to attend the virtual listening event and should RSVP to [Vasima.Patel@cityoflondon.gov.uk](mailto:Vasima.Patel@cityoflondon.gov.uk)

#### **7. Arts Exhibition project**

In collaboration with Culture Mile Learning, pupils from across the City Family of Schools, from Reception to Year 11, have come together to contribute to a dynamic digital artwork. Working alongside professional artist Stuart Faromarz Batchelor, the project, #MOOD, has captured how young people are feeling at this unique moment in history. Pupils have created individual digital memes with a #hashtag expressing their feelings during the pandemic. The project has brought together the artwork of hundreds of individual pupils, across 10 city schools. Teachers across the Family of Schools have been the driving force behind this project and have supported each other, and their pupils, in order to ensure its success. The final artwork was released, along with a launch video, on 12 May 2021 during Mental Health Awareness Week. Participating pupils and their families can now interact with the collective artwork, finding their own individual art within the wider piece.

8. The calendar of forums and events over the 2020/21 academic year is included in **Appendix 1**.

### **Options**

N/A

### **Key Data**

N/A

### **Corporate & Strategic Implications**

N/A. This report is for information only.

### **Conclusion**

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

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

#### **Catherine McGovern**

Business Administration and Events Apprentice

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# Calendar of forums and events over the 2020/21 academic year

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

Events and Meetings 2020/21	Date	Time	Location
<b>September</b>			
CoLAT Trust Board meeting	03/09/2020	09:00 - 11:00	Virtual
Headteachers Forum (Autumn 1)	17/09/2020	08:00 - 10:30	Virtual
LCF Working Group	22/09/2020	10:00 - 11:30	Virtual
Risk Assurance Training	23/09/2020	09:00 - 10:30	Virtual
Education Board	24/09/2020	11:00 - 13:00	Virtual
<b>October</b>			
CoLAT Finance, Audit and Risk Meeting	02/10/2020	TBC	Virtual
Skills Forum (Autumn)	06/10/2020	08:00 - 10:30	Virtual
Fusion Cities 2 Event	09/10/2020	All day	Virtual
Cultural and Creative Learning (Autumn)	15/10/2020	08:00 - 10:30	Virtual
LCF Working Group	CANCELLED	CANCELLED	CANCELLED
<b>Half Term</b>			
<b>November</b>			
City Schools virtual conference	03/11/2020	14:00 - 16:00	Virtual
Scrutiny meeting (Results)	04/11/2020	All day	Virtual
CoLAT Standard and Accountability meeting	12/11/2020	09:00 – 11:00	Virtual
LCF Working Group	17/11/2020	14:30 - 16:00	Virtual
Education Board	19/11/2020	11:00 - 13:00	Virtual
Prefects Dinner	CANCELLED	CANCELLED	CANCELLED
Headteachers Forum (Autumn 2)	25/11/2020	08:30 - 09:30	Virtual
<b>December</b>			
Chair of Governors Forum (Autumn)	01/12/2020	08:30 - 10:30	Virtual
CoLAT Finance, Audit and Risk Meeting	03/12/2020	09:00 – 11:00	Virtual
Governor training: Introduction to Safeguarding	09/12/2020	08:30 - 09:45	Virtual
Governor Training: Advanced Safeguarding	09/12/2020	10:00 – 12:00	Virtual
CoLAT Trust Board meeting	11/12/2020	09:00 - 11:00	Virtual
LCF Working Group	15/12/2020	10:00 - 11:30	Virtual
<b>Christmas Holidays</b>			
<b>January</b>			
Skills Forum (Spring)	12/01/2021	08:30 - 10:30	Virtual
LCF Working Group	19/01/2021	10:00 - 11:30	Virtual
Headteachers Forum (Spring 1)	21/01/2021	08:15 - 09:30	Virtual
Education Board	28/01/2021	11:00 - 13:00	Virtual

## February

Cultural and Creative Learning Forum (Spring)	02/02/2021	08:30 - 10:30	Virtual
Chess Tournament workshop 1	02/02/2021	14:30 – 15:30	Virtual
Partnerships Forum	04/02/2021	08:30 – 10:00	Virtual
CoLAT Standard and Accountability meeting	04/02/2021	09:00 – 11:00	Virtual
Debating Tournament workshop 1	04/02/2021	13:30 – 15:30	Virtual
Debating Tournament workshop 2	09/02/2021	13:30 – 15:30	Virtual
Chess Tournament workshop 2	11/02/2021	14:30 – 15:30	Virtual

## Half Term

LCF Working Group	CANCELLED	CANCELLED	CANCELLED
CoLAT Finance, Audit and Risk Meeting	25/02/2021	09:00 – 11:00	Virtual

## March

Chair of Governors Forum (Spring)	02/03/2021	08:30 - 10:30	Virtual
Chess Tournament	03/03/2021	13:00 – 15:30	Virtual
Governor Training - Finance	10/03/2021	08:30 - 10:30	Virtual
Headteachers Forum (Spring 2)	17/03/2021	08:15 - 09:30	Virtual
Education Board	18/03/2021	11:00 - 13:00	Virtual
CoLAT Trust Board meeting	19/03/2021	09:00 – 11:00	Virtual
Christ's Hospital Maths Challenge	23/03/2021	09:30 – 11:15	Virtual
LCF Working Group	25/03/2021	10:00 - 11:30	Virtual

## Easter Holidays

## April

City Schools Music listening session	TBC	TBC	Virtual
Skills Forum (Summer)	20/04/2021	08:30 - 10:30	Virtual
Debating Tournament	27/04/2021	12:30 – 15:30	Virtual
LCF Working Group	27/04/2021	14:00 – 15:30	Virtual
CoLAT Standard and Accountability meeting	29/04/2021	09:00 – 11:00	Virtual
Cultural and Creative Learning Forum (Summer)	29/04/2021	08:30 - 10:30	Virtual

## May

Headteachers Forum (Summer 1)	06/05/2021	08:15 - 09:30	Virtual
Chair of Governors Forum (Summer)	11/05/2021	08:30 - 10:30	Virtual
Education Board	20/05/2021	11:00 - 13:00	Virtual
Livery Skills Network Launch meeting	21/05/2021	TBC	Virtual
LCF Working Group	25/05/2021	10:00 - 11:30	Virtual
City School's Music listening event	26/05/2021	14:00 – 15:00	Virtual
Partnership Forum	27/05/2021	08:30 – 10:00	Virtual

## Half Term

## June

Fusion 3 Event	07/06/2021	07:00 - 19:00	Virtual
City of London Fusion 3 Event		13:00- 14:00	
City Schools Conference	14/06/2021	13:00 - 16:00	Virtual
Governor Training - School data and performance	16/06/2021	08:30 - 10:30	Virtual
Scrutiny Meetings (Finance) Day 1	17/06/2021	All day	Virtual
Scrutiny Meetings (Finance) Day 2	18/06/2021	All Day	Virtual

London Careers Festival - Day 1	28/06/2021	All day	Virtual
London Careers Festival - Day 2	29/06/2021	All day	Virtual
London Careers Festival - Day 3	30/06/2021	All day	Virtual
London Careers Festival - Day 4	01/07/2021	All day	Virtual
London Careers Festival - Day 5	02/07/2021	All day	Virtual
Barbican Art Exhibition	CANCELLED	CANCELLED	CANCELLED

#### July

CoLAT Finance, Audit and Risk Meeting	01/07/2021	09:00 – 11:00	TBC
Headteachers Forum (Summer 2)	09/07/2021	08:15 - 09:30	Virtual
CoLAT Trust Board meeting	08/07/2021	09:00 – 11:00	TBC
LCF Working Group	27/07/2021	10:00 - 11:30	TBC

#### Summer Holidays

#### August

Results Day (A levels)	10/08/2021	All day	N/A
Results Day (GCSE)	12/08/2021	All day	N/A





<b>Committee(s)</b> Education Board	20/05/2021
<b>Subject:</b> Livery Skills Initiative	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3,5, 7, 8, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	N/A
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	N/A
<b>Report of:</b> Director of Children and Community Services	For Discussion
<b>Report author:</b> Anne Bamford Strategic Education and Skills Director	

## Summary

On Wednesday 21 April 2021, the Livery Committee hosted the Liveries Skills Initiative to drive employment support for young people. The pandemic has highlighted the need for young people, not just to reconnect with traditional school education, but also to be given additional opportunities to consider their career options, learn new skills, and discover again what will be involved in life at work after lockdown. With hundreds of years of experience between the Livery Companies, Guilds, City & Guilds, the Livery Committee, and the City of London Corporation, a meeting was held to determine ways of collaboratively boosting skills development at this time.

An initial survey was sent out to all Liveries and Guilds to gather information on their skills provision, which came back with an impressive 97% response rate. The survey showed the significant contribution the liveries are already making. For example, 76% of liveries spend over £10,000 per year on skills development with 19% of liveries spending more than £100,000 per year supporting skills. The estimated value of expenditure on skills development by the liveries is more than £7.9 million annually. The Livery Companies have more than 3,562 strong and regular links with business.

From these findings, a virtual event was hosted with an attendance of 165 attendees from 93 Liveries and Guilds. The Lord Mayor warmly welcomed everyone to the event and focused on utilising challenging moments as a call to action to bolster and coordinate efforts to support skills and opportunities for young people. He highlighted that the role of Liveries and Guilds is crucial. The event focused on the needs and grant possibilities, a breadth of existing options, and potential opportunities and recommendations which Liveries and Guilds could take forward. The enthusiasm, desire, and urgency to do more was very clear in the comments and suggestions coming through from attendees.

## **Recommendation(s)**

Members are asked to note the progress of the Livery Skills Initiative and consider the proposals for further action outlined in this report.

## **Main Report**

### **Background**

1. There are current organisational, technological, societal, and community changes. Technology is creating remarkable new opportunities but also serious dangers of widening inequality and injustice. New technologies mean that nine in ten employees will need to learn new skills by 2030 and many jobs are at risk due to Artificial Intelligence (AI) and automation. Concurrently, there has been a reduction in the need for 'middle skilled' jobs. These factors have led to a critical situation for skills development and pathways into (or back into) employment.
2. The COVID-19 crisis makes these dangers more acute. This has brought into focus the importance of a blend of real-world experience, innovative thinking about business, and qualifications and flexible training. Collective leadership is needed to achieve these outcomes.
3. The Liveries have a long and prestigious history of high impact in terms of skills development. Apprenticeships in England can be traced back to the medieval craft guilds, originating from the custom of upper-class parents sending children away to live with host families. By the Tudor period, despite overall numbers being quite small, apprenticeships were a desirable form of training.
4. In 1878, the City and Guilds of London Institute was established in response to the need expressed by its founding Livery companies 'to support individuals and businesses by improving professional training under a national system of technical education' (City and Guilds, 2020). The teaching of technical and practical subjects was encouraged with employers heavily engaged in syllabus design and examinations.
5. The Liveries provide the ecosystem to broaden influences and support people to do well in life. This ecosystem includes, amongst many aspects, the following:
  - a) Methodologies and practices that structure interactions, connections and build relationships and networks between different people and organisations.
  - b) Resources and programmes (including digital) that build new skills and capabilities.
  - c) Spaces and places which create the cultural conditions for strong relationships and bonds to form.
  - d) Members of influence who are committed to bringing about change through service, care, dedication, and mentoring.
  - e) Expertise, knowledge, and involvement dispersed across a wide range of discipline and in specialist fields within these wider disciplines.

### **Current Position**

6. There are already a number of initiatives and programmes operated by the Liveries which are impactful and connect young people and business. However, the current context, demands of us to all do far more to boost the skills of the national, especially the opportunities for young people whose education and training have been hugely disrupted by COVID -19.
7. The Liveries are uniquely placed to address these challenges and to do so, would not only help countless people but will in turn boost the relevance and impact of the Livery movement securing it now and into the future.
8. The event supported several key objectives:
  - a) The need to act with urgency
  - b) To establish a joined-up and holistic information exchange able to provide details about training possibilities and maximise access to key influencers particularly in government
  - c) To consider how to co-ordinate and optimise ability of members to access increased funding for and employment opportunities
  - d) To encourage formation of new industry clusters to reflect post pandemic opportunities
  - e) To nurture within all Livery Companies that culture of genuine lifelong learning, with a focus on activity for young people and those currently not in employment.
9. There are many practical avenues for support that could occur and start soon. Activities should aim to:
  - a) Promote greater inclusivity and equality of access.
  - b) Provide training in immediate skills support to address the impact of COVID-19.
  - c) Enhance awareness of skills pathways and better careers advice in schools.
  - d) Place more emphasis on the fusion skills required for the workforce of the future.
  - e) Give equal respect and value to vocational and academic pathways including promoting the value of apprenticeships.
  - f) Create a better shared understanding across the Liveries of what is already available.
  - g) Help the wider world of education and training understand what the Livery can offer.
  - h) Bridge the gap between school and the world of work: overcoming disadvantage, building confidence, coaching in life skills, explaining career choices, and providing tasters/work experience
  - i) Improve the supply and accessibility of skills training

## **Proposals**

10. Following the meeting held on Wednesday 21 April 2021, there was strong support to undertake a collaborative programme of activities aimed at driving employment support for young people. All the Livery Companies, Guilds, City & Guilds, The Livery Committee, and the City of London Corporation are determining agreed ways of collaboratively boosting skills. A further survey has been distributed to all Liveries to agree priorities for action and to gather existing activities that could be amplified to reach more people. The enthusiasm, desire, and urgency to do more was very clear in the comments and suggestions coming

through from all attendees. The proposals include establishing a joined-up and holistic information exchange able to provide details about training possibilities, support small businesses to access current schemes and maximise influence in the skills agenda.

## **Key Data**

11. The main data is contained in slides 3 to 9 of **Appendix 1**.

## **Corporate & Strategic Implications**

12. This initiative has the potential to make a significant contribution to a flourishing society giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, it supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring the more individuals can reach their potential and secure good work. It shows that collaborative working can make the core city institutions even better connected and responsive to changed needs. It builds individual and systemic resilience by enabling structures which can be mobilised in the shorter-term but are able to continue in a sustainable manner for the longer term.

## **Financial and resource implications**

13. The proposal does not seek additional funds or resources from the City Corporation as it aims to make better, more joined-up use of the existing £7.9 million the Livery companies currently dedicate to skills development work. There is also the potential to work more closely with business partners and the liveries to gain access to wider funding opportunities possible through the recently released government white paper “Skills for Jobs”<sup>1</sup> focusses on post-16 education reform. There are some officer resource implications in terms of time.

## **Legal implications**

14. The governance of the initiative is with the Livery Committee. The collaboration partners, including the livery and separate legal entities with their own decision-making processes.

## **Risk implications**

15. There are risk implications of not completing the important and urgent recommended actions, and people failing to secure the skills they need to secure good jobs.

## **Equalities implications**

16. Not every young person has access to a breadth of developmental relationships and life experiences, which facilitate and broker routes into employment. The least advantaged tend to not have access to networks, mentors, advocates, work

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<sup>1</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/953510/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953510/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf)

experience opportunities, careers advice, and family support in the same way as their more advantaged peers. For example, only 46% of young people from low-income families take part in extracurricular activities, compared with 66% from higher income families and young people who attend private schools are twice as likely to get internships in London compared to state educated children. They are not supported to access potential pathways or understand how to reach their goals. There is a disconnect between what they learn in school and their aspirations and opportunities later in life. For example, in 1997, 42 per cent of 16-17 year old students were studying and working. By 2014 this figure had declined to 18 per cent.

17. A more equitable society is based on realising the potential of all people. This requires strong networks of support and trust. The liveries could leverage that trusted network. They could use their connections to boost opportunities for structured work experience, internships, and employment. Young adults who have 'four or more employer contacts' are five times more likely to be in employment or training than those who have little or no contact with employers.
18. An equitable society is one where all people have access to meaningful and valued pathways, and opportunities to flourish and achieve success. There should be multiple pathways and routes in and out of learning throughout life, which is of benefit to us all.

### **Climate or Security Implications**

19. There are no immediate Climate or Security implications.

### **Conclusion**

20. The Livery companies and Guilds are considering how to co-ordinate and optimise ability of members to access increased funding for employment opportunities. This includes encouraging formation of new industry clusters to reflect opportunities.

### **Appendices**

- **Appendix 1** – Copy of the PowerPoint slides from the Livery Skills Initiative meeting held on April 21, 2021.

### **Report author**

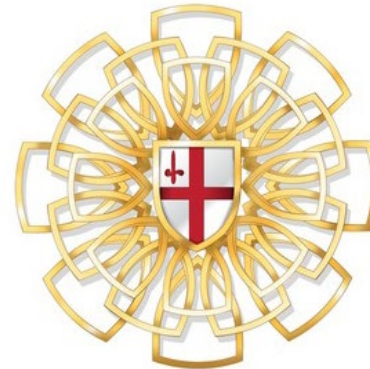
#### **Anne Bamford**

Strategic Education and Skills Director  
Department of Children and Community Services  
E: [anne.bamford@cityoflondon.gov.uk](mailto:anne.bamford@cityoflondon.gov.uk)

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# Welcome to the Livery Skills Event

Tuesday 21 April 2021



# Professor Dr Anne Bamford OBE

Strategic Education and Skills Director at  
The City of London Corporation



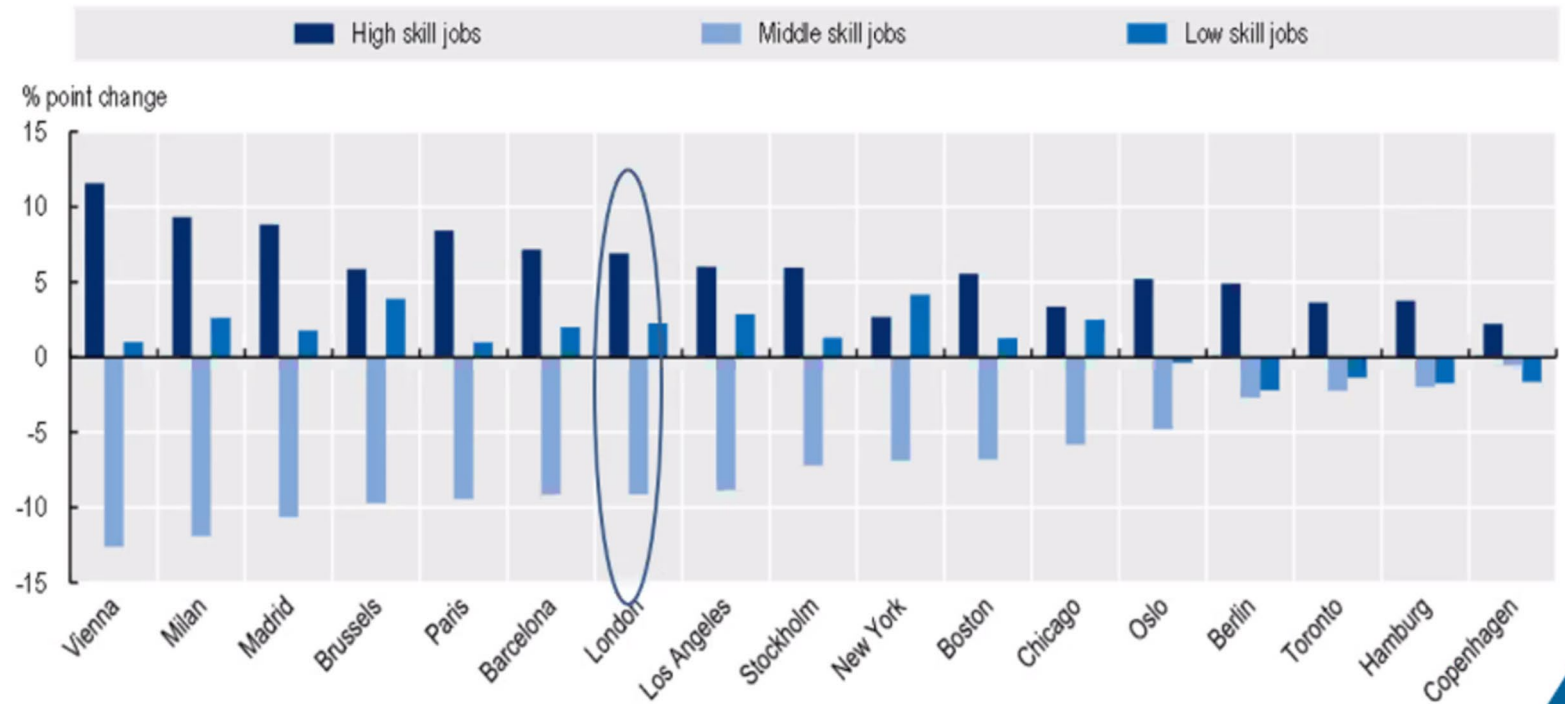


# Job Polarization



## Job polarisation has led to a decline in middle-skill jobs of 9 percentage points

Relative change in jobs by skill level across London and other cities, 2000-18

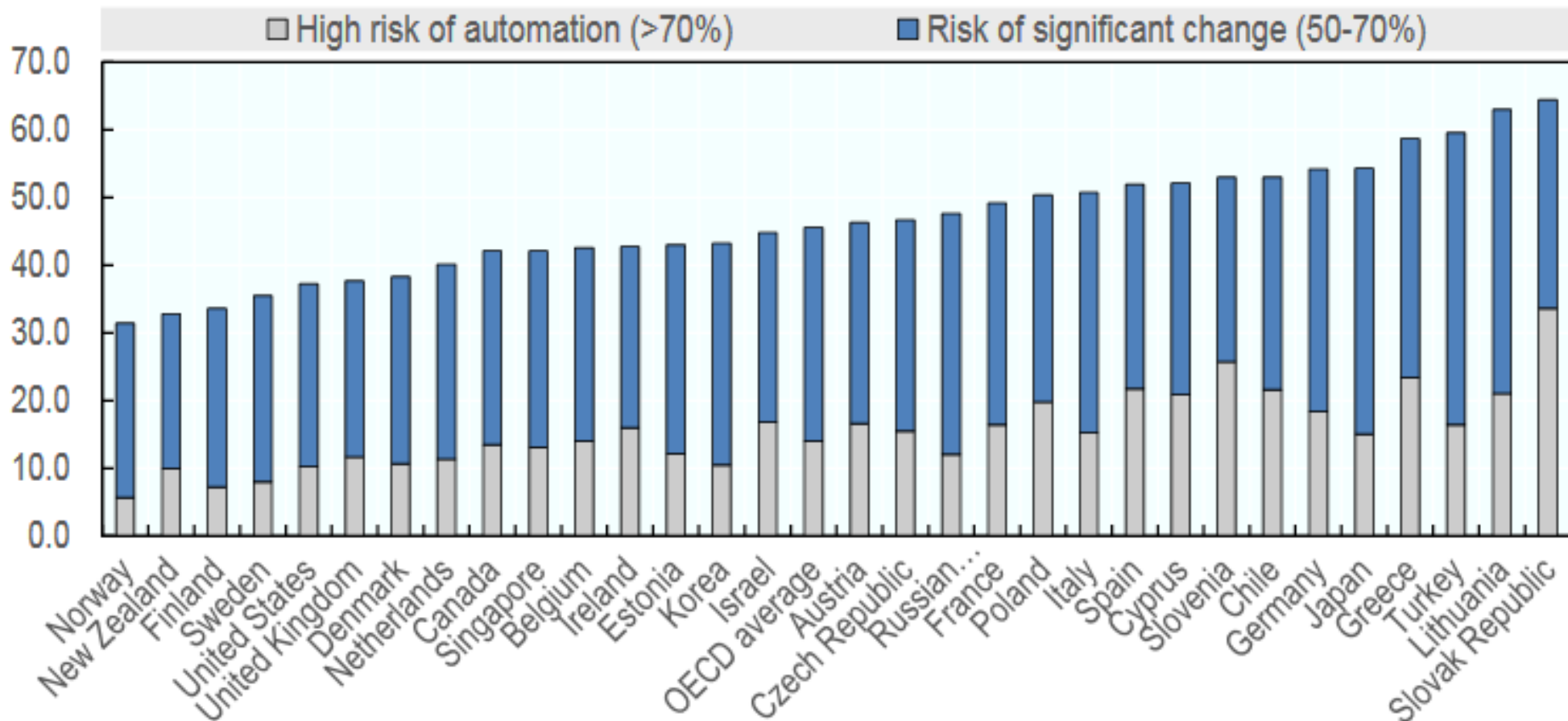


Note: The data correspond to the TL2 regions that compose the respective metropolitan area.  
Source: OECD calculations based on Labour Force Survey data.



## Chart 1. Large shares of jobs are at risk of automation or significant change

Percentage of jobs at risk by degree of risk



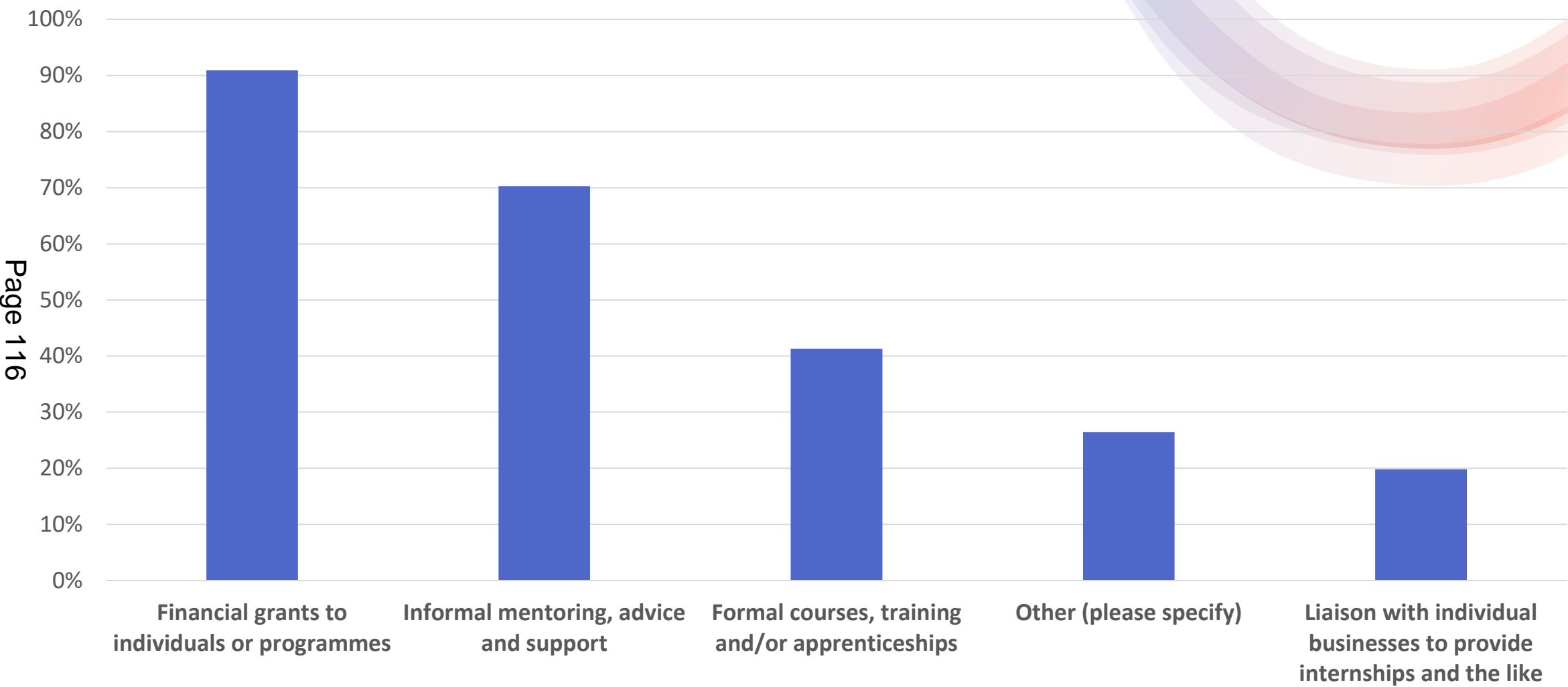
Notes High risk – more than 70% probability of automation; risk of significant change – between 50 and 70% probability.

Source: OECD (2018), Survey of Adult Skills (PIAAC) 2012, 2015.

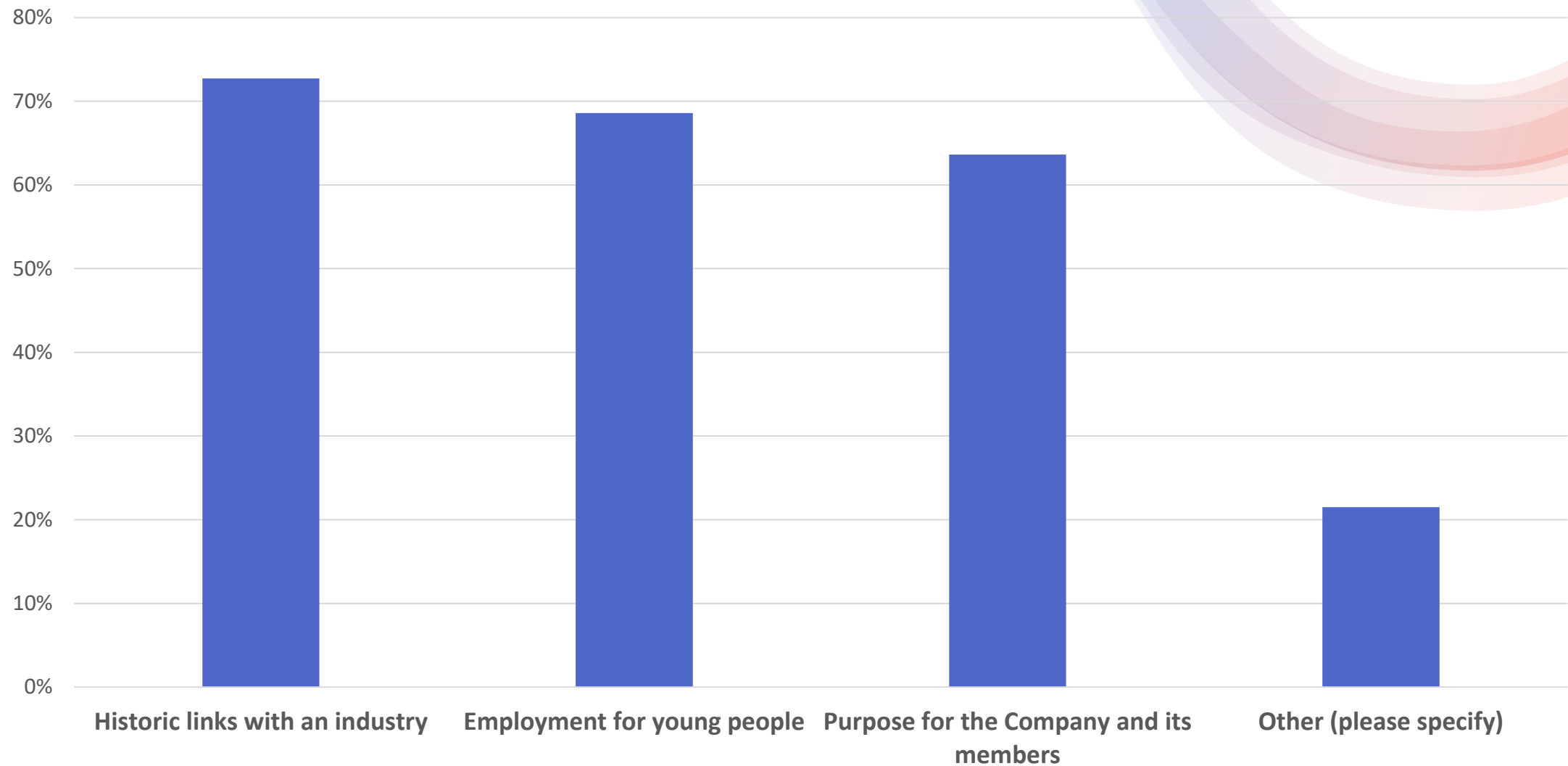
## Overall survey findings

- 121/125 Liveries and Guilds completed the survey (95%)
- 92/121 Liveries spend over £10K per year on skills development (76%)
- 23/121 Liveries spend over 100K per year on skills development (19%)
- The estimated value of expenditure annually on skills development by the Liveries is in excess of £7.9 million annually.
- The Livery Companies have more than 3,562 strong and regular links with business

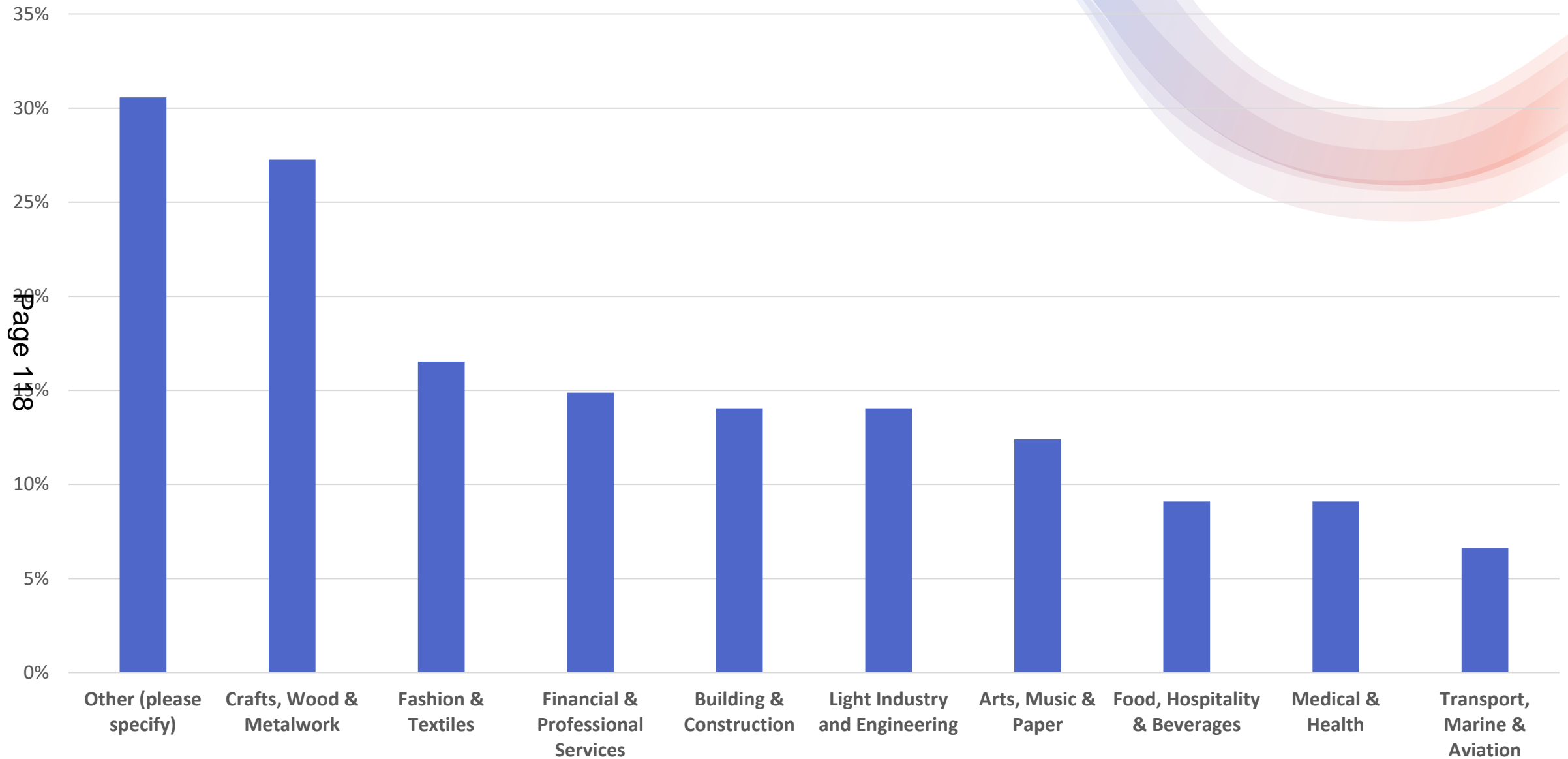
# Types of activity



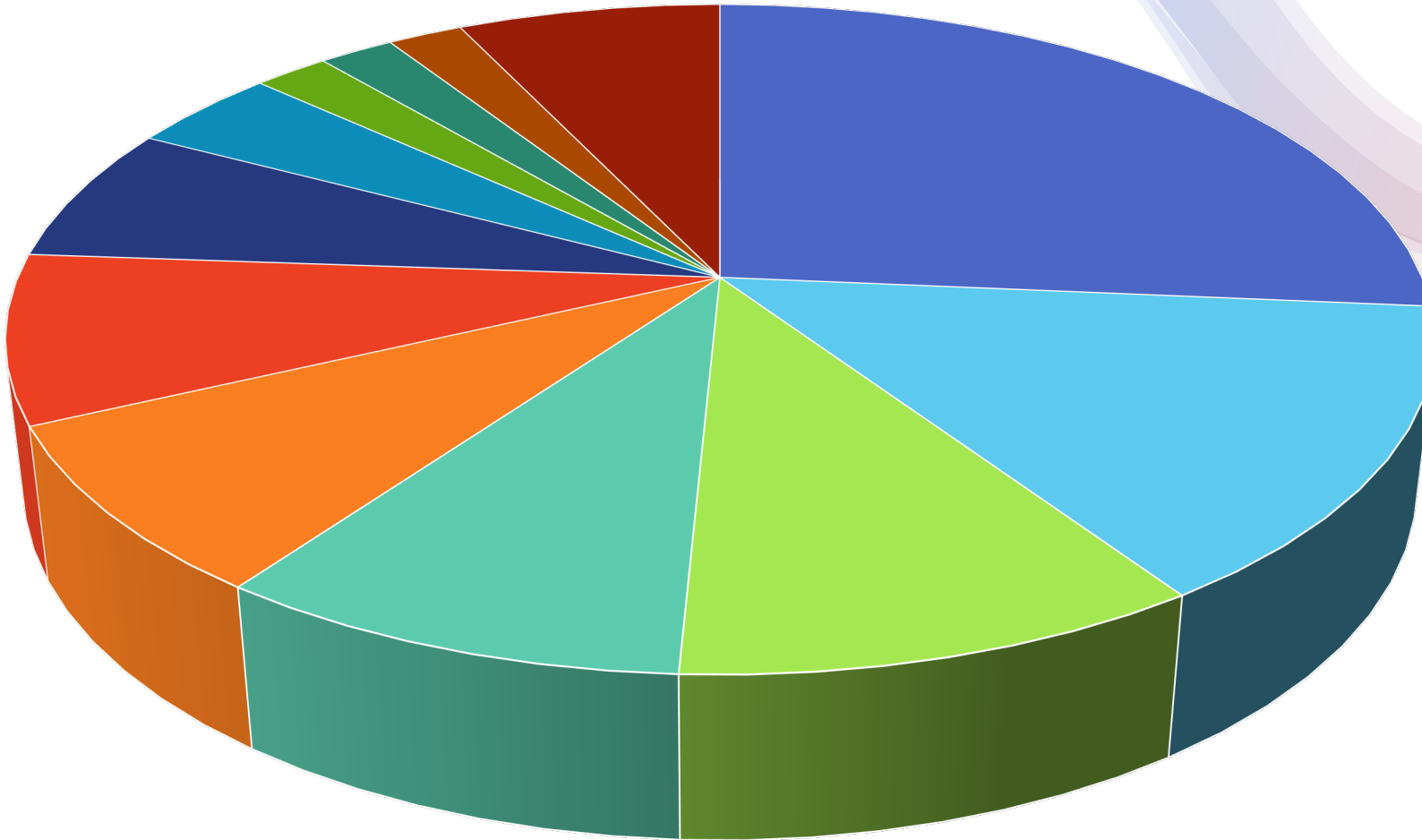
# Motivation



# Main Industry Clusters



# Purpose of support



- Industry link/specialist skills
- Apprenticeship support
- Subject/school support
- Youth development
- Entrepreneurial development
- Lifelong/fusion learning
- Social mobility/diversity
- Technology
- Mentoring
- Sustainability
- Policy influence
- Livery promotion/development

## Role of each entity

- Expertise
- Knowledge
- Involvement

**“There is no better time for a concerted effort across a number of constituents to develop this idea. The Livery, The City Electorate, The Corporation and others.”**



# Collective Leadership

- “Build back better”
- Drive positive change
- Force the pace of actions
- Strengthen ambition and quality
- Reduce inequality
- Shape the future together
- “Who can be the firework?”



# Why so fast?

- Need to avoid the alienation...
- Provide for all backgrounds
- Well-designed and joined-up pathways
- A moral responsibility
- Fusion skills are valuable for everyone
- Fusion Skills are at the heart of success in the 21st century



# Resources available

- £39 million **ESF** Priorities 1 and 2 – Inclusive Labour Markets and Skills for Growth
- Compulsory for all schools to meet the **Gatsby Benchmarks** (Gatsby, 2014)  
<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- £2.5 billion **National Skills Fund**
- £1.5 billion of **capital upgrades** FE colleges
- This £95 million investment is part of the **Lifetime Skills Guarantee**
- A **Lifelong Loan Entitlement** from 2025, people can access flexible student finance so they can train and retrain throughout their lives
- Workforce **Industry Exchange Programme**
- £43 million to extend **Skills Bootcamps** further across the country from April in 2021.
- **T levels** are new technical study programmes that sit alongside apprenticeships within a reformed skills training system
- **Kick Start/Kick Start Simple:** FREE Young Talent For 6 Month Placements, £1,500 grant for training & setup costs, Sector Specific Employee Training, automated payments & updates for SMEs

# Kirstie Donnelly MBE

Chief Executive Officer at City and Guilds





# Existing options and potential opportunities

Introducing Skills Bridges and 'Step into...' programmes - helping people get back into work

Page 125

## **Skills Bridges provide individuals with the insights, know-how and skills awareness to 'bridge' them into employment**

- Help those out of work transition to sectors with employment opportunities
- Offered in sectors with strong employability prospects
- 100% online
- Results in a branded digital credential
- Signposting to employers and further support

## **'Step into' programmes provide the new skills needed for individuals to transition into new jobs**

- Understand the course
- Self assessment of suitability
- Intro to the sector
- Understand the values and behaviours needed
- Appreciate the health and safety issues
- Responsibilities and associated rewards
- Future personal and professional development
- Additional resources available

# Existing options and potential opportunities

## Government initiatives aimed at bringing young people into the workplace

### Apprenticeships

- All ages and should be linked to a real job and the transition to a real job at the end
- Training is funded through the Levy or subsidised for SMEs – minimum of 20% off the job training
- Must be at least 12 months and wages are paid by the employer
- Apprentices starts have fallen since Covid-19 hit

### Traineeships

- Aimed at 16 – 24 year olds and is a programme of study with work placement for between 6 weeks and 6 months. They prepare a young person for either an apprenticeship or higher levels of learning
- There is no wage payable and no guarantee of a job at the end though employers are encouraged to offer an interview experience.

### Kickstart

- 6 month paid work experience for 16 – 24 year olds currently on Universal Credit and introduced through the DWP / JobCentre placement service
- Aimed at developing the skills needed to access the job market and safeguard against long term unemployment
- Government pays National Minimum Wage for 25 hours plus NI contributions
- In addition £1500 per placement to pay for set up costs, training and support
- It mustn't replace existing or planned vacancies.

# Existing options and potential opportunities

## How employers can help young people get into work

- Stop asking for CVs for entry level jobs
- Ask yourself if the qualifications on the job description are really necessary
- Use plain English to describe what's actually expected of the role, not HR speak
- Recruit for behaviour – you can train people for the technical skills
- Create a supportive environment – if the world of work is a challenge to those of us in today – think what it looks like to new entrants
- Make sure new recruits are supported and mentored into their jobs
- Be clear what you are looking for and support applicants to apply – explain what the process is and offer guidance so they can access it

# Existing options and potential opportunities

City & Guilds is offering to:

- Make £50,000 available for bursaries in London to help individuals access the skills training needed to gain them sustainable employment that they couldn't otherwise afford
- Provide 1000 'Step into Digital' courses to help address the skills shortage in London
- Work with the City of London to produce a simple guide to the various initiatives and good practice for employers and available through the Livery
- Provide support to Livery companies through the Youth Engagement lead in the City & Guilds Foundation



# Tim Campbell MBE

The Haberdasher's Company  
Bright Ideas Trust



bright ideas  
trust

# Possible options for consideration

- Increase existing involvements – an opportunity for EVERY Livery/Guild
- Funding optimisation - strategic coordination of grant applications
- Central exchange – information and business contacts
- New industry groupings e.g. Logistics and Medicine
- Expanded industry groupings e.g. Construction and Creativity
- Your thoughts and ideas – think outside the box
- Mayoralty 2021/22 – chance to increase awareness

These young people need your help!

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of the Local Government Act 1972.

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