



Education Board

Date: THURSDAY, 1 JULY 2021

Time: 11.00 am

Venue: VIRTUAL PUBLIC MEETING (ACCESSIBLE REMOTELY)

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

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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/6APj7iCUAiw>

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. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 20 May 2021.

For Decision
(Pages 7 - 18)

4. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 19 - 20)

5. **NOMINATIONS SUB-COMMITTEE MINUTES**

To receive the draft public minutes and non-public summary of the Nominations Sub-Committee meeting held on 15 June 2021.

For Information
(Pages 21 - 24)

6. **COVID-19 UPDATE**

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

For Information

7. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS ANNUAL ACTION PLAN**

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

For Decision
(Pages 25 - 34)

8. **EDUCATION BOARD BUDGET UPDATE**

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

For Information
(Pages 35 - 38)

Education

9. CITY PREMIUM GRANT 2021/22 ALLOCATION TO ACADEMIES

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

To be read in conjunction with Item 31 on the agenda.

For Decision
(Pages 39 - 42)

10. GOVERNOR APPOINTMENTS UPDATE

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

For Information
(Pages 43 - 52)

11. EDUCATION ACTIVITIES UPDATE

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

For Information
(Pages 53 - 60)

12. BIODIVERSITY ACTION PLAN

The Director of Open Spaces to be heard.

For Discussion

13. SHOREDITCH PARK PRESENTATION

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

For Information

14. PUPIL PLACES AND PROGRESSION PLANNING REPORT

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

For Information
(Pages 61 - 78)

15. ACADEMIES DEVELOPMENT PROGRAMME UPDATE

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 79 - 86)

Cultural & Creative Learning

16. CULTURAL & CREATIVE LEARNING STRATEGY UPDATE

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

For Information
(Pages 87 - 90)

Skills

17. TACKLING RACISM TASKFORCE ACTION PLAN UPDATE

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

For Information

18. LIVERY SKILLS INITIATIVE UPDATE

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

For Discussion
(Pages 91 - 120)

19. LONDON CAREERS FESTIVAL UPDATE

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

For Information

20. AWAY DAY (SOCIAL MOBILITY) UPDATE

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

For Information

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

22. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

23. EXCLUSION OF THE PUBLIC

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

For Decision

Part 2 - Non-Public Agenda

24. NON-PUBLIC MINUTES

To agree the non-public minutes of the meeting held on 20 May 2021.

For Decision
(Pages 121 - 124)

25. NON-PUBLIC OUTSTANDING ACTIONS

Report of the Town Clerk.

For Information
(Pages 125 - 126)

26. NOMINATIONS SUB-COMMITTEE NON-PUBLIC MINUTES

To receive the draft non-public minutes of the Nominations Sub-Committee meeting held on 15 June 2021.

For Information
(Pages 127 - 128)

27. COLLEGIATE SIXTH FORM UPDATE

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

For Information
(Pages 129 - 140)

28. UPDATE ON SCHOOLS FUNDING MODEL CHANGES

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

For Information
(Pages 141 - 146)

29. EDUCATION CHARITIES REVIEW RECOMMENDATIONS

Report of the Managing Director of Bridge House Estate and Chief Charities Officer.

For Decision
(Pages 147 - 158)

30. NON-PUBLIC APPENDIX: ACADEMIES DEVELOPMENT PROGRAMME UPDATE

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

To be read in conjunction with Item 15 on the agenda.

For Information
(Pages 159 - 160)

31. **NON-PUBLIC APPENDIX: CITY PREMIUM GRANTS 2021/22 ALLOCATION TO ACADEMIES**

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

To be read in conjunction with Item 9 on the agenda.

For Decision
(Pages 161 - 182)

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

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

Part 3 - Confidential Agenda

34. **TOM PROPOSALS**

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

For Information

EDUCATION BOARD

Thursday, 20 May 2021

Minutes of the meeting of the Education Board held virtually on
Thursday, 20 May 2021 at 11.00 am

Present

Members:

Caroline Haines (Chairman)	Shravan Joshi
Deputy Philip Woodhouse (Deputy Chairman)	Alderman Nicholas Lyons
Randall Anderson	Benjamin Murphy
Tijs Broeke	Ruby Sayed
Alderman Sir Peter Estlin	Deborah Knight
Alderman Robert Howard	Mary Robey

In Attendance

Officers:

Emily Garland	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Chandni Tanna	- Town Clerk's Department
James Gibson	- Chamberlain's Department
Mark Jarvis	- Chamberlain's Department
Emily Rimington	- Comptroller and City Solicitor's Department
Richard Chamberlain	- City Surveyor's Department
Anne Bamford	- Community and Children's Services Department
Sheila Cohring	- Community and Children's Services Department
Natasha Hanckel-Spice	- Community and Children's Services Department
Catherine McGovern	- Community and Children's Services Department
Daniel McGrady	- Community and Children's Services Department
Gerald Mehrtens	- Community and Children's Services Department

Observers:

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, and Rachel Bower.

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

There were no declarations.

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

The Town Clerk noted that there had been some minor amendments to the Board's Terms of Reference to provide greater clarity on what is meant by the 'City Family of Schools'. It was also noted that Randall Anderson remained on the Board as the Community and Children's Services Committee appointee and that Mary Robey had, since the Court Order was drafted, been appointed as a Co-Opted Member.

RESOLVED, that the Order of the Court of Common Council dated 15 April 2021, appointing the Board for the ensuing year, be received.

4. **ELECTION OF CHAIR**

An election of Chair was conducted in accordance with Standing Order 29.

Caroline Haines, being the only Member indicating a willingness to serve, was elected for the ensuing year.

5. **ELECTION OF DEPUTY CHAIR**

An election of Deputy Chair was conducted in line with Standing Order 30.

Deputy Phillip Woodhouse, being the only Member indicating a willingness to serve, was elected Deputy Chair for the ensuing year.

6. **PUBLIC MINUTES**

The public minutes and summary of the meeting held on 18 March 2021 were approved as a correct record.

The Chair welcomed newly appointed Co-Opted Member, Mary Robey, to the Board. An expression of thanks to the outgoing Clerk to the Board, Polly Dunn, was also noted.

7. **APPOINTMENT OF SUB-COMMITTEES**

Members considered a report of the Town Clerk regarding the appointment of the Education Board's sub-committees for 2021/22.

Terms of Reference

Members were first invited to approve the terms of reference of the Nominations Sub-Committee and note the terms of reference for the Education Charity Sub-Committee, as set by the Court of Common Council.

The Town Clerk verbally outlined some amendments to the Terms of Reference of the Nominations Sub-Committee to allow Co-Opted Members to serve, as an expression of interest had been received by a Co-Optee. It was clarified however that to avoid any conflict of interest, a Co-Opted Member would need to be excluded from any discussions considering their own re-appointment. In light of the decision at the last Board meeting for the Sub-Committee to undertake a review of the nominations and appointment process of external Members to the Board and reporting this to the Board for approval, the proposed amendments also accommodated for this. Both amendments were approved by Members.

Appointments

Alderman Sir Peter Estlin and Mary Robey had expressed an interest in the Nominations Sub-Committee and were duly appointed for the year ensuing.

Benjamin Murphy and Randall Anderson verbally expressed an interest in the Education Charity Sub-Committee. Both were advised by the Town Clerk that they had already both been appointed to the Sub-Committee by the Community and Children's Services Committee. The Board agreed that, with the four Members appointed by the Community and Children's Services Committee as well as the Chair and Deputy Chair serving, the quorum for a meeting would be achievable, therefore leaving two vacancies on the Sub-Committee.

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

Appointment of Members to CoLAT

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

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

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

Previously the Deputy Chairman had asked to nominate Alderman Howard to serve as Company Member and Trustee of CoLAT on his behalf, with the Board recently endorsing this. The Deputy Chair, Deputy Phillip Woodhouse, indicated that he again wished to nominate Alderman Robert Howard in his stead. As per the Court's resolution the gift of this nomination lies with the Deputy Chair, however, as per historic practice, the Board was invited, and agreed, to endorse this nomination.

RESOLVED, that Members

- Approve the terms of reference and composition of the Nominations Sub Committee subject to the following amendments:
 - The constitution include: the Chairman and Deputy Chairman of the Education Board and up to two further Members of the Education Board, at least one of whom will be a Court of Common Council Member.
 - The Terms of Reference include: Review the process of advertising, reviewing and shortlisting applications from interested parties who wish to be considered as external members of the

Education Board, reporting to the Education Board in due course for approval;

- Note the terms of reference and composition of the Education Charity Sub Committee;
- Appoint Alderman Sir Peter Estlin and Mary Robey to the Nominations Sub Committee for the year ensuing;
- Leave two vacancies for the Education Charity Sub-Committee for the year ensuing;
- Note the appointment of Caroline Haines to the position of CoLAT Board Trustee and Company Member, as Chair of the Education Board, and endorse the appointment of Alderman Robert Howard as the Deputy Chair's nominee to the position of CoLAT Board Trustee and Company Member.

8. PUBLIC OUTSTANDING ACTIONS

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

The Chair informed Members that action 8/2020/P could be removed as the final planning issues had now been resolved, with opening planned for September 2021. The Chair of Governors of City of London Primary Academy Islington gave a short update on the progress of the project and thanked those Members and officers that had contributed.

RESOLVED, that the report be noted.

9. COVID-19 UPDATE

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

- All schools in the City of London Family of Schools returned as usual following the Easter holiday break.
- Infection rates remained low in London, with all boroughs reporting less than 50 cases per 100,000 people. It was hoped that this would continue.
- From 17 May 2021, face coverings were no longer recommended for pupils in all schools and colleges or for staff when in classrooms. In all schools and colleges, the Government continued to recommend that face coverings should be worn by staff and visitors in situations outside of classrooms and where social distancing is not possible.
- Educational visits were now able to resume however international educational visits were not permitted until after the beginning of the new academic year.
- The new Children's Commissioner for England had launched The Big Ask – the largest ever consultation with children aged 4 to 17 in England - which aimed to find out children's concerns and aspirations about the future to assist with recovery from the pandemic. All schools were encouraged to support pupils to complete the survey and parents, care leavers and those working with children were invited to complete the associated adult survey.

A Member enquired about staff morale within the schools and it was confirmed that, whilst it was felt that many were pleased to be back teaching in the schools, staff were currently subject to stress resulting from the busy period before the end of the academic year, particularly in light of requirements to undertake assessments of students in place of exams. It was highlighted that efforts were being made by the schools to mitigate this wherever possible.

RESOLVED, that the update be received.

10. TACKLING RACISM TASKFORCE EDUCATION WORKSTREAM ACTION PLAN

Members received a report of the Director of Community & Children's Services regarding an action plan to address the Education Workstream recommendations of the Tackling Racism Taskforce (TRT).

Members heard a presentation from the Education Unit's Lead Policy Officer outlining the short, medium and long-term action plans relative to the recommendations of the Tackling Racism Taskforce's final report. It was highlighted that the action plan would continue to be regularly monitored and that actions may be updated or added to reflect any changes to the situation. Members noted that although brief verbal updates would be provided to Members at each Board meeting for the foreseeable future, Members could expect a fuller update at the December meeting.

A Member highlighted that short-term actions should have recurring elements, meaning that momentum and progress is not lost over time.

Another Member sought clarification on the outcome of the review of equalities across the academies as it appeared to be open-ended. The Chief Executive of CoLAT explained that they were already responsible for reviewing equalities across all of the academies and undertook annual reviews. Outcomes of these included gender and race pay gap audits of all staff. Members were also informed of an upcoming equality conference for staff ensuring that adequate measures were being taken to promote diversity within the schools. Finally, he added that the academies currently benefitted from high diversity, across all characteristics, but it was recognised that succession planning must be undertaken to ensure this continued.

While they recognised the merit of an alumni programme, the Member raised concerns that some of the newer schools would suffer from limited previous students and therefore felt that a cross-school alumni programme would be preferable.

The Member welcomed the TRT recommendation that the Independent School bursary programme should be communicated with the academies but raised concerns that success would be reliant on engagement from those parents of pupils who might benefit. They felt that the programme may need to consider how to actively engage with the target audience.

The Chief Executive of CoLAT expressed concern over whether there was an assumption that those who attended the academies needed bursaries to gain admission to the Independent Schools. The Deputy Chair suggested that they meet in the Autumn, along with the Head of the Freeman's School, to discuss these concerns.

A Member spoke in favour of the work-related learning initiative and enquired as to whether there was existing engagement with trade associations, the Investment Association 2020. It was confirmed that officers were already engaging with Investment Association 2020 in addition to a wide range of employers and agencies.

Reassurance was offered that all comments would be noted and reflected within the documentation.

RESOLVED, that the report be noted.

11. **GOVERNOR APPOINTMENTS UPDATE**

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

It was highlighted that a number of parent and staff vacancies remained across CoLAT and for this reason Members were being asked to approve a note to be sent to CoLAT Board recommending progression of these, to avoid risk to the quality of governance.

RESOLVED, that:-

- The 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 be noted;
- In line with its role as Sponsor, the Education Board recommend that the CoLAT Board of Trustees address longstanding parent and staff vacancies on LGBs to ensure robust governance of CoLAT schools.

12. **ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

The Director of Community and Children's Services was heard relative to the Academies Development Programme update. The following points were noted:

- For the two previous City co-sponsored academies, which joined CoLAT in September 2020, City of London Academy Islington had been dissolved and confirmation of this was also expected shortly for The City Academy, Hackney.
- The capital builds for both City of London Academy Highgate Hill and Newham Collegiate Sixth Form, which were previously reported to this committee, were originally expected to be considered by their respective local authority planning committees in April but were now delayed until June.
- The Delivery Service Plan planning conditions for City of London Primary Academy Islington were approved at the City's May meeting of the Planning and Transportation Committee.

- The completion of City of London Academy Shoreditch Park had slipped from 24 May to 1 June, with the London Borough of Hackney and the contractor working with the academy to enable the move to take place during half term.
- City of London Primary Academy Islington remained on schedule for completion this June.

RESOLVED, that the update be received.

13. CITY OF LONDON ACADEMIES - ANNUAL CAPITAL ALLOCATIONS

Members received a report of the Director of Community and Children's Services informing the Education Board of the annual capital allocation available to City of London sponsored academies from the Department for Education (DfE), and the process by which the City of London Academies Trust (CoLAT) allocated this funding to the individual academies within the trust.

It was highlighted that this was in response to an interest shown by Members at a previous meeting as to how the academies were maintained.

It was explained that money provided by the DfE was annually allocated to support maintenance of the academies based on individual bids. Members noted that this was regularly reviewed by the Trustees Board and was subject to annual financial scrutiny.

RESOLVED, that the report be noted.

14. REVENUE OUTTURN 2020/21

Members received a joint report of the Chamberlain and Director of Community and Children's Services regarding the Education Board's Revenue Outturn 2020/21.

RESOLVED, that the report be noted.

15. EDUCATION BOARD BUDGET UPDATE

Members received a report of the Director of Community and Children's Services regarding the Education Board's Budget update for the 2021/22 Financial Year.

It was highlighted that there was a predicted overspend on salaries. Officers were looking at mitigating actions and the Board could expect an updated balance sheet in due course.

RESOLVED, that the report be noted.

16. MID-TERM STRATEGY REVIEW

Members received a report of the Director of Community and Children's Services outlining the main findings of the mid-term strategy review.

RESOLVED, that the report be noted.

Away Day

The importance of social mobility was highlighted as part of the City Corporation's core vision statements. The Chair took the opportunity to inform Members of the possibility of holding an away day later in the year, focusing on the topic of social mobility and how all areas of the strategy (Education, Cultural and Creative Learning, and Skills) supported this. Newham Collegiate Sixth Form had kindly offered to host the away day. A save the date and further information would be sent to Members in due course.

17. EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE

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

An introduction was provided by a Level 3 Business and Events Apprentice, within the Education Unit, highlighting the success of the Debating Competition and thanking those involved, including the Chair who had participated as a judge. Members also noted that the Chess Tournament from March had benefitted from a positive legacy with the online platform continuing to be used by pupils, and parents and staff expressing their contentment with the outcomes.

A presentation was then provided by the Education Unit's Culture Lead informing Members of the success of the #mood project and City Schools' Music Workshops. Members saw the launch video of the #mood project and heard some samples of music expected from the upcoming 'listening event'. Members were invited to attend the virtual concert on Wednesday 26 May 2021, contacting the Education Unit to RSVP.

Members expressed support of the #mood project, with one highlighting its value in inclusive participation, particularly for SEN pupils, and promoting cohesion across the family of schools.

An outline of the recently launched Find Fusion website, including a brief demonstration, was provided by the Education Unit's Programmes and Partnerships Officer. Members were asked to share this with their network to encourage productive use of the website.

A Member enquired as to whether Find Fusion was already collaborating with the Livery Companies and Gresham College, who were delivering online webinars. It was clarified that Gresham College were involved in the project and that engagement with the Livery would be addressed in Item 18.

Another expressed support of the project, recognising its value particularly during lockdown. They enquired as to whether data was being collected and analysed to help inform the content on the website. It was confirmed that usage of the site was being tracked, with stakeholders keen to gain insight into this as usage increased. Stakeholders had also expressed an interest in gaining an

understanding of which opportunities were gaining the most traction and how best to monitor this was being considered by officers.

A Member highlighted that there had been some confusion outlined in the mid-term strategy report, in relation to the Find Fusion project, as to the definition of fusion and expressed concern that a lack of clarity may impede its success. They felt that work should be undertaken to ensure a greater understanding of the term.

RESOLVED, that Members:-

- 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.

18. LIVERY SKILLS INITIATIVE

Members received a report of the Director of Community and Children's Services relative to progress of the Livery Skills Initiative including proposals for future actions.

The Strategic Education and Skills Director outlined the progress of the project, led by the Livery Committee and Livery Companies, over the last 18 months in assessing what could be done to help support young people to develop skills that could further their employment. Following a survey of the Livery, finding that while many opportunities already existed in individual Livery Companies there was limited collaboration between them, 93 Livery Companies met on 21 April 2021 to discuss ways forward. The major outcome of this was that there was a sense of urgency felt by all involved. It was suggested that the development of a central 'hub' where Liveries could share these opportunities would be hugely beneficial. They could additionally support small businesses to access current schemes offered by the Government.

The Deputy Chair, also Deputy Chair of the Livery Committee, signposted Members to the Livery Committee website where updates on the project would be posted and explained that a further survey was due to take place shortly to ascertain priority actions to undertake as well as identifying a dedicated Member of each Livery Company to liaise with in future engagement on this topic. The Deputy Chair then expressed the positive feedback received as a result of the meeting and thanked all those who had contributed.

Finally, the Chair took the opportunity to ask Members to encourage their school networks to sign up to the individual webinars and events taking place as part of the London Careers Festival. Spaces were limited and, with some schools yet to sign up, there was concern that they may unknowingly miss out on these opportunities.

RESOLVED, that the report be noted.

19. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.

20. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**
There were two items of urgent business.

Thank You Letters

The Chair informed Members that she had written to the Family of Schools on behalf of the Board to express their thanks for the work of students and staff over the past year considering difficulties arising from COVID-19. Expressions of thanks had also been sent, in collaboration with the Chair of CoLAT, to all City of London Academies.

Climate Action Plan

The Strategic Education and Skills Director provided an update on the Climate Action Strategy and how this was being progressed within the schools. It was noted that the schools were keen to engage and had been discussing the strategy, particularly on how to engage the younger generation.

21. **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.
22. **NON-PUBLIC MINUTES**
The non-public minutes of the meeting held on 18 March 2021 were approved as a correct record.
23. **NON-PUBLIC OUTSTANDING ACTIONS**
Members received a report of the Town Clerk regarding the Board's non-public outstanding actions.
24. **COLAT AGM UPDATE**
Members received an update providing a summary of the first AGM of CoLAT.
25. **UPDATE ON COLAT SIXTH FORM STRATEGY**
Members received an update on the CoLAT Sixth Form Strategy, noting that a more detailed written report would be expected at the July Board meeting.
26. **MENTAL HEALTH AND WELLBEING SUPPORT TO COLAT ACADEMIES**
The Chair requested that Item 26 and Item 27 be considered together.
27. **SAFEGUARDING SCRUTINY MEETINGS, COLAT ACADEMIES**
Members received reports of the Director of Community and Children's Services.

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

28. **FUNDING OF EDUCATION BY THE CITY OF LONDON (REPORT OF THE TOMLINSON REVIEW WORKING PARTY)**
Members considered a joint report of the Director of Community and Children's Services and the Chamberlain.
29. **GW6: COLPAS GALLEYWALL PRIMARY ACADEMY**
Members considered a Gateway 6 report of the City Surveyor regarding CoLPAS Galleywall Primary Academy.
30. **NON-PUBLIC APPENDIX: CITY OF LONDON ACADEMIES – ANNUAL CAPITAL ALLOCATIONS**
The non-public appendix was received in conjunction with the report of the Director of Community and Children's Services at Item 13.
31. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were no questions.
32. **ANY OTHER BUSINESS THAT THE CHAIR 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 1.11 pm

Chair

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

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Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
4/2021/P	20 May 2021	An updated balance sheet for the 2021/22 Education Board Budget be submitted to the Board.	Lead Policy Officer (Education, Culture and Skills) and Head of Finance	
5/2021/P	20 May 2021	Save the date and further details for an Away Day be sent to Members of the Board.	Clerk	Save the date sent on 27 May 2021. Agenda planning ongoing.

Education Board – Public Completed Actions

Action Number	Action	Date Completed
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	Completed
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.	Completed
11/2020/P	Informally explore the possibility of a request for funding of provision of vaccinations for COLAT school employees.	Completed
15/2020/P	Education Services Company considerations to be shared with Livery Committee	Completed
8/2020/P	Projects Sub-Committee to be requested to undertake a case study on the COLPAI project in light of the significant issues and delays.	Completed May 2021
17/2020/P	Newly proposed schedule of meeting dates to be adopted for the 2021-22 academic year – subject to feedback from Board Members.	Completed March 2021
1/2021/P	Update on progress of the Tackling Racism Taskforce in relation to the Education Board.	Completed 18 March 2021
2/2021/P	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.	Completed 19 March 2021
3/2021/P	Culture Mile Learning slides be circulated to Members after the meeting.	Completed 22 March 2021

NOMINATIONS SUB (EDUCATION BOARD) COMMITTEE

Tuesday, 15 June 2021

Minutes of the meeting of the Nominations Sub (Education Board) Committee
held virtually on Tuesday, 15 June 2021 at 10.30 am

Present

Members:

Caroline Haines (Chair)
Deputy Philip Woodhouse (Deputy Chairman)
Alderman Sir Peter Estlin
Mary Robey

Officers:

Emily Garland	- Town Clerk's Department
Polly Dunn	- Town Clerk's Department

1. APOLOGIES

There were no apologies.

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

There were none.

3. MINUTES

RESOLVED, that the public minutes of the meeting held on 16 February 2021 be approved as an accurate record.

4. TERMS OF REFERENCE

Members received the Terms of Reference appointing the Sub-Committee for the ensuing year.

Members were reminded that, resulting from the meeting of the Education Board on 20 May 2021, there had been some minor amendments to the Terms of Reference accounting for the Sub-Committee's review of the nominations process and to allow a Co-Opted Member to serve.

RESOLVED, that the Terms of Reference be noted.

5. REVIEW OF THE NOMINATIONS PROCESS

The Town Clerk was heard relative to the Sub-Committee's review of the nominations process. Members were advised to follow the procedures recently implemented by the City of London School and Police Authority Board in which the Sub-Committee would implement an annual skills audit to identify skills and expertise to prioritise in the search for a new Co-Opted Member. The position would then be advertised (according to the preferences of the Sub-Committee)

and reviewed by the Sub-Committee. A shortlist and preferred candidate could then be recommended to the Education Board for approval.

Members then proceeded to discuss this process and how they wished to progress.

RESOLVED, that:-

- A draft skills audit be circulated to Members of the Sub-Committee by email, asking for proposed amendments by 30 June 2021.
- The amended skills audit be circulated to Members of the Education Board by email for comment by 31 July 2021.
- A verbal update of the process be provided to the Education Board on 1 July 2021.
- The proposed change of process be recommended to the Education Board for approval on 9 September 2021.
- Upon occurrence of a vacancy, free of charge advertisement methods be pursued including LinkedIn, Corporation intranet and internet, Livery networks, Business networks and Board Members' networks.

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

There were no questions.

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

There were no items of urgent business.

8. **EXCLUSION OF THE PUBLIC**

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

9. **NON-PUBLIC MINUTES**

RESOLVED, that the non-public minutes of the meeting held on 16 February 2021 be approved as an accurate record.

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

There was one question.

11. **ANY OTHER BUSINESS THAT THE SUB-COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

There were no items of urgent business.

The meeting closed at 11.00 am

Chair

Contact Officer: Emily Garland
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Committee(s)	Dated:
Education Board	01/07/2021
Subject: Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	Education Board Budget
Has this Funding Source been agreed with the Chamberlain's Department?	Y
Report of: Director of Community & Children's Services	For Decision
Report author: Anne Bamford, Strategic Education and Skills Director Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

Members are asked to approve the annual action plan to deliver the Education, Cultural and Creative Learning and Skills Strategies over the 2021/22 academic year in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Approve the annual action plan for the 2021/22 academic year in **Appendix 1** which contains the key programmes and focus of activity to be delivered over the year to meet the aims and outcomes of the Education, Cultural and Creative Learning and Skills Strategies.
- Note the annually recurring actions outlined in **Appendix 2** which are the 'core business' actions delivered each academic year.

Main Report

Background

1. The Education Board has oversight over three City Corporation strategies: The Education Strategy, The Skills Strategy and The Cultural and Creative Learning Strategy, running from 2019-2023. Prior to each academic year, an Annual Action Plan for these strategies with aligned budget is presented to the Education Board. An Annual Impact Report is then presented each November meeting which reports on the outcomes and impact of delivering the Action Plan over the previous academic year.

Current Position

2. Each year, the Education Unit review progress against the delivery of the Education Board's three strategies and plans for the following year. This involves identifying the priority actions and programmes of activity for the year ahead.

Proposals

3. For the 2021/22 academic year, the action plan in **Appendix 1** focuses on the following programmes of activity:
 - a. Ensuring clarity of purpose and transparency in funding, partnerships and reporting so that delivery of the strategies is focused on impact.
 - b. Supporting programmes and initiatives which engage parents, carers and families in learning.
 - c. Supporting schools to ensure that education develops the whole child, with a priority around mental health and wellbeing and initiatives which support young people with special educational needs and disabilities.
 - d. Using labour market intelligence and partnerships with businesses and liveries to inform work-related and skills learning initiatives.
 - e. Continuing to connect schools with cultural organisations and professionals in the arts, creative and cultural sectors to develop skills, with a focus on oracy.
 - f. Ensuring that pupil and learner voice and decision-making have a greater influence in strategy and delivery.
 - g. Ensuring that the Adult Skills and Education Service effectively responds to Government skills policies and funding changes for the benefit of adult learners and apprentices.
 - h. Continuing to build on knowledge exchange and partnership working between the City Corporation's organisations and external partners.
4. Additionally, there are core areas of business which are recurring actions each year and appear on every annual action plan. These are outlined separately in **Appendix 2**.
5. The Action Plan shows the alignment between the overarching strategic goal, the high-level actions (which represent programmes of work), the activities delivered over the year, the budget and the outcomes which will be reported against in the Impact Report submitted in November 2021.

Options

6. The Education Board have the following options:
 - a. Approve the 2021/22 annual action plan in Appendix 1 and note the annually recurring actions in Appendix 2.
 - b. Approve the action plans subject to amendments.
 - c. Do not approve the actions plans.

Key Data

7. Each year in the Autumn Term, Members of the Education Board receive an annual report on the impact of the action plan for the previous academic year. The annual report includes data and narrative on the primary outputs, outcomes and impacts of Education Board funded initiatives and partnerships. Subject to

data returns, the Education Board will receive the annual impact report for the 2021/22 academic year in November 2022.

Corporate & Strategic Implications

8. Strategic implications

The action sets out the targeted actions to occur to deliver the key outcomes of the Education, Cultural and Creative Learning and Skills Strategies (2019-23) which are cross-Corporation strategies approved by the Court of Common Council on 7 March 2019. The Strategies are approved to support the delivery of outcomes 2, 3, 8, 9, 10 of the Corporate Plan.

Several actions in the 2021/22 action plan also deliver key priorities of the action plan for the Social Mobility Strategy and Digital Skills Strategy.

9. Financial implications

As the action plan follows the academic year and not the financial year, Members should note that the budget alignment is across both the 2021/22 (September 2021 to March 2022) and 2022/23 (April 2022 to August 2022) financial years. The budget alignment is based on the itemised budget for the 2021/22 financial year approved by the Education Board at their meeting on 28 January 2021 and makes the assumption that the overall budget envelope will be sustained in the 2022/23 financial year.

10. Resource implications

As in previous years, the action plans will be delivered through a combination of Education Strategy Unit staff, grant-funds to education and cultural organisations, externally commissioned services and leveraging action through partnership working. The Strategic Education and Skills Director monitors resource across the service. External resources are also applied to deliver programmes where there are possibilities to do so.

11. Equalities 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. The proposals in this report comply with the City Corporation's Public Sector principles of the Equality Duty Act 2010 as they seek to have a positive impact on staff and pupils in the City sponsored academies, learners accessing programmes delivered by Culture Mile Learning, and staff and learners of the Adult Skills and Education Service with proactive actions to positively benefit learners from ethnic minority backgrounds, who have special educational needs and disabilities (SEND), and are at risk of educational disadvantage for other reasons such as background, family income and personal circumstances.

12. No immediate Legal, Risk, Climate or Security implications identified.

Conclusion

13. Members are asked to approve the Annual Action Plan for academic year 2021/22, note the annually recurring actions, and note that the outcomes and impact of the delivery of the action plan will be reported to the Education Board in November 2022.

Appendices

- **Appendix 1** – Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22 - Priority Actions and Programmes
- **Appendix 2** - Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22 – Annually Recurring Actions

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Appendix 1 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22¹ - Priority Actions and Programmes

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
<p>Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive (E)</p> <p>Education is safe, inclusive, supportive and empowering for all (E)</p> <p>Page 29</p>	Harness individual talents, enabling pupils to flourish as innovative, confident and creative individuals	Deliver a robust City Premium Grant (CPG) funding and evaluation process for 2021/22 and prepare for the implementation of the recommendations from the Tomlinson Review to apply to CPG funding from 2022/23	1.72m	<ul style="list-style-type: none">A review of education funding is conducted and funding is aligned to impact and agreed goals
	Encourage the Family of Schools to work together to deliver a shared ethos for excellence	Ensure that some CPG funding includes support for middle and senior leadership development		
		Establish a framework of clear accountability, challenge and support Proactively drive and celebrate equality of opportunity to promote social mobility and inclusion	Support sixth forms to work collaboratively as a system to deliver a high-quality, broad and balanced offer	Staffing
	Explore the role of pupil alumni networks in more effective governance and succession planning		£1K	<ul style="list-style-type: none">Strong governance frameworks and appointment processes are in place.
	Support the annual CoLAT AGM		Staffing	<ul style="list-style-type: none">There is improvement in services and resources which promote wellbeing amongst pupils, including counselling services
	Support programmes that engage parents and families in pupils’ learning		£10K	
	Work with partners to define social mobility and inclusion in different contexts		Staffing	
	Conduct a review of school counselling service provisions		7K (PIP)	
	Ensure progress of SEND pupils			
<p>There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices (S)</p>	Ensure a comprehensive strategy for skills development and careers support is delivered in the Family of Schools	Create a hub to school-to-school collaboration in work-related learning and skills curriculum and projects	£15K	<ul style="list-style-type: none">A comprehensive creative careers strategy is delivered to all pupils in the Family of SchoolsApprenticeship opportunities are promotedGood quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal connections to businesses and work placements are well-planned and ensure pupils are engaged in
		Audit that schools have required published careers information and regularly scrutinise implementation and impact	Staffing	
	Use pupil destination data to inform projects across the Skills Strategy			
	Establish an education to business ‘hub’ to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools	Build on the Livery Skills Initiative to catalyse projects across fusion skills, vocational pathways, work-related learning and apprenticeships		
		Use labour market information and industry research to target partnerships in areas of need		

¹ The Action Plan and budget allocations align with the 2021/22 academic year (September 2021 to August 2022)

² 2021/22 academic year budget not including staffing and general team costs (e.g. subsistence, training, printing, etc.)

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
	Provide high quality exposure to creative and cultural industries	Engage self-employed professionals and solopreneurs to feature in all work-related learning projects	See CML	interesting tasks and get experience that they can apply when they start looking for employment <ul style="list-style-type: none"> Self-employment and 'solopreneurs' trends are reflected in work experience offers
		Broaden and expand work-related learning and experience so they respond to supply, demand and support in post-COVID circumstances		
ASES deliver high-quality adult education, training and apprenticeships which transform the lives of adult learners (S)	Develop innovative approaches to teaching industry-relevant courses and apprenticeships Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage	To review ASES in response to changes the Adult Education Budget Funding Rules and Apprenticeship Funding Rules	ASES Budget	<ul style="list-style-type: none"> ASES successfully delivers apprenticeships for the City of London Corporation and others ASES provides provocative and dynamic learning environments where learners are challenged ASES makes effective use of labour market intelligence to increase the subject choice for learners There is evidence of high levels of lifelong learning There is effective use of IT in teaching, learning and assessment Apprenticeship completion rates remain above 95% There is 100% destination and progression pathway for apprentices ASES is an outstanding adult education, training and apprenticeship provider
		To re-examine the programmes and courses (both internally delivered and commissioned) in the light of the qualification reforms to ensure that these are high quality, relevant, needed and future ready		
		To prepare for the implementation of the Lifetime Skills Guarantee and Level 3 Adult Offer		
		Expand the use of labour market intelligence on creative industries in the City of London to inform the provision of industry-relevant courses and inclusive attraction strategies into job roles		
		To adapt the functions and operations of ASes in keeping with the changes at the National and London level in line with recent policy announcements and changes in FE skills legislation and funding.		
		Ensure a compliant and effective ASes Digital Learning Strategy focused on digital skills of learners and tutors, with staff and students having safe online access and effective use of ICT in teaching, learning and assessment		
		Deliver high quality Digital Functional Skills Qualification and the Essential Digital Skills Qualification		
		Develop a fusion skills programme for apprentices		
		Review planning and resource allocation so that ASes continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities		
		Prepare for an Ofsted inspection of adult learning		

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
<p>There are accessible opportunities for pupils to access the learning opportunities that the City's cultural, heritage and environmental assets offer (C)</p> <p>Children and young people are empowered to reach their full potential in and through the arts (C)</p>	Create connected routes for pupils and teachers to access Culture Mile Learning	Ensure reoccurring activities are adapted to changing guidelines and restrictions whilst offering the same richness of experience for learners	See CML	<ul style="list-style-type: none"> • There are clear and delineated access routes into further opportunities • There is an ambitious programme for progressive music and performing arts education • Pupils in the Family of Schools participate in cultural decision-making • Culture Mile Learning partners offer a learning programme to pupils to develop fusion skills
	Deliver a distinctive education and skills offer	Review curriculum and talent pathways, ensuring there are access routes into further opportunities, building on from music review to include visual and other performing arts	£10K	
	Deepen and enrich cultural experiences for learners inspiring them to discover their creative potential and love the arts and culture	Expand on the success of the Cultural CPD Programme for teachers making best use of cultural partners' expertise in fusion skills development and responding to needs of learners	See CML	
		Collaborate with schools and cultural partners to ensure that teaching with cultural artefacts and working alongside creative practitioners enables pupils to develop oracy skills	See CML	
<p>Learning experiences promote the development of 21st century fusion skills (E, C)</p> <p>The Strategies have strong strategic oversight and delivery is focused on impact (E, S, C)</p>	Build an applied research and knowledge exchange culture	For CPG funded projects, use fusion skills measurement frameworks to measure impact	£70K	<ul style="list-style-type: none"> • The City Corporation is known as leading innovative work in Fusion Skills • Fusion Skill development is seen as integral to outstanding schools
	Improve the ways we design, deliver, monitor and evaluate actions so that delivery is focused on impact	Amplify and support fusion skills through participation in and leadership of national/international projects and research		
	Explore opportunities to expand the City's education portfolio and its influence on education throughout London, nationally and internationally	Take a strategic approach to partnerships including a review of existing partnerships and opportunities for growth	Staffing	<ul style="list-style-type: none"> • The model and expertise of the Family of Schools can be shared • The Family of Schools, Culture Mile Learning and ASES influence the field through partnerships and participation in key committees and networks • A cross-departmental review of all our partnerships is completed
		Build on the current knowledge exchange and what works		
		Amplify, develop and support youth voice and decision-making in activities across the three Strategies	£5K	
		Refine approaches to monitoring, evaluation and annual reporting	Staffing	

Appendix 2 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22 – Annually Recurring Actions

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget ³	Expected outcomes
<p>Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive (E)</p> <p>Education is safe, inclusive, supportive and empowering for (E)</p>	Harness individual talents, enabling pupils to flourish as innovative, confident and creative individuals	Enhance, amplify and communicate learning opportunities which develop pupils' academic and fusion skills, including maintaining and growing the Find Fusion platform	Staffing	<ul style="list-style-type: none"> Provocative and dynamic learning environments exist, and classroom lessons inspire and challenge pupils Pupils are stretched, building on their prior achievement
		Support events for pupils to develop fusion skills	10k	
	Model educational exceptionalism beyond Ofsted 'Outstanding'	Annually collect, monitor and report on school performance, school performance, safeguarding and finance data	£1K	<ul style="list-style-type: none"> Data collection is used to ensure pupils make exceptional progress Exclusions are at zero Lifelong learning is evidenced by leaders, teachers and pupils
		Report Ofsted inspections to the Education Board		
		Deliver at least school visits/impact visits to all academies		
		Deliver forums for Headteachers and Chairs of Governors and annual City Schools' Conference		
	Deliver academic excellence and innovative approaches to teaching and learning	Deliver a governor training programme to ensure that governors are up to date with latest statutory requirements and good practice	Staffing	<ul style="list-style-type: none"> There is clarity of roles and training for governors and governors are up to date with the latest statutory requirements and good practice There is clear focus and vision in being part of the Family of Schools
		Develop and maintain partnership working between the Family of Schools such as through support to shared projects and through the termly School Partnerships Forum	10k	
	Establish a framework of clear accountability, challenge and support Proactively drive and celebrate equality of opportunity	Annually monitor place planning to ensure that school places are being provided in areas of need	Staffing	<ul style="list-style-type: none"> Schools places are provided in areas of need and reaching target communities There is improvement in the progress of pupils at risk of educational disadvantage
		Annually monitor and report on school admission arrangements to ensure schools are reaching the target communities		
		Annual safeguarding monitoring meeting for all academies and offered to other schools in the Family of Schools		
There is high quality exposure to the world of work at all	Ensure a comprehensive strategy for skills	Deliver a termly Skills Forum for the Family of Schools	£1K	<ul style="list-style-type: none"> All pupils hear from and be inspired by employers and apprentices
		Deliver work-related learning projects linking learners to the world of work	£20K	

³ 2020/21 academic year budget not including staffing and general team costs (e.g. subsistence, training, printing, etc.)

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget ³	Expected outcomes
stages of education to enable learners to make informed career choices (S)	development and careers support	Communicate careers opportunities in the arts and cultural sectors to the Family of Schools		<ul style="list-style-type: none"> Good quality work experience placements are open to all pupils Pupils are exposed to professionals working in creative and cultural industries
	Link learning at all stages of education with real-world application	Promote high quality work experience placements for pupils in the Family of Schools through collaboration with HR, internal and external partners, the Livery Companies and using Find Fusion as the showcase platform		
	Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing	Successfully deliver apprenticeships for the City of London Corporation and others	ASES Budget	<ul style="list-style-type: none"> ASES is an outstanding adult education, training and apprenticeship provider ASES drive an celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion The number is BAME learners is increased to 20% ASES use a model of learner-led peer-to-peer mentoring and collaboration
		Annually monitor and report on apprenticeship completion rates, remaining above 95%		
		Annually monitor and report on destination and progression pathways, remaining at 100%		
		Ensure that learners are stretched so that they build on prior achievement and study at higher levels		
		Embed effective End Point Assessment		
		Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities		
		Ensure an increase in the uptake of adult education courses including by City of London residents with a minimum of 800 individual learners enrolled in courses.		
		Meet the needs of digitally excluded learners and engage them via non-digital means where necessary		
	Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage	increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds to 20%		
There are accessible opportunities for pupils to access the learning opportunities that the City's cultural, heritage and environmental assets offer (C)	Create connected routes for pupils and teachers to access Culture Mile Learning	Deliver a robust and impact-based grant funding and evaluation process to Culture Mile Learning (CML)	247k	<ul style="list-style-type: none"> Culture Mile Learning partners offer a learning programme to develop fusion skills Culture Mile Learning is communicated in an inclusive manner
		Through Culture Mile Learning, deliver the Culture Mile School Visits Fund to provide disadvantaged learners across London with access to Culture Mile Learning experiences	See CML	
	Develop relationships with other local Cultural Education Partnerships and cultural	Deliver training on cultural learning for disadvantaged and vulnerable learners	1k	
		Deliver a Cultural and Creative Learning Forum three times per year		

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget ³	Expected outcomes
Children and young people are empowered to reach their full potential in and through the arts (C)	destinations to join-up resources, deliver shared ambitions, and maximise benefits	Deliver a hub for school-to-school collaboration in cultural and creative learning and arts curriculum and projects	15K	<ul style="list-style-type: none"> There is a Lead Cultural and Creative Learning Governor and Staff member in each of the Family of Schools
	Ensure all learner receive high quality and continuous education in and through the arts	Support grass-roots cultural and arts initiatives such as the Young Leaders' Music Programme	10k	<ul style="list-style-type: none"> Pupils participate in cultural decision-making Pupils access cultural experiences
		Support arts events for pupils in the Family of Schools, e.g. Schools' Concert and Art Exhibition		

Committee(s)	Dated:
Education Board	01/07/21
Subject: Education Board Budget Update 2021.22	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills) Mark Jarvis, Head of Finance	

Summary

This paper asks Members to note the latest forecast outturn position for the 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 3 (P3) is outlined in the table on the next page. As of P3, £594,434 of the overall £2.5m allocation has been spent (or is committed).
3. The predicted overspend is due to the Target Operating Model (TOM) timeline and has been reflected as the current position.

Proposals

4. This report is for information only.

Options

5. This report is for information only.

Key Data

<u>2020/21</u> <u>Budget</u>		<u>Actuals and</u> <u>Commitments</u> <u>20/21</u>	<u>Current</u> <u>Balance</u>	<u>Outturn</u> <u>20/21</u>
<u>Local Risk</u>				
£		112,809	226,191	473,307
339,000	SALARIES			
32,000	Leadership, governance and projects	0	32,000	32,000
10,000	Enrichment (Fusion) Events for Pupils	270	9,730	10,000
42,000	EDUCATION STRATEGY	270	41,730	42,000
21,000	Leadership, governance and projects	7,500	13,500	21,000
70,000	Fusion Skills Programme	12,017	57,983	70,000
20,000	London Careers Festival ¹	11,233	8,767	20,000
111,000	SKILLS STRATEGY	30,750	80,250	111,000
26,000	Leadership, governance and projects	3,240	22,760	26,000
247,000	Culture Mile Learning	247,000	0	247,000
10,000	Support to pupil performances and exhibitions	0	10,000	10,000
283,000	CULTURAL & CREATIVE LEARNING STRATEGY	250,240	32,760	283,000
10,000	CENTRAL EDUCATION UNIT	465	9,535	10,000
785,000		394,534	390,466	919,307
<u>Central Risk</u>				
£				
250,000	COLA Southwark	0	250,000	250,000
250,000	COLA Islington	0	250,000	250,000
250,000	The City Academy, Hackney	0	250,000	250,000
100,000	Redriff	0	100,000	100,000
60,000	Galleywall	0	60,000	60,000
40,000	COL Primary Academy Islington	0	40,000	40,000
200,000	COLA Highgate Hill	0	200,000	200,000
140,000	COLA Shoreditch Park	0	140,000	140,000
250,000	COLA Highbury Grove	0	250,000	250,000
150,000	Newham Collegiate Sixth Form	0	150,000	150,000
40,000	Leadership and standards	0	40,000	40,000
1,730,000	CITY PREMIUM GRANTS (ACADEMIES)	0	1,730,000	1,730,000
7,000	Safeguarding Review (PIP Funding)	0	7,000	7,000
10,000	Feasibility Study (PIP Funding)	0	10,000	10,000
17,000	PIP FUNDING	0	17,000	17,000

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

1,747,000	0	1,747,000	1,747,000
2,532,000	394,534	2,137,466	2,666,307

Corporate & Strategic Implications

6. This report is for information only.

Conclusion

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

Daniel McGrady

Policy Lead (Education, Culture & Skills)

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Mark Jarvis

Head of Finance

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Committee(s)	Dated:
Education Board	01/07/2021
Subject: City Premium Grant 2021/22 Allocations to Academies	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	Education Board, Central Risk
Has this Funding Source been agreed with the Chamberlain's Department?	Y
Report of: Director of Community and Children's Services	For Decision
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

The City Premium Grant is the Education Board's grant to City Corporation sponsored and co-sponsored academies to enhance and enrich the core educational offer and support the delivery of exceptional education in the Family of Schools. This report asks Members to approve the release of £1,654,000 from the Central Risk element of the Education Board's budget. This funding is to support projects delivered over the 2021/22 academic year. A summary of the applications from academies is included in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Approve the release of City Premium Grant funding to City sponsored academies for academic year 2021/22 as per Schedule 1 below:

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

Academy	School Allocation¹	Proposed City Premium Grant 2020/21
Galleywall Primary School	60,000	60,000
Redriff Primary School	100,000	99,000
City of London Primary Academy Islington	40,000	40,000
City of London Academy Southwark	250,000	215,000
City of London Academy Highbury Grove	250,000	250,000
City of London Academy Highgate Hill	200,000	200,000
City of London Academy Shoreditch Park	140,000	140,000

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

City of London Academy Islington	250,000	250,000
The City Academy Hackney	250,000	250,000
Newham Collegiate Sixth Form	150,000	150,000
Total	1,690,000	1,654,000

- Note that there has been a delay on some applications, and these will be submitted to the Education Board meeting in September 2021, within the allocation envelope for each academy.
- Note that the balance of the core City Premium Grant funding will be rolled into a second, smaller funding round in January 2022 following the school performance scrutiny meetings and based on greatest areas of need.
- Note that the Education Board will receive evaluations of the impact of City Premium Grant funded projects delivered over the 2021/22 academic year at the December 2022 Education Board meeting.

Main Report

Background

1. The Education Board has awarded a City Premium Grant to City sponsored academies since the 2014/15 financial year. In November 2017, Members resolved to award the grant to City academies at a rate of £250K to secondary schools and £100K to primary schools. It was approved that this total amount would be allocated pro rata, based on the number of year groups in the school. The 2021/22 pro rata allocation to academies was approved by the Education Board with the itemised Education Board Budget for the 2021/22 Financial Year at their meeting on 28 January 2021.
2. As a basic principle, the City Premium Grant is to support 'additionality' and not to be used to fund basic school needs or capital purchases.

Current Position

3. All City sponsored academies were invited to apply for City Premium Grant funding to deliver projects over the 2021/22 Academic Year in March 2021. Academies are asked to provide details of the outputs, outcomes and impact of each programme/project which they propose to deliver.
4. The applications for core City Premium Grant funding were reviewed by a panel of officers comprised of: the Strategic Education and Skills Director, the Head of the Central Grants Programme and the Lead Policy Officer (Education, Culture and Skills) for the City Corporation; and the Chief Standards Officer and Chief Finance Officer in the City of London Academies Trust.

Proposals

5. The panel considers that the applications summarised in **Appendix 1** meet the criteria of the grant and will support the delivery of exceptional education, cultural and creative learning and skills development delivered throughout the City sponsored academies. It is proposed that the Education Board approve the recommendation in this report.

Options

6. The Education Board have the following options:
 - a. Approve the release of City Premium Grant funding.
 - b. Approve the partial release of City Premium Grant funding.
 - c. Not approve the release of City Premium Grant funding.

Key Data

7. A summary of the main outputs, outcomes and impact for each project is included in **Appendix 1**.
8. Following the end of each academic year, academies are asked to evaluate the impact of the activity delivered by City Premium Grant funding. The evaluation provides data on the following:
 - a. Were the outputs delivered? If they changed, what did they change to?
 - b. How much did it cost, and did this diverge from the original proposed cost?
 - c. Which outcomes were delivered and how have they been measured?
 - d. What was the impact? – These can be positive or negative effects produced by the projects/activities and should be as long-term as possible (e.g. pupils showed demonstrable developments in their speaking skills and have applied this in other areas of the curriculum since starting the new academic year in September, with several pupils performing well in recent mock interviews).
9. Evaluation data for 2021/22 City Premium Grant funding will be submitted to the Education Board at their meeting in December 2022.

Corporate & Strategic Implications

10. Strategic implications

The City Premium Grant is an annual grant to provide financial support to academies towards programmes and activities which will deliver the aims of the Education Board's tripartite strategies: Education, Cultural and Creative Learning and Skills. In particular, the City Premium Grant is focused on delivering the following strategic aims.

- a. Developing pupils' fusion skills (e.g. oral communication, collaboration and teamwork, initiative, problem solving, creativity).
- b. Improving teaching and learning practices.
- c. Driving equality of opportunity by promoting social mobility, equalities and good health and wellbeing.
- d. Providing opportunities for pupils to experience the world of work.
- e. Providing opportunities for pupils to access culture, and for teachers to use culture and creativity as tools in teaching and learning.

11. Financial implications

The City Premium Grant is funded from the Central Risk element of the Education Board's budget. The proposed allocations in *Schedule 1* are aligned with the 2021/22 budget approved by the Education Board at their meeting on 28 January 2021.

12. Equalities 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 its functions. 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 pupils in the City sponsored academies, including individuals from ethnic minority backgrounds, young people with special educational needs and disabilities (SEND), and pupils at risk of educational disadvantage for other reasons such as background, family income and personal circumstances.

13. Risk Implications

The Education Unit, Central Grants Unit and the CoLAT Central Team have monitored the grants being made to academies to pay for projects delivered by external organisations to ensure that the City's grant does not fund more than 50% of any external organisation's income, mitigating against the risks of the City Corporation being a majority funder of any charitable organisation or small company through the City Premium Grant.

Some proposed grant-funded activities may not be able to be delivered if COVID restrictions were to make them impossible or ill-advised (e.g. overseas trips). The Education Strategy Unit will work collaboratively with CoLAT and the academies to identify activities and projects which are impacted by restrictions to find suitable replacements, or accurately report an underspend.

14. No Resource, Climate, or Security implications identified.

Conclusion

15. The Education Board has provision within the 2021/22 Budget to award City Premium Grant funding to City academies at the rate outlined in Schedule 1. Members are asked to approve the release of funding to City sponsored academies as per Schedule 1 to the total value of £1,654,000.

Appendices

- **Appendix 1** – Summary of 2021/22 City Premium Grant Applications (Non-Public)

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)
Department of Community and Children's Services

E: daniel.mcgrady@cityoflondon.gov.uk

Committee(s)	Dated:
Education Board	01/07/2021
Subject: Governor Appointments Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report asks Members to note that there have been no new ratified governor appointments to Local Governing Bodies of the City of London Academies Trust. A list of governing body membership of the City Family of Schools is attached in **Appendix 1**.

Recommendation(s)

Members are asked to note that there have been no new ratified governor appointments to Local Governing Bodies of the City of London Academies Trust.

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

2. A number of governor appointments are due to be ratified by the CoLAT Board of Trustees at their meeting on 8 July 2021. Newly ratified appointments will be notified to the Education Board at the subsequent meeting, which is scheduled for September 2021.

Governing body membership across the Family of Schools

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

Proposals

4. This report is for information only

Options

5. This report is for information only

Key Data

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

Corporate & Strategic Implications

7. 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 reflect the school communities that they serve.

Appendices

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

Conclusion

8. 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**.

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)
Department of Community and Children's Services
E: Daniel.McGrady@cityoflondon.gov.uk

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:¹

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 ²	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 Body³

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

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

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

Antony Smyth	Appointed by the Trust Board	Term to be agreed by the Chair of the Trust Board under delegated authority
Ann Chuyi Wang	Parent Governor (elected)	Term of office expired, new term TBC from CoLAT
Keith Bottomley, CC	Appointed by the Trust Board	4 years expiring 24 January 2022
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 Park⁴

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 Hill⁵

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
Simon Turner	Appointed by the Trust Board	4 years expiring August 2024

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

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

Name	Basis of Appointment	Term of Office
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 Grove⁶

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 ⁷	Trust Board Appointee	3 years expiring 12 December 2021
Nick Worsley	Trust Board Appointee	3 years expiring 12 December 2021
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring July 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring July 2024
Rachel Sherman	Appointed by the Trust Board	4 years expiring July 2024
Colette Bowe	Appointed by the Trust Board	4 years expiring July 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
VACANCY	Non-teaching staff governor	
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 ⁸	Appointed by the Trust Board	3 years expiring 31 December 2021
Matthew Squire	Staff Governor (Teaching)	3 years expiring 31 December 2021
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022
Christine Nunn	Staff Governor (Non-Teaching)	3 years expiring 27 September 2022
Simon Beck	Appointed by the Trust Board	4 years expiring 12 December 2022
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring December 2023
Anna Foreshaw	Appointed by the Trust Board	4 years expiring December 2023
Nadia Forde	Appointed by the Trust Board	4 years expiring July 2024
Megan Gerrie	Appointed by the Trust Board	4 years expiring July 2024
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal
VACANCY	Parent Governor (elected)	
VACANCY	Parent Governor (elected)	

City of London Academy Islington⁹

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

⁷ Corporation employee

⁸ City Corporation employee.

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

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*¹⁰

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

¹⁰ 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
Nicholas Bensted-Smith (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	1 year expiring June 2022 (term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	1 year expiring June 2022 (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 Cloughton	Co-Opted	4 years expiring July 2023
Deputy Robert Merrett	Commoner	2 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
David Woodgate	Co-Opted	4 Years expiring June 2025
Timi Dorgu	Co-Opted	4 Years expiring June 2025

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
Del Cooke	Co-Opted	4 years expiring June 2025
Mark James	Co-Opted	4 years expiring June 2025
1x Co-opted Vacancy	Board of Governors to appoint	
2x Common Councillor Vacancy		

City of London Freeman's School

Governor	Basis of Appointment	Current Term Ends
Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	1 year expiring June 2022 (term subject to Chairmanship of CLS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	1 year expiring June 2022 (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	The Portal Trust	4 years expiring 6 September 2021
David Williams	The Portal Trust	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	The Portal Trust	
VACANCY	The Portal Trust	

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Committee(s) Education Board	Dated: 1/07/2021
Subject: Strategic Activities Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Catherine McGovern, Business Administration and Events Apprentice Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report updates Members on recent events and activities delivered across the three strategies overseen by the Education Board: Education, Cultural and Creative Learning, and Skills. As the academic year draws to a close, the 2020/21 calendar is now replaced in **Appendix 1** with the forward-looking calendar for the 2021/22 academic year.

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 to be delivered over the 2021/22 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. City School' Conference

On Monday 14 June, part two of the annual City Schools' Conference was held virtually and focused on Reimagine (using the pandemic as an opportunity to reflect and possibly transform the education system) and Reform (using the lessons learnt to reflect on the future of education and skills development). As with previous years, the conference was a practical and interactive meeting focused on implementable strategies and approaches. The conference was well attended by 92 participants representing school leaders, middle and curriculum leaders and partner organisations including Culture Mile Learning and business and research partners.

Cultural and Creative Learning

3. City Schools' Music Project – Listening Event

The Education Unit hosted a virtual 'listening event' on Wednesday 26 May 2021 to showcase the pieces of music the pupils in the Family of schools had created as part of the City Schools' Music Project. The project included workshops with two composers, Paul Griffiths and Sigrun Saevarsdottir-Griffiths who hosted these workshops for eight schools across the Family of Schools from Years 3-9. 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 listening event was attended by pupils, staff members, parents, guardians and governors within the Family of Schools. This was a positive and uplifting event which saw pupils cheering on other schools as well as being excited when their piece of music was played in the event and felt very proud with what they had produced. Feedback from the schools has been very positive with many schools pleased that the Education Unit continue the music event virtually.

4. Governor Training- School Data

On Wednesday 16 June, governors within the Family of Schools attended a training session on School Data delivered by the Strategic Director of Education and Skills as well as the City of London Academies Trust's Chief Standards Officer. The training session focused on how to analyse school data and how to spot areas within the school which may need improvement. A total of 18 governors attended. The attendees had fruitful discussions and were engaged in the session, however attendance was low proportionate to the number of governors in the Family of Schools.

Skills

5. Find Fusion Workshops

To support the launch of the Education Strategy Unit's new digital platform, called Find Fusion, workshops were conducted for teachers within the Family of Schools and City departments providing learning opportunities. The workshops focused on how to use the site to its maximum potential by showcasing the key features, how to find relevant opportunities, how to create Listings and curate 'Learning Journeys' that pull together learning opportunities under themes such as curriculum area and age group. Attendance and engagement at both

workshops were extremely good with a collective attendance of 35 across the two sessions. The participants have gone on to share the platform and learnings from the workshop with their colleagues. The workshops have seen a boost in engagement with the website with more users and content. You can find out more about Find Fusion on the website here: www.findfusion.org.uk

6. Fusion 3

Fusion 3 was delivered as a virtual event across 12 different cities from Sydney to California who each hosted an hour. Across all twelve sessions, 930 attendees were recorded. Furthermore, many sessions have since been viewed online and resources shared more broadly. The London event was opened by the Lord Mayor, Alderman William Russell live from Mansion House and attended by over 195 experts from a range of industries, sectors and countries to share their perspective on fusion skills and systematic change towards fusion skills development across education, the arts, work and lifelong learning and to incite action around Fusion Skills. This session focused on inclusivity and access and 'How do we make sure all people have the fusion skills they need to flourish now and in the future?' and 'Where are people taking Fusion next?' The event involved active participation and experiential learning. A full event report is being developed and will be submitted to the Education Board at a future meeting.

Proposals

Upcoming activities

7. London Careers Festival

London Careers Festival 2021 builds on the success of previous year's events which together connected over 7,500 pupils with more than 120 organisations. The event is delivered virtually between 28 June – 2 July 2021. The virtual Festival provides numerous resources, live webinars and interactive workshops with businesses and employers for pupils to explore their career interests and develop their skills. A verbal update will be provided. Find more information on: www.londoncareersfestival.org.uk

Calendar of forums and events over the 2021/22 academic year

8. The provisional calendar of events and forums for the 2021/22 academic year is included in **Appendix 1**. The Education Unit is consulting with Headteachers and others on the dates and timings of school-based events at the meeting on 8 July 2021 and has consulted with City of London Academies Trust (CoLAT) and Culture Mile Learning (CML) in the drafting. Whilst current Government advice is that the final stages of lockdown easing will take place on 19 July 2021, the Education Unit have been prudent in regards to confirming face-to-face events and are ready to respond to new announcements on the lifting of restrictions as and when they occur, as well as consider the health and safety of attendees. Furthermore, in light touch consultation with schools and partners through Forum meetings, there has been a widespread preference for a hybrid model moving

forward where both online and face-to-face formats are utilised. As a general principle, the dates and times of regular forum meetings have been confirmed, and the coordination of larger scale events, and events aimed at pupils, are currently 'TBC' as the Education Unit continue to consult with schools and plan the delivery of the 2021/22 action plan.

9. As in previous years, Education Board members are formally invited to attend all events hosted for pupils in the Family of Schools (which in the past has included a Debating Tournament, Chess Competition, City Schools' Concert and formal dinners). Invitations are also extended to Governing Bodies. For forum meetings, these are targeted to groups of attendees (including, Chairs of Governors, Headteachers, cultural lead governors and staff, skills lead governors and staff, safeguarding lead governors and staff). Invitations are sent to individuals within these groups and Education Board Members and other guests are welcome to attend at their request. For scrutiny and governance meetings (including the School data, Finance, and Safeguarding Scrutiny meetings), the Chair of the Education Board is invited to attend on behalf of the Education Board. These patterns of invitation and attendance will continue to be applied for the 2021/22 calendar of events and forums.
10. Calendar invitations will be sent to the official email address of all Education Board Members.

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 the tripartite of strategies as well as upcoming events and activities over the 2020/21 academic year, and into the 2021/22 academic year.

Appendices

- **Appendix 1** – Calendar of forums and events over the 2021/22 academic year.

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Calendar of forums and events over the 2021/22 academic year

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

Events and Meetings 2020/21	Date	Time	Location
September			
CoLAT Trust Board	03/09/2021	TBC	Virtual
Education Board	09/09/2021	10:00 - 12:00	Virtual
Headteachers Forum (Autumn 1)	17/09/2021	08:15 - 09:30	Virtual
Partnerships Forum (Autumn)	27/09/2021	08:30 - 10:00	Virtual
October			
CoLAT Finance, Audit and Risk	02/10/2021	TBC	Virtual
Skills Forum (Autumn)	06/10/2021	08.30 - 10.00	Virtual
Education Board Away Day	11/10/2021	14:00 - 17:00	Newham Collegiate Sixth Form
Cultural and Creative Learning (Autumn)	12/10/2021	08.30 - 10.00	Virtual
Liveries Education Network (Autumn)	26/10/2021	14:00 - 16:00	Virtual
Autumn Half Term			
November			
CoLAT Scrutiny Meetings (Standards)	04/11/2021	TBC	TBC
CoLAT Scrutiny Meetings (Standards)	05/11/2021	TBC	TBC
CoLAT Standards and Accountability	11/11/2021	TBC	TBC
Lord Mayor's Show	13/11/2021	All day	Various
Headteachers Forum (Autumn 2)	24/11/2021	08:15 - 09:30	TBC
Chair of Governors Forum (Autumn)	30/11/2021	08:30 - 10:00	TBC
December			
City Schools Conference	TBC	TBC	TBC
Education Board Dinner	TBC	TBC	TBC
CoLAT Finance & Ops and Audit & Risk	02/12/2021	TBC	TBC
Education Board	03/12/2021	10:00 - 12:00	TBC
Governor training: Introduction to Safeguarding	09/12/2021	08:30 - 09:45	TBC
Governor Training: Advanced Safeguarding	09/12/2021	10:00 – 12:00	TBC
CoLAT Trust Board	10/12/2021	TBC	TBC
Christmas Holidays			
January			
Skills Forum (Spring)	12/01/2022	08:30 - 10:00	TBC
Headteachers Forum (Spring 1)	20/01/2022	08:15 - 09:30	TBC
City School's Concert Rehearsal Day	TBC	TBC	TBC
City School's Music Concert	TBC	TBC	TBC



Last updated – 16 June 2021

Please note, all dates, times and venues are subject to change

For more information, please contact Vasima.patel@cityoflondon.gov.uk

February

Chess Tournament training workshops	TBC	TBC	TBC
Chess Tournament	TBC	TBC	TBC
Christs Hospital Maths Challenge	TBC	TBC	TBC
Cultural and Creative Learning Forum (Spring)	02/02/2022	08:30 - 10:00	TBC
CoLAT Standard and Accountability	TBC	TBC	TBC
Education Board	03/02/2022	10:00 - 12:00	TBC
Partnerships Forum (Spring)	08/02/2022	08:30 – 10:00	TBC
Spring Half Term			
Chair of Governors Forum (Spring)	22/02/2022	08:30 - 10:00	TBC
CoLAT Finance & Ops and Audit & Risk	25/02/2022	TBC	TBC

March

CoLAT Scrutiny Meetings (Safeguarding)	02/03/2022	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	03/03/2022	TBC	TBC
Governor Training - Finance	09/03/2022	08:30 - 10:00	TBC
Liveries Education Network (Spring)	09/03/2022	14:00 - 16:00	Virtual
Headteachers Forum (Spring 1)	17/03/2022	08:15 - 09:30	TBC
CoLAT Trust Board	18/03/2022	TBC	TBC
Debating Competition workshop	TBC	TBC	TBC
Debating Tournament	TBC	TBC	TBC
Easter Holidays			

April

Skills Forum (Summer)	20/04/2022	08:30 - 10:00	TBC
Cultural and Creative Learning Forum (Summer)	27/04/2022	08:30 - 10:00	TBC
CoLAT Standard and Accountability	TBC	TBC	TBC
Education Board	28/04/2022	10:00 - 12:00	TBC

May

Headteachers Forum (Summer 1)	05/05/2022	08:15 - 09:30	TBC
Chairs of Governors Forum (Summer)	10/05/2022	08:30 - 10:00	TBC
Liveries Education Network (Autumn)	24/05/2022	14:00 - 16:00	Virtual
Governor Training - School data and performance	25/05/2022	08:30 - 10:00	TBC
Summer Half Term			

June

Partnership Forum (Summer)	08/06/2022	08:30 – 10:00	TBC
CoLAT Scrutiny Meetings (Finance) Day 1	09/06/2022	All day	TBC
CoLAT Scrutiny Meetings (Finance) Day 2	10/06/2022	All Day	TBC
Education Board	23/06/2022	10:00 - 12:00	TBC
London Careers Festival - Day 1	27/06/2022	All day	Guildhall
London Careers Festival - Day 2	28/06/2022	All day	Guildhall
London Careers Festival - Day 3	29/06/2022	All day	Guildhall
CoLAT Finance & Ops and Audit & Risk	30/06/2022	TBC	TBC
Barbican Art Exhibition	TBC	TBC	TBC



Last updated – 16 June 2021

Please note, all dates, times and venues are subject to change

For more information, please contact Vasima.patel@cityoflondon.gov.uk

July

Headteachers Forum (Summer 2)	07/07/2022	08:15 - 09:30	TBC
CoLAT Trust Board meeting	08/07/2022	09:00 – 11:00	TBC
Summer Holidays			

August

Results Day (A levels)	TBC	All day	N/A
Results Day (GCSE)	TBC	All day	N/A

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Committee(s): Education Board	Dated: 01/07/2021
Subject: School places projections for City academies	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3 & 4
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	
Report of: Director of Community and Children's Services	For Information
Report author: Gerald Mehrtens, Director of Academy Development, Department of Community and Children's Services	

Summary

This report is to inform members on projections of demand for school places across the London local authorities where there are City of London Corporation (CoLC) sponsored academies since it was last reported to this board on 23 July 2020. These projections are based on the relevant Greater London Authority (GLA), and London local authority data. Attached to this report as **Appendix 1** shows these pupil projections for the relevant London local authority where the City sponsors academies.

The demand for primary school places data is showing although many London boroughs are currently experiencing significant levels of surplus reception places, the Greater London Authority reports that it is too early to predict whether falling rolls will be sustained across London. This means that many local authorities are balancing the financial sustainability of schools with falling rolls against the statutory duty to ensure a sufficiency of school places.

In the case of City sponsored primary academies, For the LB Southwark, Galleywall and Redriff City academies are located in Planning Area 2 where there continues to be growth. However, in the case of LB Islington Planning area 6, were COLPAI is located, there is a 15% surplus of primary school places and LB Islington will likely need to take further actions to those already in place to ensure there are appropriate levels of capacity in this area in future years.

At secondary school level there is less areas of concern and many London local authorities have made adjustments to the PAN of some schools to address the higher than desired surplus number of places available. However, the significant increase in demand at primary schools in previous years will in turn feed through to secondary schools for the next half decade and then projected to decrease over the longer term as the declining numbers at primary schools eventually feed through to secondary schools.

In addition to levels of demand for school places, parental preference plays a significant factor in the Pupil Admission Numbers (PAN) of a school being filled, particularly where first and second preferences for a school is high. Attached to this report as **Appendix 2** shows the parental preference data for City sponsored academies over recent years, against the PAN of each academy.

This data shows, with the exception of COLA Highbury Grove, all City academies can fill their PAN from first and second preferences alone. This is a notable achievement in the case of the academies formed via the Free School application process. However, this data also identifies declining parental preferences at COLA Highbury Grove, COLA Southwark and The City Academy Hackney (TCAH) with a recommendation to establish why and how this can be addressed.

Should surplus supply of school places become a feature of the landscape across London local authorities, City sponsored academies will need to continue to outperform their surrounding schools to maintain the high numbers of parental first and second preferences and thereby retain filling their PAN.

Recommendation(s)

Members are asked to:

- Note the projected demand for primary and secondary schools' places in local authorities where there are existing City sponsored academies, as well as the trends in parental preference for each City sponsored academy.

Main Report

Background

1. Local authorities have a statutory duty to ensure there is sufficient school places and that places are planned effectively. London had seen rapid growth in the number of children living in the city over the last two decades. Between 2001/2 and 2011/12, annual births in London rose by almost 30,000 (28 per cent), with many individual authorities seeing much larger increases. The financial crisis of 2008 had a dramatic impact on London's patterns of migration. Outflows from London to the rest of the UK fell sharply in the aftermath of the crisis, with young families moving to the surrounding counties particularly affected. The combined impact of these factors was a rapid growth in the number of children living in the city. This growth put immediate pressure on primary school places, necessitating a huge expansion in capacity.
2. However, since 2016 the Greater London Authority's (GLA) estimates for future populations in London show a lower rate of increase than estimated in previous years and in some areas a significant decline. Many inner London local authorities are reporting fewer Reception pupils each year, which is likely to be due to a combination of changes to welfare benefits, rising rents and the possible effects of Brexit. Furthermore, projections indicate that demand for reception places is not expected to increase in the short term to the level of reception places available

Current Position – Demand for school places

London Borough of Islington (LB Islington)

3. **Primary schools:** Across LB Islington falling rolls is a pressing issue, with a 14% surplus across all primary places; and 16% surplus in Reception at 2019/20. A series of managed reductions to existing capacity Pupil Admission Numbers (PAN) proposed for 2022/23 will help bring the surplus in reception down temporarily (from current 16% to 11%), with a further rise expected the following year due in large part to declining birth rates. Although the Department for Education (DfE) recommends that local authorities maintain surplus capacity at approximately 5%, London boroughs primary vacancy rates have averaged around 10%.
4. In Planning Area 6, where City of London Primary Academy Islington is located, there is 15% surplus capacity across primary (Reception to Year 6). Subject to the decision by the Regional Schools Commissioner and the Secretary of State on the possible closure of Clerkenwell Parochial School which has less than 50% occupancy, there is expected to be a surplus in excess of 50 places in Reception from 2023/24 (17%). LB Islington will need take further actions to ensure there are appropriate levels of capacity in this area. Appendix 1 Table 1 of this report shows Reception class surplus places projections 2015/16 to 2029/30 for LB Islington with Table 2 showing Planning Area 6 school rolls against capacity. It should be noted the 17% surplus capacity for COLPAI in this table relates to the reduction to a single form of entry while in temporary accommodation.
5. **Secondary Schools:** LB Islington secondary school rolls have declined over recent years with a surplus of 10% projected over the next 5 years. Although rolls may rise in the short term, this is likely to be temporary and a downward trend will follow from 2022/23. Upcoming decline in primary rolls will accelerate the drop in secondary in year 7 from 2030 onwards (this falls outside the reported DfE projection years). PAN reductions have been agreed for Beacon High and Arts & Media School Islington from September 2020, and further reductions may be required in future years as the reduced primary numbers move into secondary from 2030 onwards. Appendix 1, Table 3 of this report shows Year 7 School Rolls, Projections & Capacity, with Table 4 showing Secondary School Rolls from 2017/18 to 2019/20 Against Total Capacity which includes proposed reductions in PAN.
6. **Post-16:** Pupil rolls here have also fallen in recent years, and this has resulted in surplus places. LB Islington is a net importer of 16-18-year olds attending all types of provision. In May 2020 Islington student imports stood at 4,164 students from other London boroughs (and from outside London); and 1,894 were exported to other areas; with the main imports from Hackney (731) and Haringey (749) and exports to Camden (603).

London Borough of Southwark (LB Southwark)

7. **Primary School:** Since September 2015 Reception rolls in LB Southwark have fallen by 13 forms of entry (13FE) and by 11%. While this year LB Southwark have an oversupply of primary places, the local authority have not had to change the PAN at any schools following reductions across 13 primary schools proposed and agreed by LB Southwark Cabinet in October 2018 to address the previous surplus in primary school places. GLA projections anticipate that primary reception demand overall will continue to decline until September 2023 but will slowly increase thereafter, when demand, unless LB Southwark takes action, exceed capacity from September 2028 onwards.

8. However, in Planning Area 2, where Redriff and Galleywall City sponsored academies are located, this remains the only planning area in Southwark where there is existing growth and is anticipated to continue for the future. Appendix 1 Table 5 show primary places projections against capacity for LB Southwark, with Table 6 showing primary projections for Planning Area 2.
9. **Secondary School:** Since 2016 LB Southwark, working with the DfE and Free School sponsors, will have added 14 Forms of Entry places by 2022, resulting in an additional 2,545 secondary school places, an increase of 18% by 2026. In 2019 LB Southwark had projected a shortfall in secondary school places, however this year's enrolment and the latest GLA 2020 projections no longer show this to be the case with a 4% cushion in secondary school places, slightly less than the DfE recommendation. Appendix 1 Table 7 of this report shows the demand for Y7 places is unlikely to exceed supply until after 2033. However, A considerable variation in the popularity of secondary schools within LB Southwark exists in the 20 secondary schools resulting in demand and the availability of places is not evenly distributed across the borough.

London Borough of Hackney (LB Hackney)

10. **Primary Schools:** Between 2007 and 2014 Hackney experienced significant and unprecedented growth in demand for primary school reception places with very high rolls between 2012 and 2016. Since 2015 however, demand for reception places has decreased year on year. In January 2020 there were 2599 reception pupils and 3035 reception places available, giving rise to 436 surplus reception places (14.4%). To help address in September 2019/20, four primary schools permanently reduced their PANs, removing 120 places from the total number of places available and five schools capped their PANs. In 2020/21 and 2021/22, four schools will cap their PANs, temporarily reducing reception places by 105, for both years. Appendix 1 Table 8 attached to this report shows LB Hackney Reception surplus places based on published and capped PANs.
11. **Secondary schools:** LB Hackney projections indicate that there will be at least 108 surplus year 7 places each year from 2023 against the 2519 places available, with the highest number (239), occurring in September 2025. Current projections indicate that there is no immediate demand for a new secondary school in Hackney, as earlier projections had indicated. Plans for a new secondary school have therefore been paused indefinitely. However, LB Hackney will be kept under review
12. **Post 16:** The most recent census data indicates that sixth form numbers are relatively stable in a very competitive environment. As of January 2020, there are 540 vacant sixth form places. There are a number of small sixth forms which may not be financially sustainable long term. There is some partnership work developing to mitigate against this. Appendix 1 Table 9 attached to this report shows School sixth form roll and admission numbers (January 2020 census) for Post 16 provision.

Parental preference for City of London sponsored academies

13. In addition to levels of demand for primary and secondary school places in local authority areas relevant to City sponsored academies, parental preference will largely dictate if all places are filled in these schools. Attached to this report as Appendix 2 shows parental preference data for each City sponsored academies over recent years.

14. Importantly, with the exception of COLA Highbury Grove, all City academies can fill the PAN for both Reception and Year 7 classes from first and second choice preferences alone. However, Members may wish to note in addition to the concern at COLA Highbury Grove, the dip in first choice preferences at TCAH, and what be becoming a trend in reduced first choice preferences at COLA Southwark. In addition, any increase in first/second choice preferences at COLA Highbury Grove could equally have a detrimental effect on these preference choices at COLA Islington due to the close location and could benefit from being monitored going forward.
15. **Newham Colligate Sixth Form (NCS):** Post-16 school places demand is more complex given applications is more governed by demand for particular institution rather than geographical area, and potential students can make multiple applications to a number of institutions rather than an order of preference. Additionally, in the case of NCS and no doubt a number of other Post-16 institutions a number of applications will be received which do not meet the entry criteria. In the case of NCS the number of applications far exceed the number of places available as demonstrated in Appendix 2 of this report.

Corporate & Strategic Implications

16. Strategic implications

This proposal 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.

17. Legal implications

Contained within the report

18. 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.

19. Risk implications

The risks are detailed in the report,

Conclusion

20. Demand for school places in London which reached record levels over the past decade are now showing a lower rate of increase than estimated in previous years and in many areas a significant decline. At primary school level in the LB Southwark Planning area 2, where Galleywall and Redriff City academies are located, there continues to be growth, but in LB Islington Planning area 6, where COLPAI is located there is a 15% surplus of primary school places.
21. At secondary school level there is presently less areas of concern as local authorities have made adjustments to the PAN of some schools to address the higher than desired surplus number of places available. However, the previous significant increase in demand at primary schools will in turn feed through to school schools for the next half decade and then projected to decrease as the declining numbers at primary schools across London will eventually feed through to secondary schools. Local authorities will continue to monitor this as part of their statutory duty to ensure sufficient school places and CoLAT will wish to do the same in considering its financial sustainability.
22. However, if City academies continue to outperform the surrounding schools and therefore maintain their high numbers of parental first and second preferences, these academies should retain their pupil numbers to retain their PAN. This report notes the potential area of concern shown by the preferences data at COLA Highbury Grove, Southwark and TCAH.

Appendices

- *Projected demand for state-funded school places*
- *Preference data for City of London sponsored academies*

Background Papers

- *School places demand projections, Education Board, 19 July 2018*
- *School Places demand projections, Education Board, 23 July 2020*
- *Islington School Place Planning Projections*
<https://democracy.islington.gov.uk/documents/s24796/Item%203.pdf>
- *Hackney School Organisation Plan*
https://education.hackney.gov.uk/sites/default/files/document/School_Organisation_Plan_2020-2025.pdf
- *Southwark Pupil Place Planning Report for 2020*
<https://www.southwark.gov.uk/assets/attach/34711/EIP167-pupil-place-planning-report-for-2020.pdf>

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Pupil projections for the relevant London local authority where the City sponsors academies

Table 1: LB Islington Reception class surplus places 2015/16 to 2029/30

# of Reception Class Spare Capacity								
	Academic Year	P.A. 1	P.A. 2	P.A. 3	P.A. 4	P.A. 5	P.A. 6	Total *
Actual Rolls	2015/16	-1	28	15	53	7	4	106
	2016/17	14	51	18	38	38	21	180
	2017/18	51	67	15	66	26	60	285
	2018/19	51	67	15	66	26	30	255
	2019/20	92	92	31	65	37	43	360
Roll Projections	2020/21	79	75	32	44	8	74	312
	2021/22	71	63	50	52	26	40	302
	2022/23	88	48	38	29	9	38	250
	2023/24	106	69	53	41	34	50	353
	2024/25	105	70	57	43	37	51	363
	2025/26	104	73	60	45	39	53	374
	2026/27	103	75	62	46	42	54	382
	2027/28	102	77	64	47	44	56	390
	2028/29	100	76	63	46	43	55	383
	2029/30	100	78	65	47	45	57	392

Source: Jan School Census 2016 -2020 & 2020 GLA Roll Projections

* The totals may differ from the sum of the 6 PAs as the GLA projections were rounded at PA level rather than borough level. Capacity estimates in the future are based on a combination of actual and estimated PANs.

Table 2: LB Islington Planning Area 6 - school rolls in 2018/19 and 2019/20 against capacity

School Name	Academic Year 2018/19 Jan Rolls	Academic Year 2019/20 Jan Rolls	Change 2018/19 to 2019/20 Jan Rolls	Total Capacity in 2019/20	#s: Net Capacity in 2019/20 Jan Rolls	%s: Net Capacity in 2019/20 Jan Rolls
Clerkenwell Parochial	138	117	-21	240	123	51%
COL Primary Academy Islington	64	100	36	120	20	17%
Hugh Myddelton	419	417	-2	420	3	1%
Moreland	258	275	17	315	40	13%
Prior Weston	365	338	-27	420	82	20%
St Luke's	209	210	1	210	0	0%
St Peter's & St Paul's	200	196	-4	210	14	7%
Planning Area 6	1653	1653	0	1935	282	15%

Source: Jan DfE School Census 2019 and 2020, PAN net capacity Reception-Y6 in 2019/20

Table 3: LB Islington Year 7 School Rolls, Projections & Capacity

	Academic Year	Roll Data & Projections	Capacity	Surplus Capacity	Surplus (%)
Actual roll	2016/17	1497	1635	138	8%
	2017/18	1543	1717	174	10%
	2018/19	1531	1765	234	13%
	2019/20	1513	1795	282	16%

	Academic Year	Roll Data & Projections	Capacity	Surplus Capacity	Surplus (%)
Roll Projections	2020/21	1577	1705	128	8%
	2021/22	1562		143	8%
	2022/23	1592		113	7%
	2023/24	1563	1705	142	8%
	2024/25	1531		174	10%
	2025/26	1521		184	11%
	2026/27	1526	1705	179	10%

Source: Jan DfE School Census 2017 to 2020 and GLA (trend fertility) roll projections to 2026/27

Table 4: LB Islington Secondary School Rolls (Y7-Y11), Projections & Capacity (including reductions to PANS in 2020)

	Academic Year	Y7 to Y11 Roll - Actual & Projected: Spring Roll	Capacity	Net Capacity #'s	Net Capacity %s
Actual roll	2016/17	7286	8,175	889	11%
	2017/18	7344	8,257	913	11%
	2018/19	7397	8,387	990	12%
	2019/20	7360	8,547	1187	14%
Roll Projections	2020/21	7,484	8,617	1133	13%
	2021/22	7,542	8,687	1145	13%
	2022/23	7,609	8,675	1066	12%
	2023/24	7,610	8,615	1005	12%
	2024/25	7,608	8,525	917	11%
	2025/26	7,531	8,525	994	12%
	2026/27	7,477	8,525	1048	12%

Source: Jan School Census 2017 to 2020, PANS and GLA (trend fertility) roll projections 2020 to 2026

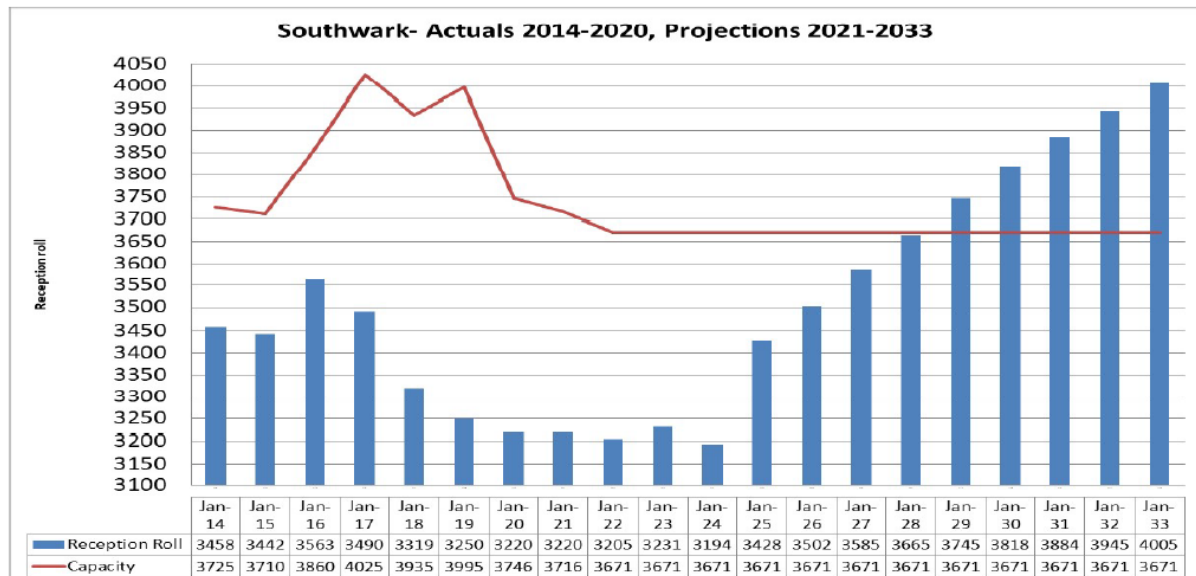
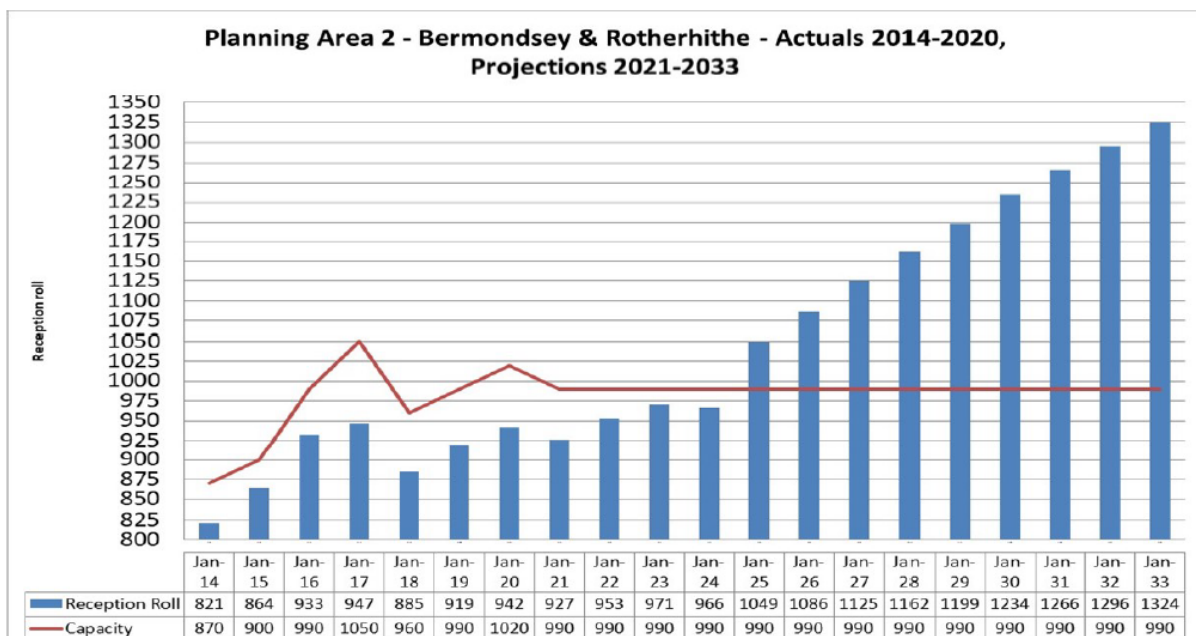
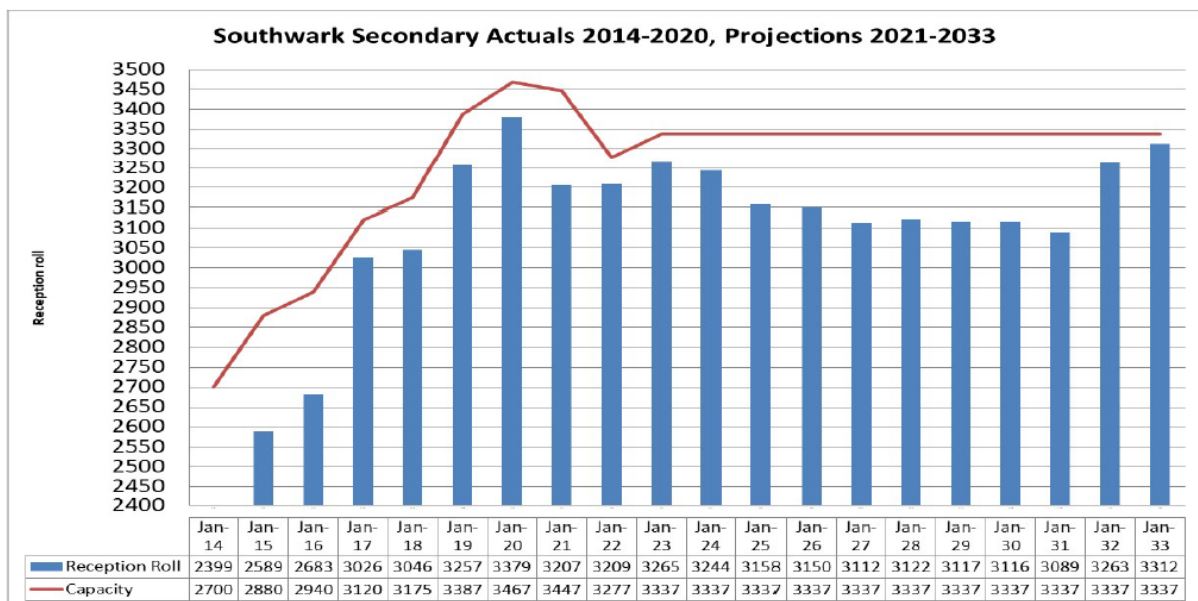
Table 5: LB Southwark Primary places projections 2021-2033**Table 6: LB Southwark Planning Area 2 Primary places actuals/projections 2014/20 to 2021/2033**

Table 7: LB Southwark Year 7 secondary school projections 2021-2033**Table 8:** LB Hackney Reception surplus places based on published and capped PANs

Academic Year	Reception projections based on January 2020 census	Number of places available based on published PANs	Projected surplus places based on published PANs	% surplus places based on published PANs	Number of places available based on temporary reductions	Projected no. of surplus reception places based on capped PANs	% surplus places based on capped PANs
2019/20	2599	3035	436	14.4%	2930	331	11.3%
2020/21	2668	3035	367	12.1%	2960	292	9.9%
2021/22	2605	3035	430	14.2%	2960	355	12.0%
2022/23	2590	3035	445	14.7%	2960	370	12.5%
2023/24	2568	3035	467	15.4%	2960	392	13.2%
2024/25	2667	3035	368	12.1%	2960	293	9.9%
2025/26	2667	3035	368	12.1%	2960	293	9.9%
2026/27	2664	3035	371	12.2%	2960	296	10.0%
2027/28	2685	3035	350	11.5%	2960	275	9.3%
2028/29	2706	3035	329	10.8%	2960	254	8.6%

Table 9: LB Hackney sixth form roll and admission numbers (January 2020 census)

Name of School	Year 12	Year 13	6th form Admission number 2020	vacancies
Cardinal Pole Catholic School	68	68	189	53
Clapton Girls' Academy	154	105	285	26
Hackney New School	0	0	0	0
Haggerston School	49	40	89	0
Lubavitch House School (Senior Girls)	22	1	46	23
Mossbourne Community Academy	140	139	400	121
Mossbourne Victoria Park Academy	0	0	0	0
Our Lady's Catholic High School	84	68	145	-7
Skinners' Academy	78	59	250	113
Stoke Newington School & Sixth Form	184	172	365	9
Stormont House Special School	<i>flexible</i>	n/a	<i>flexible</i>	n/a
The Bridge Academy	110	107	250	33
The City Academy, Hackney	103	98	240	39
The City of London Academy Shoreditch Park	0	0	0	0
The Petchey Academy	90	52	240	98
The Urswick School	54	40	126	32
Yesodey Hatorah School	0	0	0	0
Total Pupils	1136	949	2625	540

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TCAH	PAN	Pref 1	1st prefs as %	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	180	257	143%	-12%	319	254	141	73	52	1096	-110
2020	180	279	155%	-21%	327	290	155	107	48	1206	-189
2019	180	317	176%	-18%	420	314	168	116	60	1395	-51
2018	180	349	194%	10%	429	345	185	81	57	1446	28
2017	180	331	184%	1%	385	365	179	108	50	1418	24
2016	180	330	183%	18%	421	287	196	98	62	1394	105
2015	180	297	165%	N/A	339	310	187	102	54	1289	N/A

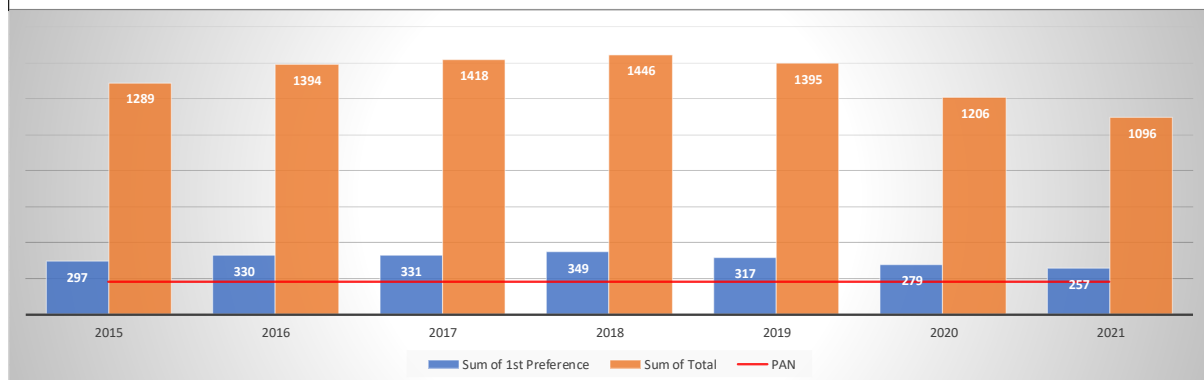
KEY

Increase >5% - UP

Increase / decrease within 5% - SAME

Decrease >5% - DOWN

The City Academy, Hackney



Highbury Grove / COLA Highbury Grove	PAN	Pref 1	1st prefs as a % of PAN	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	240	110	46%	5%	55	19	12	4	5	205	-388
2020	240	97	40%	-5%	168	135	86	63	44	593	90
2019	240	108	45%	14%	114	113	80	51	37	503	-7
2018	240	75	31%	-56%	113	133	77	66	46	510	N/A
2017	210	183	87%	6%	216	200	139	92	56	886	45
2016	210	170	81%	-29%	230	204	112	65	60	841	-64
2015	210	230	110%	4%	242	197	106	81	49	905	87
2014	210	222	106%	-30%	215	163	121	54	43	818	-111
2013	210	286	136%	N/A	252	187	117	61	26	929	N/A

2017 - Owing to a change in PAN it is not possible to compare the number of all preferences

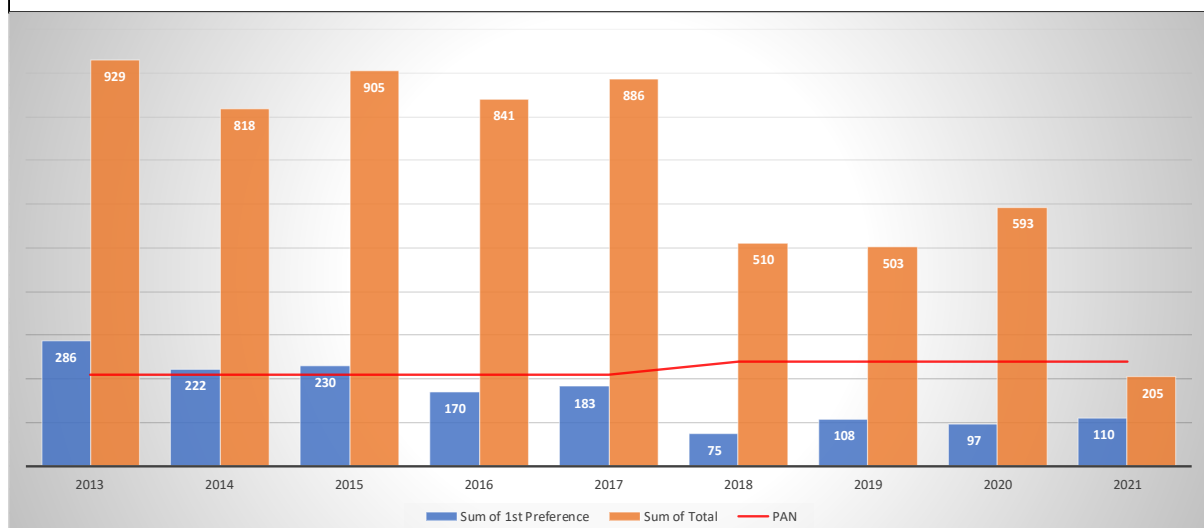
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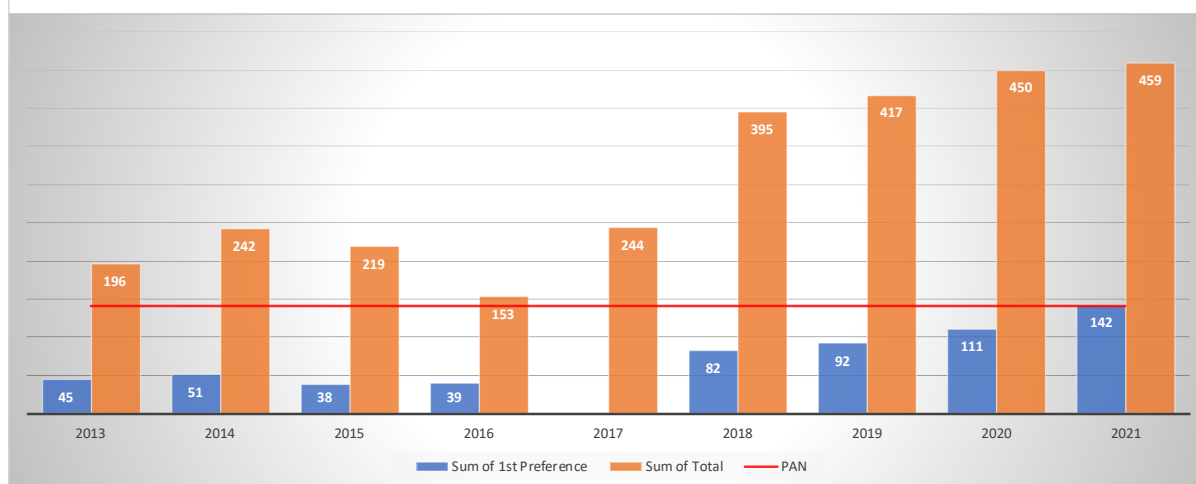
Decrease >5% - DOWN

The City Academy Highbury Grove



COLAHH	PAN	Pref 1	1st prefs as %	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	140	142	101%	22%	86	81	67	52	31	459	9
2020	140	111	79%	14%	91	80	71	58	39	450	33
2019	140	92	66%	7%	83	90	63	51	38	417	22
2018	140	82	59%	N/A	84	65	77	44	43	395	151
2017	140	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	244	N/A
MOUNT CARMEL SCHOOL CLOSED ON 31 AUGUST 2017											
2016	140	39	28%	1%	31	36	15	15	17	153	-66
2015	140	38	27%	-9%	51	38	34	34	24	219	-23
2014	140	51	36%	4%	48	63	34	27	19	242	46
2013	140	45	32%	N/A	43	42	27	20	19	196	N/A
2017 - Owing to a applications being made outside of the Pan-London coordinated process, it is not possible to specify the preference ranking											
KEY											
Increase >5% - UP											
Increase / decrease within 5% - SAME											
Decrease >5% - DOWN											

City of London Academy Highgate Hill



City of London Academy, Islington	PAN	Pref 1	1st prefs as a % of PAN	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	165	180	109%	-1%	190	137	115	69	38	729	6
2020	165	182	110%	1%	191	153	93	58	46	723	15
2019	165	180	109%	-11%	197	158	79	61	33	708	1
2018	165	198	120%	-38%	182	144	78	68	37	707	*N/A
2017	125	198	158%	26%	146	151	110	77	53	735	135
2016	125	166	133%	33%	118	125	84	59	48	600	93
2015	125	125	100%	22%	115	108	71	47	41	507	62
2014	125	98	78%	3%	106	101	67	38	35	445	-3
2013	125	94	75%	N/A	101	105	58	53	37	448	N/A

*Due to a change in PAN it is not possible to compare the number of all preferences

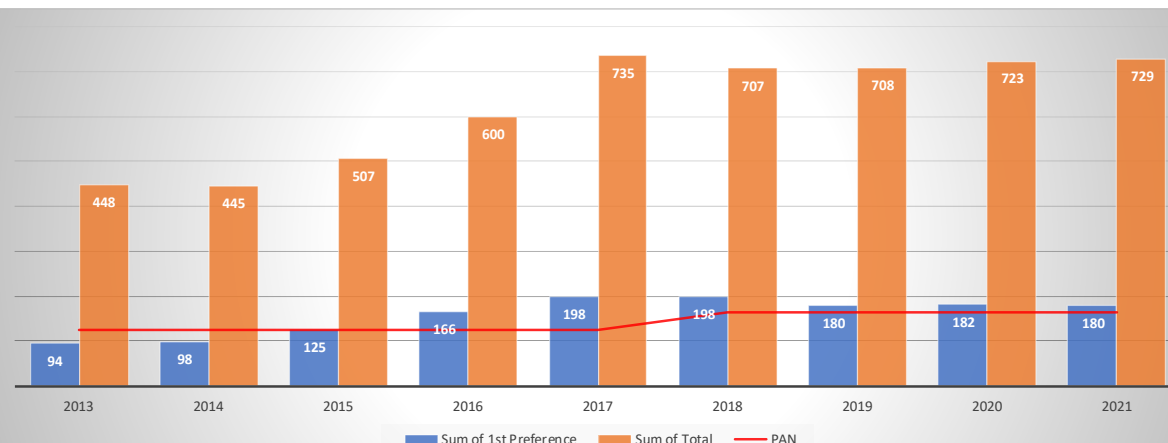
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Increase / decrease within 5% - SAME

Decrease >5% - DOWN

City of London Academy Islington



City of London Academy, Shoreditch Park	PAN	Pref 1	1st prefs as a % of PAN	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	180	180	100%	-48%	120	117	96	55	48	616	8
2020	100	148	148%	40%	124	116	96	73	51	608	-27
2019	100	108	108%	49%	132	128	110	89	68	635	52
2018	180	106	59%	59%	112	131	102	75	57	583	N/A
2017	180									0	

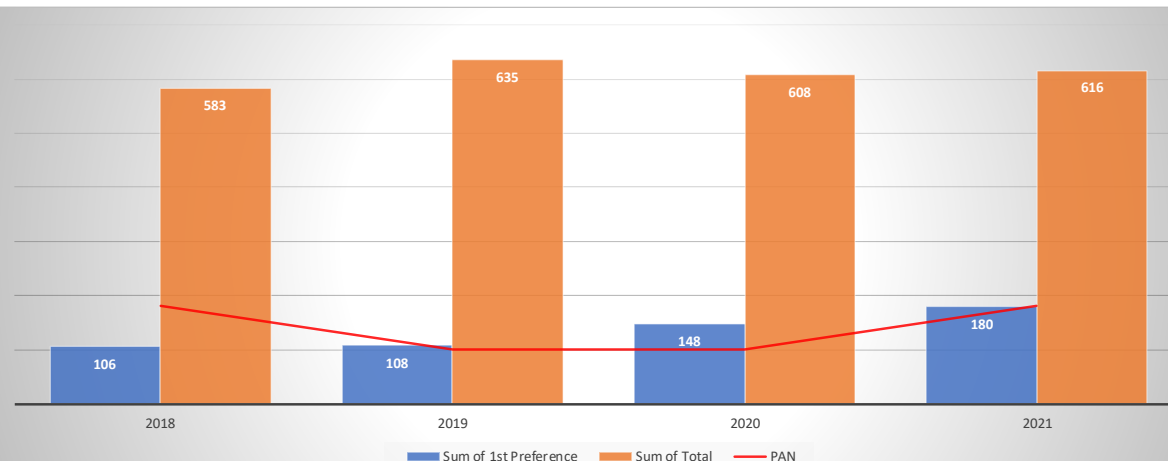
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Increase >5% - UP

Increase / decrease within 5% - SAME

Decrease >5% - DOWN

City of London Academy Shoreditch Park



City of London Academy, Southwark	PAN	Pref 1	1st prefs as a % of PAN	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	240	180	75%	-41%	197	153	97	90	54	771	-167
2020	240	278	116%	-35%	216	153	124	106	61	938	-267
2019	240	361	150%	-11%	309	237	146	83	69	1205	81
2018	240	387	161%	27%	269	201	136	85	46	1124	-13
2017	240	323	135%		281	228	157	91	57	1137	

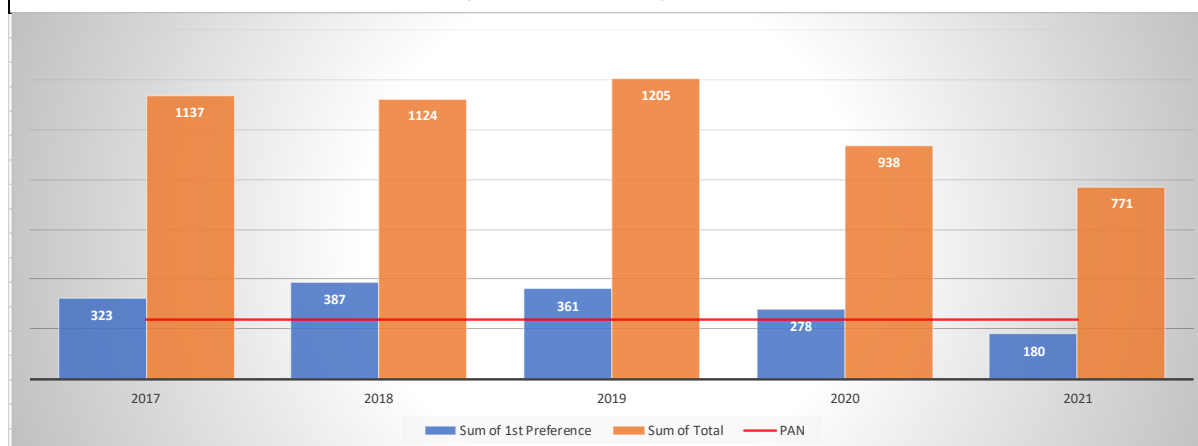
KEY

Increase >5% - UP

Increase / decrease within 5% - SAME

Decrease >5% - DOWN

City of London Academy Southwark



Galleywall	PAN	Pref 1	1st prefs as %	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	60	55	92%	12%	43	26	14	13	14	165	-7
2020	60	48	80%	-2%	51	37	19	11	6	172	21
2019	60	49	82%	8%	38	23	20	14	7	151	16
2018	60	44	73%	15%	36	23	14	14	4	135	-15
2017	60	35	58%	N/A	44	35	15	12	9	150	N/A

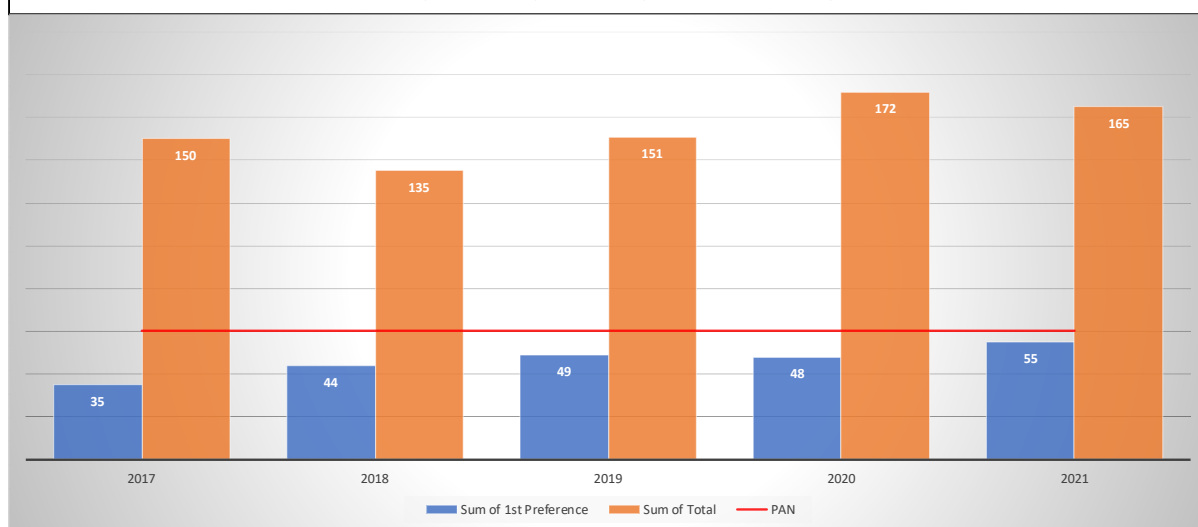
KEY

Increase >5% - UP

Increase / decrease within 5% - SAME

Decrease >5% - DOWN

Galleywall Primary School City of London Academy



COLPAI	PAN	Pref 1	1st prefs as %	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	60	62	103%	-12%	29	32	18	5	11	157	-11
2020	60	69	115%	-35%	41	23	10	14	11	168	42
2019	30	45	150%	57%	33	21	16	5	6	126	14
2018	30	28	93%	N/A	20	28	17	13	6	112	-17
2017	60	Owing to applications being made outside of the Pan-London coordinated process, it is not possible to specify the preference ranking.								129	N/A

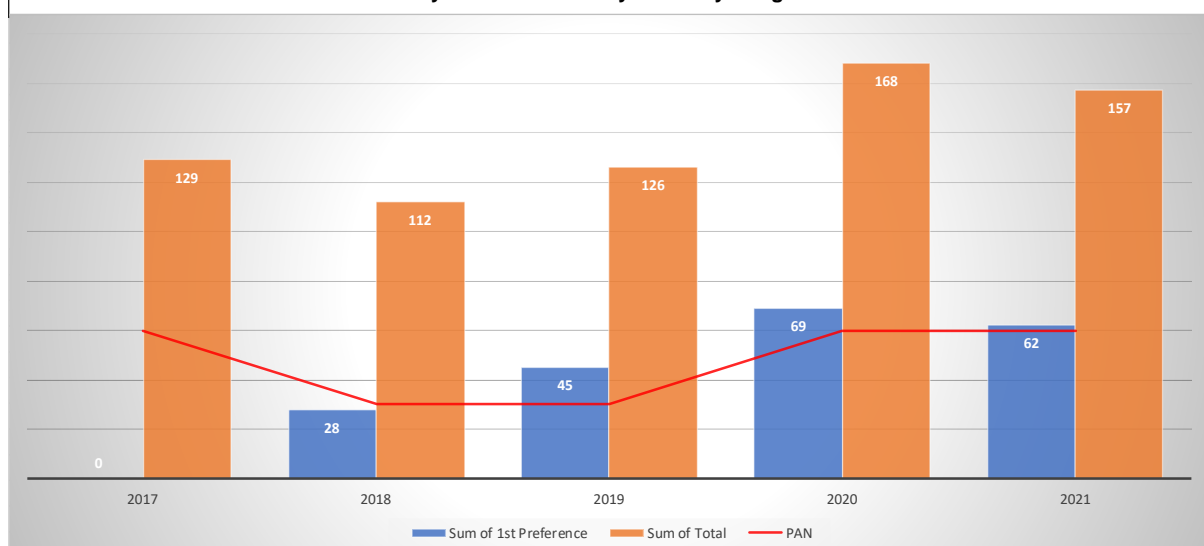
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Increase >5% - UP

Increase / decrease within 5% - SAME

Decrease >5% - DOWN

City of London Primary Academy Islington



Redriff	PAN	Pref 1	1st prefs as %	% change 1st prefs	Pref 2	Pref 3	Pref 4	Pref 5	Pref 6	Total	Change in Total Prefs
2021	60	81	135%	-10%	58	31	9	9	5	193	-7
2020	60	87	145%	-30%	38	27	26	15	7	200	-23
2019	60	105	175%	69%	54	31	16	9	8	223	3
2018	90	95	106%	-4%	49	41	17	9	9	220	-16
2017	90	99	110%	N/A	59	37	19	16	6	236	N/A

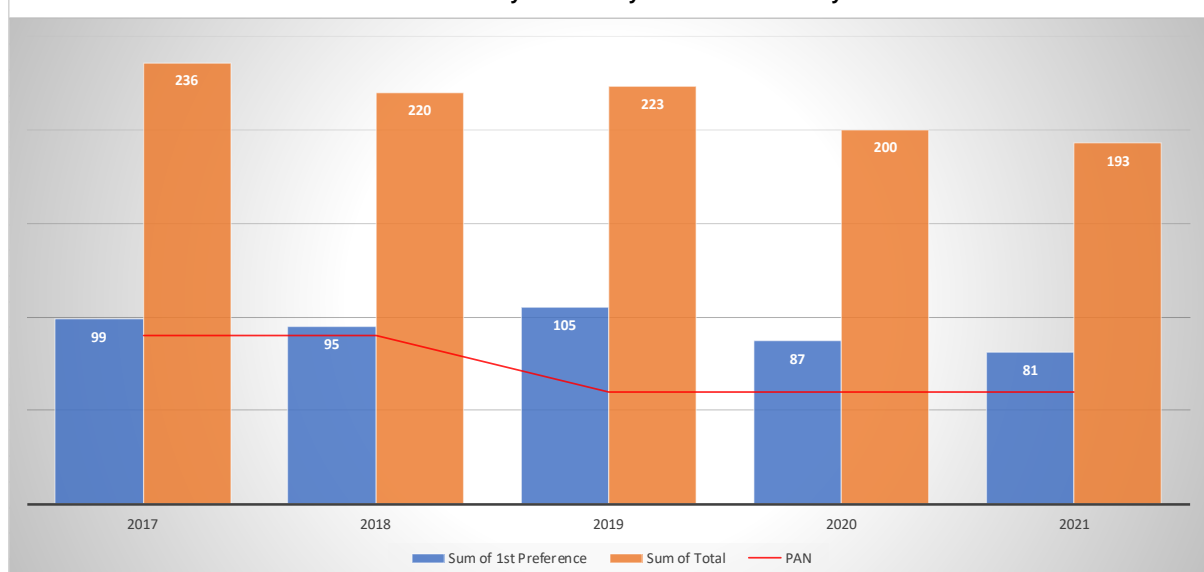
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Increase / decrease within 5% - SAME

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Redriff Primary School City of London Academy



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Committee:	Dated:
Education Board	01/07/2021
Subject: Academies Development Programme - Update	Public
Contribute to a flourishing society	3 & 4
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	
Report of: Andrew Carter, Director of Community and Children's Services	For information
Report authors: Gerald Mehrtens, Director of Academy Development	

Summary

This report is to update the Education board on the progress of the Academies Development Programme, since it was last reported to this board on 18 March 2021.

10 academies are now sponsored by City of London Corporation (CoLC), all of which fall under City of London Academies Trust (CoLAT) from a mixture of Free School applications, an existing academy joining, an academy conversion, and the two previously City co-sponsored academies joining in September 2020.

Of the six academies embarked on capital builds, three have completed with a further build on the final stages of completion. The remaining two capital builds have recently received planning consent and have projected completion dates of Quarter 3, 2022. The total projected capital investment is £96m, which may increase further as two of these capital developments progress on Contractor's Proposals being agreed and the contracts is signed. This figure excludes the significant amount of temporary accommodation funding and the annual capital allocation from the Department for Education (DfE) to CoLAT.

Opening events are presently being explored for City of London Academy (COLA) Shoreditch Park build which completed in June, with a proposed opening event in November, and City of London Primary Academy Islington (COLPAI) which has a projected completion date of 9 July 2021, with a proposed opening event in October.

Of the two previously co-sponsored City academies, which joined CoLAT in September 2020, COLA Islington has been dissolved while The City Academy Hackney remains 'Active' with the proposal to Strike Off' still pending.

The work of the Academies Development Programme to date will see on completion of these builds, and when the academies are operating at full occupancy, in excess of 9,000 pupils being educated in City sponsored academies each academic year.

Attached as **Appendix 1 (non-public)** to this report provide members with a financial overview of the capital build programmes and projected completion dates, with

Appendix 2 providing an overview of pupil numbers by academy when operating at full capacity.

Recommendations

Members are asked to:

- Note the progress of the academy's development programme to date.

Main Report

Background

1. CoLC first became a sole academy sponsor in 2003 with the City Academy (Southwark). This was followed by CoLC becoming a co-sponsor for City of London Academy Islington in 2006 (with City, University of London), and the City Academy Hackney in 2008 (with KPMG). In 2014, Redriff Primary School in Southwark, already an academy, joined as a City academy under The City Academy (Southwark) Master Funding Agreement.
2. The increasing need for school places across London from 2010 onwards, and conversations between CoLC and 4 surrounding local authorities, led to CoLC submitting 2 DfE Wave 8 Free School applications for primary academies in Southwark and Islington in 2014 which were confirmed as successful in 2015. This was followed by four Free School applications for academies in Wave 13 of the DfE application process in 2016, in Hackney (2 secondary academies), Newham (sixth academy) and Islington (secondary academy), all of which were successful. However, following further projections on pupil numbers in Hackney a decision was made in 2019 not to proceed with the second secondary academy.
3. In January 2016, the CoLC Court of Common Council approved the establishment of a multi-academy trust which all 'new' City academies would fall under. In addition, in March 2017 the CoLC Policy and Resources committee approved CoLC becoming the sponsor for a failing secondary school, following a request for support from the London borough of Islington.
4. On the 17 May 2018, the CoLC Education Board reiterated its decision of March 2016 to limit the sponsor exposure through the expansion of the CoLAT to a maximum of 12 schools in the next few years. On 16 January 2020 Members of the Education Board supported the recommendation to the expansion of CoLAT by the transfer of TCAH and COLAI to CoLAT, consent required from the CoLC under the CoLAT/CoLC Sponsorship Agreement.

Current Position

5. There are now 10 CoLC sponsored academies, all within CoLAT, which are listed below along with their date of opening within CoLAT.

• The City of London Academy (Southwark)	September 2003
• Redriff Primary – City of London Academy	September 2014
• Galleywall Primary, City of London Academy	September 2016
• City of London Primary Academy Islington	September 2017
• City of London Academy Highgate Hill	September 2017

- | | |
|--|----------------|
| • City of London Academy Shoreditch Park | September 2017 |
| • City of London Academy Highbury Grove | December 2017 |
| • Newham Collegiate Sixth Form, City of London Academy | January 2018 |
| • City of London Academy Islington | September 2020 |
| • The City Academy Hackney | September 2020 |
6. There are 6 academy capital builds within the Academies Development Programme with present projections showing a capital investment of £96.5m. This invest is from a variety of funding sources, notably the DfE, LB Hackney, LB Islington and CoLC. This figure does not include the significant funding for temporary accommodation for COLA Shoreditch Park and COLPAI.
 7. In terms of progress on the remaining capital builds, opening events are presently being explored for the two recently completing City academy new builds. City of London Academy Shoreditch Park build which completed in June with a proposed opening event in November, and City of London Primary Academy Islington (COLPAI) has a projected completion date of 9 July 2021 with a proposed opening event in October. The Sixth Form provision at COLA Highgate Hill received planning permission in May 2021 and is presently scheduled for completion in Quarter 3 2022. Equally, the expansion of Sixth Form provision at NCS received planning approval in May 2021 and is scheduled for completion in the same period. There is no indication presently that the slight delay in obtaining planning approval will in turn delay completion of these builds
 8. On completion of these capital builds and these academies reach their full capacity, City academies will be providing in excess of 9,000 pupil places across its schools each year, mainly in areas of London which are disadvantaged. Attached as **Appendix 1 (non-public)** to this report is a table showing an overview of the capital build programme for academies. **Appendix 2** of this report shows a breakdown of pupil numbers in each school when the academies will be operating at full capacity.
 9. For the capital builds still to complete the key areas of potential risk are;
 - a. For COLPAI, the school is scheduled to move into the new building from 16 July and any further delay to completion will impact on this move. The completion of S278 works on Baltic Street West to be carried out by LB Islington should have been carried out in June but is delayed. In addition, this will be a partial completion of the site, meaning the school will be operating along the building contractor while construction works continues on the housing element of the development until quarter 2 of 2022.
 - b. For NCS, it may take longer than anticipated to agree scope, programme and cost with the contractor, which may then impact on the practical completion (PC) date. Similarly, unforeseen obstacles may present themselves at some point during the build which will impact on the PC date. If this happens then adjustments will need to be made overall in order to ensure minimal disruption to NCS (e.g. sectional completion). There is a chance that running both sets of building works concurrently is too disruptive to NCS, in terms of the impact on its supervised study area. In this case, the programme will either have to be lengthened, or a temporary supervised study area (e.g. in the Town Hall adjacent) would need to be sourced.

- c. For COLA Highgate Hill, as with NCS it may take longer than anticipated to agree scope, programme and cost with the contractor, which may then impact on the practical completion (PC) date. Similarly, unforeseen obstacles may present themselves at some point during the build which will impact on the PC date. The projected completion date is presently July August 2022 and any delay in planning approval will obviously impact on this and the ability to accept pupil in September 2022.

10. In terms of the broader risks, the projected changing demand for pupil places across London is showing areas of surplus school places. Also, there is increasing competition as schools improve the provision they offer. CoLAT will wish to consider these in terms of the City's academies ability to fill its places and/or further expansion. Pupil Place Planning is the subject of a separate report to this board.

Corporate & Strategic Implications

11. Strategic implications

This proposal 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."

12. Legal implications

Contained within the report

13. 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.

14. Risk implications

The risks are detailed in paragraphs 9 & 10 of the report,

Conclusion

- 15. 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. The contents of this report evidence the significant progress that has been made in contributing this ambition. The board will note the potential risks to the remaining capital builds and broader issue of reducing demand for school places in future years, the latter being the subject of a separate report to this board.

Appendices

- Appendix 1 - CoLAT Capital Builds Financial summary (**non-public**)
- Appendix 2 - CoLAT academy pupil numbers

Gerald Mehrtens

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Appendix 2

CoLAT Academies projected pupil numbers on completion of capital builds and when fully occupied

Name	CoLAT opening date	Nursery	Primary	Secondary	6 th Form
COL Primary academy Islington	September 2017	38	420	-	-
Galleywall COLA	September 2016	-	420	-	-
Redriff COLA	September 2014	50	420	-	-
COLA Highbury Grove	December 2017	-	-	1,100	150
COLA Highgate Hill	September 2017	-	-	700	200
COLA Islington	September 2020	-	-	825	100
COLA Shoreditch Park	September 2017	-	-	900	200
COLA Southwark	September 2003	-	-	1,200	400
The City Academy Hackney	September 2020	-	-	950	300
Newham Collegiate 6 th Form	January 2018	-	-	-	800
Totals	-	88	1260	5675	2150
				Grand total	9173

Note; Redriff currently has three bulge classes so operating presently at 510

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Committee(s) Education Board	Dated: 01/07/2021
Subject: Cultural and Creative Learning Strategy Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Anne Bamford, Strategic Education and Skills Director	

Summary

The Education Board have oversight over the Cultural and Creative Learning Strategy 2019-23. The strategy commits to ensuring that every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution, and that learners at all stages have high quality exposure to creative industries to make informed career choices, including careers in the arts, cultural, and hybrid sectors. These strategic goals require sustained partnership working between schools, and between schools and cultural and creative organisations, so that curriculum and progression pathways are enriched and informed by artists and creative industry professionals. Members are asked to note three partnership initiatives which seek to deliver on these strategic goals.

Recommendation(s)

Members are asked to note the progress of three key workstreams in the delivery of the Cultural and Creative Learning Strategy which are focused on partnership development between cultural and education sectors.

Main Report

Background

1. The Education Board has oversight over the Cultural and Creative Learning Strategy 2019-23. The strategy is delivered through partnerships between the Family of Schools, Culture Mile Learning, and schools and cultural/arts venues across London.

Current Position

2. To build on the existing partnership work underway to forge and maintain school-to-school collaboration and cultural education partnerships, three workstreams

are in progress to be delivered over the summer and leading to Autumn 2021/22. These workstreams are:

- a) Creative Collaboratives – A school-led collaborative partnership to drive teaching and learning in creativity.
 - b) Evolve – A three-borough partnership initiative to provide information to underrepresented young people and their families on jobs in the creative industries.
 - c) Culture and Commerce Taskforce Creative Skills Project – A project bringing together students, creatives and cultural organisations to develop resources that close the gap between young people interested in creative sector roles, and the wealth of resources and information that exists but that are underutilised.
3. These three partnership initiatives are outlined in further detail in the following paragraphs of the report.

Creativity Collaboratives

4. Led by Galleywall Primary School, eight of the City Family of Schools (four primary schools and four secondary schools) are collaborating on an application to Arts Council England to be a Creativity Collaborative (CC). Setting up a national network of CCs was a key recommendation of the Durham Commission report on Creativity and Education (published October 2019).
<https://www.dur.ac.uk/creativitycommission/report/>
5. The overall aims of CC are to:
 - Develop, test, and refine approaches to teaching for creativity across whole school systems
 - Model school led improvement underpinned by teaching for creativity
6. At the heart of the bid is the schools' partnership and work to date with Culture Mile Learning (CML). The focus of the application is therefore how teaching with cultural artefacts and alongside creative practitioners enables pupils to develop the communication, collaboration, critical thinking, and problem-solving skills that enable creative thinking. The proposed scope for the project is to focus on the geography, history, art, English and primary science curricula and the proposed schedule of work includes teacher CPD, peer learning and collaborative projects. Oracy and a commitment to 'beautiful work' will be central threads in the pedagogy.
7. The application is a two-step process with a final decision made in September 2021. Given the Family of Schools and CML's existing work in this area, they are applying for partial funding. If successful, the initiative would run until July 2024.

Evolve

8. Westminster City Council, the City of London Corporation and Lewisham Council were awarded a small grant by the Greater London Authority (GLA) and London Councils' Evolve programme, which supports cross-borough collaborative working. The boroughs have come together to do more to attract young talent from socially and ethnically diverse groups into often highly rewarding creative careers. Only 23.4% of creative economy jobs in London are filled by those from black or minority ethnic groups, compared to 32.9% of jobs outside the creative economy. Creative careers are sometimes perceived as high risk and low paid

even though they are in the fastest growing sectors of the economy, where specialist skills are in high demand and a rich variety of behind-the-scenes and frontline roles are available. The project generates tools and activities to help young people, educators and parents gain an understanding of the wide range of careers available within the creative industries.

9. The first step involved a consultation with ethnically diverse pupils, teachers, and parents so they can shape the project. From this, we have commissioned a short film based on the vast array of little known behind-the-scenes roles in the film industry aimed at young people aged 11-14 and their parents. The film offers insights into the wide scope and range of careers in the film industry, how people access these jobs, what qualifications and skills they might need and what they could expect to earn in this industry. Screenings will take place at school assemblies, summer creative careers events and on social media channels. The project is further enhanced by each borough sharing their community insights to help diverse young people and their influencers better understand the extraordinary opportunities available in London's vibrant and growing creative economy.

Culture and Commerce Taskforce – Creative Skills Project

10. Chaired by the Lord Mayor in partnership with the City of London Corporation and Culture Mile, the [Culture and Commerce Taskforce](#) assembles leading figures from across the capital to address the challenges faced by the cultural and creative industries in the City, and London more widely, through better connecting the cultural and commercial sectors. Following the 'Fuelling Creative Renewal' report published by the Taskforce earlier this year, the Education Strategy Unit and Culture Mile Learning are delivering one of the projects that was outlined as a priority to address recommendations set out in the report.
11. The taskforce proposed a creative skills event, potentially forming part of the wider Skills London programme, responding to challenges facing young people leaving school seeking employment in the post-pandemic landscape and reminding them of the range of opportunities and pathways into creative sector jobs. However, the scoping work revealed that a difficulty for young people, especially those in under-represented talent groups, is finding clear information about the range of jobs available in the creative industries, the likelihood of employment in these industries, and the likely salary and other prospects that promote flourishing.
12. This project therefore focuses on closing the gap through the development of a targeted, simple co-created resource. A group of young people (c.10-12 in person if COVID-19 restrictions allow) will meet and work together for one week during the latter part of the summer holidays to develop a resource or campaign that addresses the identified challenge. The audience and distribution method for the resource will be decided in collaboration with the young people based on where the information will have the most impact (e.g. parents, other young people). The programme acts as a pilot project for the changes in attitudes of the young people involved across the week.
13. Key success measures will be:
 - More young people from under-represented talent groups see creative jobs as a viable career option

- Tangible steps towards joint action between the creative and commercial sector to welcome young people into creative jobs in the City
- The beneficiaries of this programme come from under-represented talent groups including backgrounds and experiences and are indicative of the demographics of London
- A resource or campaign is produced that is valuable and useable to give quick insight into creative careers

14. The progress against these initiatives will be shared in future reporting, and the overall impact of partnership working is reported annually in the Education, Cultural and Creative Learning and Skills Strategies Annual Report.

Proposals

N/A

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

15. Members are asked to note three key workstreams in progress, focused on cultural education partnerships, to deliver the aims of the Cultural and Creative Learning Strategy.

Anne Bamford

Strategic Education and Skills Director

E: Anne.bamford@cityoflondon.gov.uk

Committee(s) Education Board	01/07/2021
Subject: Livery Skills Initiative Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3,5, 7, 8, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Children and Community Services	For Discussion
Report author: 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.

Subsequently, a second survey was sent to all the Liveries and Guilds to gather details of specifically what programmes were occurring now to develop skills and the sorts of activities that the liveries would support going forward. As of June 22, there were 76 responses. These responses showed a large range of activity currently occurring and considerable keenness to do much more to support education, skills development, and lifelong learning. The results of the second survey are contained in **Appendix 1**.

Work is now underway with the Livery Committee to create both a physical and a virtual hub. Meetings are occurring with both government ministers, City and Guilds and the City of London Corporation to determine if this can be supported to occur immediately to bring impact now and into the future for young people post the pandemic. A bid has also been submitted to the European Social Fund to try to secure up to four employment officers to help coordinate and lead the work forward.

Recommendation(s)

Members are asked to note the progress of the Livery Skills Initiative and consider the results of the second survey in **Appendix 1**.

Key Data

1. The main data is contained in **Appendix 1**.

Corporate & Strategic Implications

2. 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

3. 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”¹ focusses on post-16 education reform. There are some officer resource implications in terms of time.

Legal implications

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953510/skills-for-jobs-lifelong-learning-for-opportunity-and-growth.pdf

4. 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

5. 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

6. 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 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.
7. 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.
8. 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

9. There are no immediate Climate or Security implications.

Conclusion

10. 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 Second Livery Survey, June 22, 2021.

Report author

Anne Bamford

Strategic Education and Skills Director

Department of Children and Community Services

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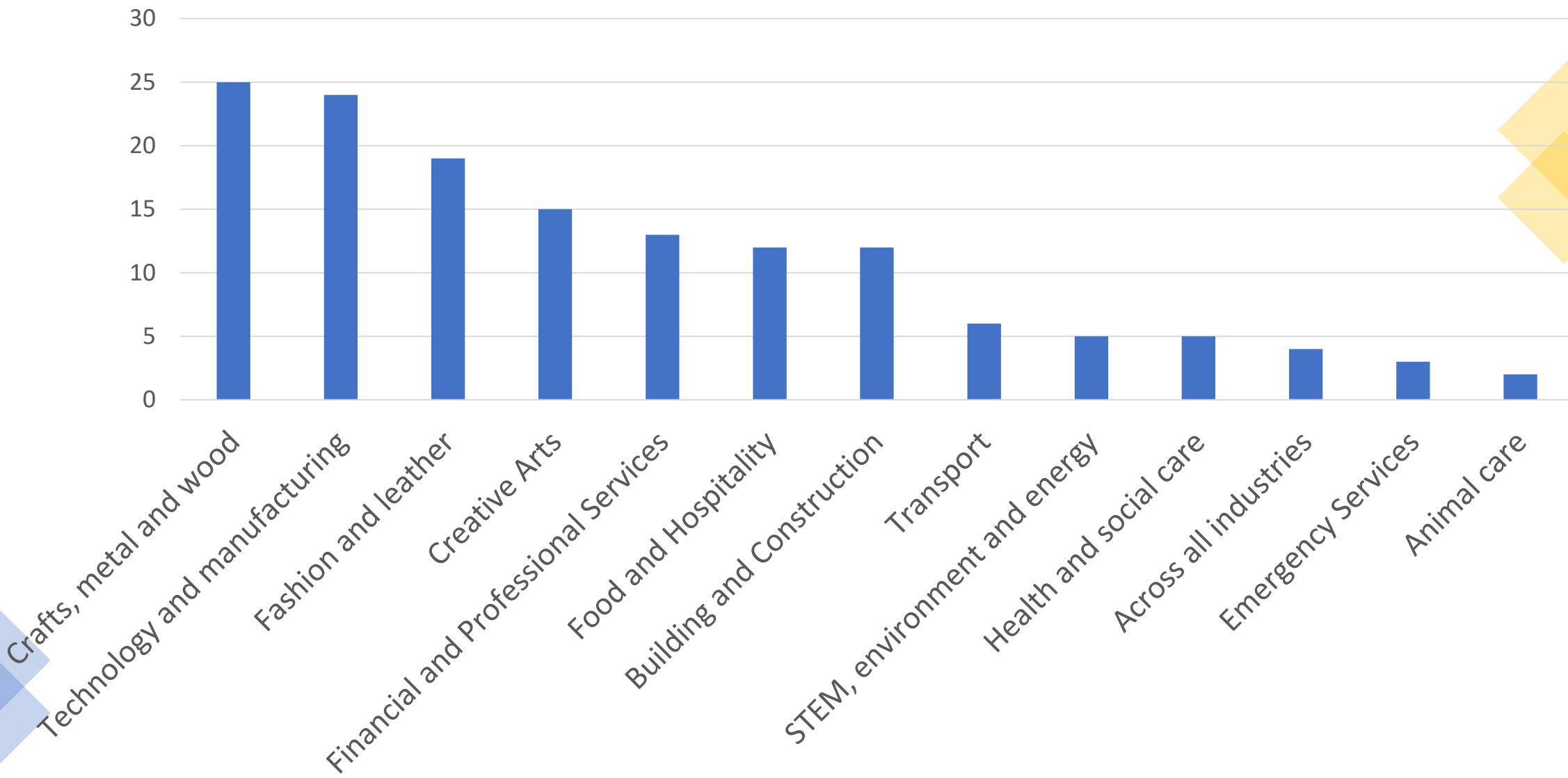
Livery Survey Findings

June 2021

Introduction

- Responses were received from 76 liveries
- Wide connections with schools, education providers and businesses
- Influence in London, regionally, nationally and internationally
- High levels of direct financial support and also very high levels of expertise and in kind support.
- Membership is highly educated, qualified and recognised and experienced.
- The liveries have considerable online and physical resources including training facilities, museums, centres of excellence, office and studio spaces, working spaces, meeting and event spaces.
- There is a strong sense of generosity and enthusiasm to do more and a deep commitment to lifelong learning and skills development.
- There is robust connection to groups and sectors.
- Have developed a vast array of tools, resources, and other assets to support careers education and skills acquisition and development.
- Covers all aspects of the career journey from initial thoughts through to mastery and leadership.
- There is enthusiasm and support for more 'joined-up' thinking and work in the skills area.

Livery Industry Groupings



What are the liveries currently doing?

- Almost all liveries are active in skills development
- The involvement covers everything from primary school programmes through to mastery and sector level influence and leadership.
- The programmes of engagement of both breadth and depth in that there is a wide range of offers and these offers apply to people at different stages of their education and career.
- The programmes reach out to target harder to reach groups including former offenders, under-represented groups and people in city and rural and regional locations.
- The existing programmes are usually fully funded
- Many liveries also support education and lifelong learning and professional development through bursaries, awards, prizes and recognition.

Current livery activity

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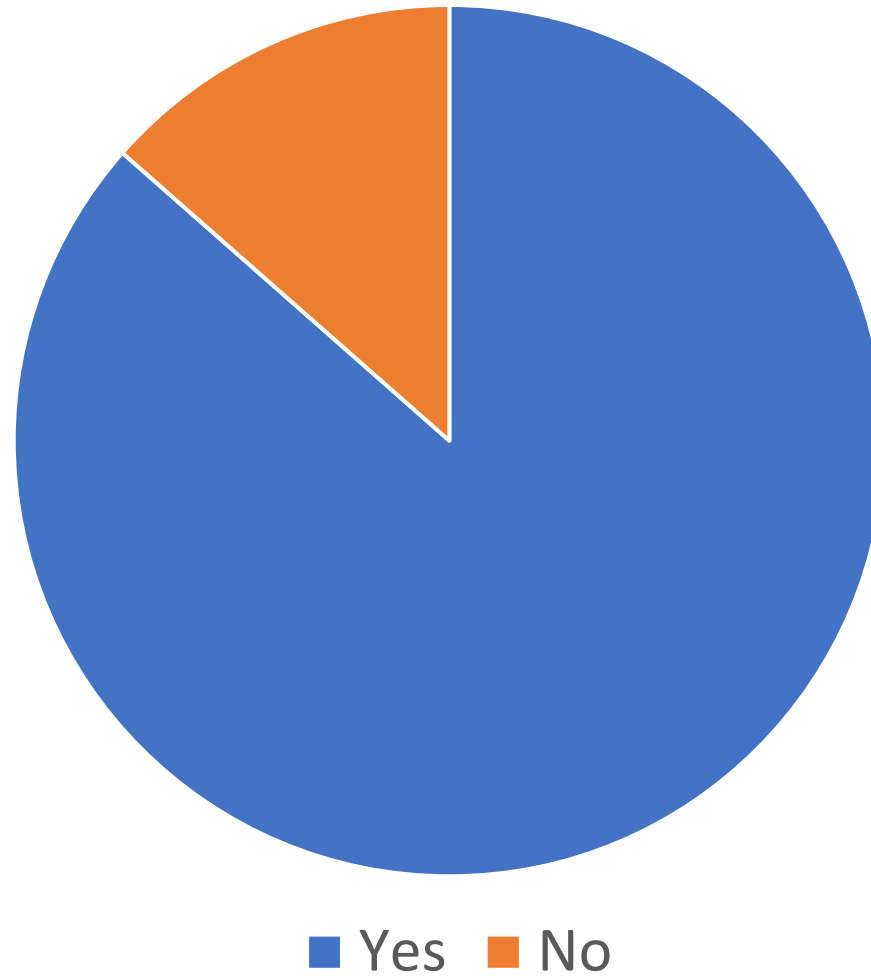
There are more than 25 pages of examples and extensive websites showing the existing activity. The existing activity can be summarised as:

Support for education: Including primary and secondary schools, academies, colleges and vocational education. There are strong links with Higher Education and research.

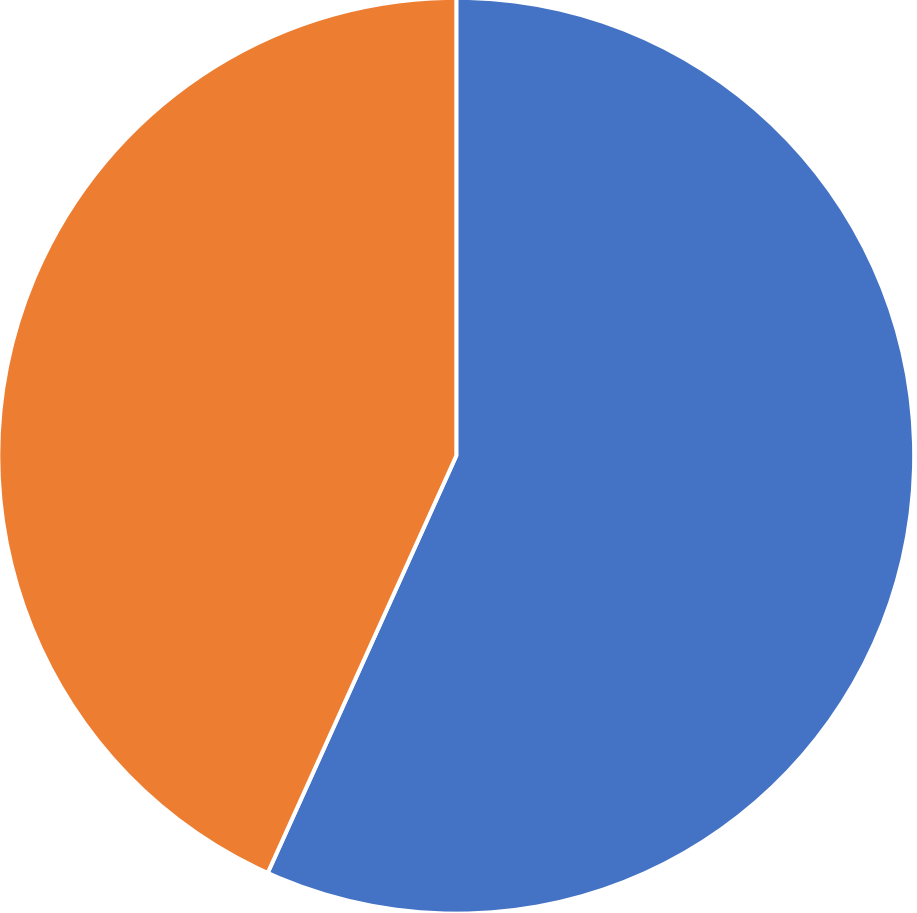
Moving into the world of work programmes: Including pre-training and training programmes, apprenticeships, industry assessments and accreditation, and, bursaries and mentoring.

Mastery and leadership courses designed to enable lifelong learning and for people to flourish in their chose careers: Including network building, lectures, talks and education programmes, awards and recognition prizes, leading sector support and trade associations, leading political engagement and sector-wide initiatives and innovations; and the promotion of industries and sectors.

Support for coordinated access to government thinking and funding



Desire to learn more about City and Guilds

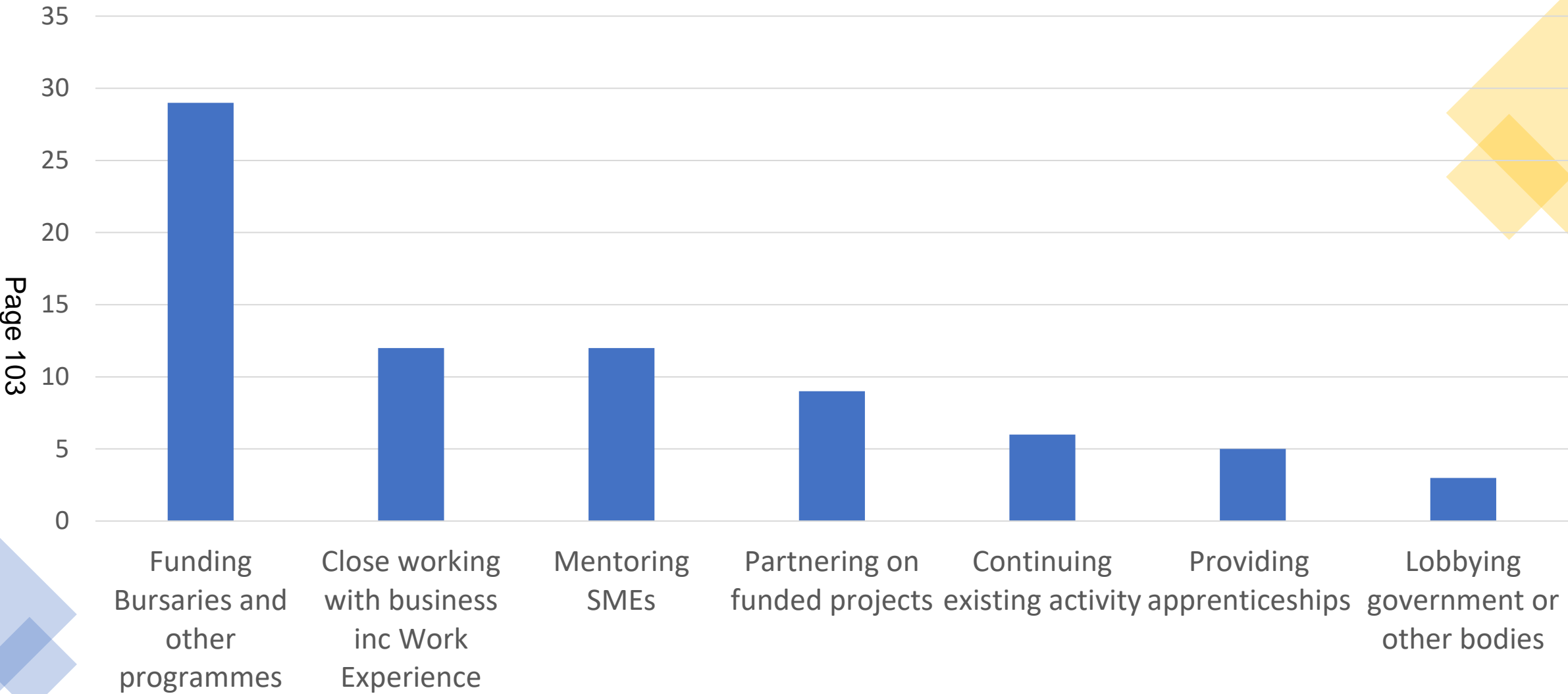


■ yes ■ No

**Liveries are
keen to be
even more
involved in..**

- **Developing schools-industry interface, training and careers.**
- **Mentoring schools on careers in the arts.**
- **Contacting close business links to provide work experience, training, and development opportunities.**
- **Providing apprenticeships, traineeships, and Kickstart opportunities.**
- **Provision of end-point assessors for apprenticeships.**
- **Mentoring for small and medium enterprises (SME) and young professionals.**
- **Partnering funded projects.**
- **Funding bursaries.**
- **Running competitions**
- **Providing assistance and expertise across a wide range of projects as appropriate.**

Activities that the Liveries are keen to be involved in



Some flavour of what is on offer...

- **"We are currently looking at funding a project for apprenticeships within the legal profession."**
- **"We have an extensive programme of activity that spans grant giving through to direct intervention via the Goldsmiths Centre. We also have access qualification structures relevant to apprenticeships and would always be interested in working in partnership with others across the skills agenda."**
- **"Our focus is on supporting education across the board by means of grants to schools, bursaries and provision of governors. We are always looking for opportunities to support skills development."**
- **"The Company is completing the development of a previously derelict Grade 1 listed school in Fleet Street for Company and Trusts administration, transport education, in-house and external user social and other events. The building is primarily for education, with a small museum and a lecture gallery."**
- **"As the HCFNA is based in North America, we have limited ability to assist directly with activities in the CoL. However, we do support developing skills through our scholarship arrangement with George Brown College fashion design program. We do have members actively involved with mentoring initiatives and youth organisations."**
- **"We are keen to be part of any new initiative but also to share our experience and knowledge of setting up a modern apprenticeship scheme from scratch."**
- **A lot more joined up 'thinking ' is needed between the diverse 'education' organisations of the Livery so that there is no overlap wastage or start up initiatives by one which are already being conducted by another. Clarity between us all would be wonderful!"**



... and a visual taste
of about 5% of
what is on offer...



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Occupational maps show where technical
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What's On



Exhibitions · 12 Apr 2021 - 20 Aug 2021 · 9am - 5pm · Free admission

The Brooch Unpinned: The Goldsmiths' Company Collection 1961–2021

[See full details](#)

GETTING STARTED STARS IN THE MAKING

ONLINE

Exhibitions · 18 Jun 2021 - 01 Apr 2022 · Online (via Zoom and Instagram) · Free

Getting Started: Stars in the Making

[See full details](#)



ONLINE

Events · 22 Jun 2021 · 3:00PM - 4:00PM · Pay what you can (Free, £3, £5 or £10)

Sustainable Gold: A field trip to the Peruvian Amazon with Pure Earth and Andrea Jose

[See full details](#)



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Education

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- **Diploma in the Philosophy of Medicine**
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- **Diploma in Forensic Medical Sciences**
- **Diploma in HIV Medicine**

A partnership of musical education providers developing high quality and accessible musical experiences for children and young people in York.

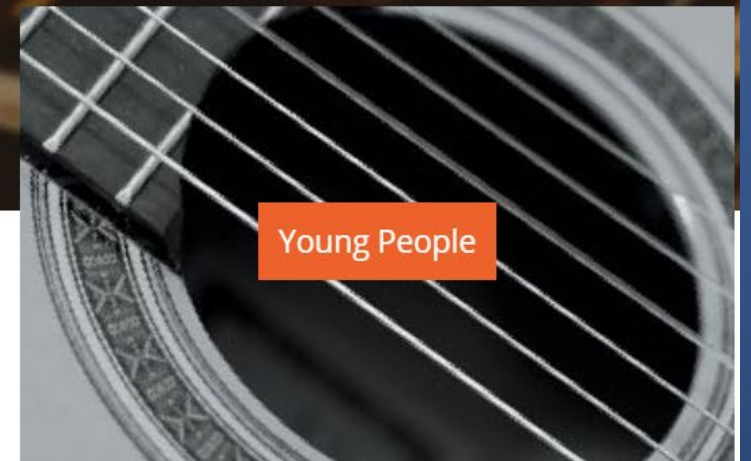
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Parents and Carers



Partners and Schools



Young People

"For once you have tasted flight you will walk the earth with your eyes turned skyward; for there you have been, and there you long to return".

Leonardo da Vinci

If you are thinking of a career in aviation as a commercial or service pilot, before going any further, it is strongly recommended that you consider taking a **Pilot Aptitude Assessment**.

For more info or further details follow this link:

<https://www.airpilots.org/career-matters/careers-information/aptitude-tests/> or go to the [Career Matters](#) section of the Air Pilots website.



PILOT APTITUDE ASSESSMENT

Aspiring pilot trainees can receive high-quality, effective and proven testing with the Honourable Company of Air Pilots' Aptitude Assessment Scheme, conducted at RAF Cranwell by experienced (current and retired) commercial and military aircrew.

- Pilots require rare and complex skills
- Training them is one of the most costly regimes in the world and the need for efficient pre-selection is self-evident
- The aim is to reveal candidates' trainability based on natural ability
- Natural ability is synonymous with aptitude
- Aircrew aptitude is the innate potential to develop high performance skills
- Aptitude testing is the scientific measurement of human ability



THE WORSHIPFUL COMPANY OF FARRIERS

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Continuing Professional Development



Pursuing Excellence in Farriery

Upcoming Events:

No events, Please check again soon.

What is CPD?

Qualified members of professional bodies are increasingly being required to undertake Continuing Professional Development (CPD) in order that the high standards they achieved to become qualified, are maintained whilst they continue to practice in their chosen profession.

The farriery profession has made CPD compulsory.

Best Evidence Science Teaching

Best Evidence Science Teaching (BEST) is a new collection of research-informed teaching and learning resources, focussed initially on science at ages 11-14.

BEST provides diagnostic questions, response activities, suggested teaching sequences, information on misconceptions and progression maps for key concepts in physics, chemistry and biology.

The resources have been developed from the best available research on:

- Sequencing and teaching of key concepts
- Effective formative assessment
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Resources

Best Evidence Science Teaching: Biology

QUALITY ASSURED

SUBJECTS: SCIENCE

COLLECTION

Best Evidence Science Teaching: Chemistry

COLLECTION

SUBJECT(S)	Science
TAGS	n.a
AGE	11-14
PUBLISHED	2010 to 2019
LOG IN TO RATE THIS RESOURCE	★★★★★
URL	https://www.stem.org.uk/cxfgek

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Best Evidence Science Teaching

Hello, our experts are here to support. How may we help you today?

**bounce
back.**

TRAINING.

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ABOUT US.

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NO GOING BACK

No Going Back

Welcome to No Going Back, a unique Livery Company initiative supporting offender rehabilitation

"People sometimes overcomplicate what it takes to help someone out of a life of crime and imprisonment. For

**NO
GOING BACK**



Welcome to the Furniture and Interiors Education, Skills and Training Alliance (FIESTA)

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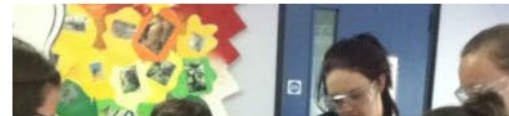
THE WORSHIPFUL COMPANY OF GLASS SELLERS OF LONDON

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Glass in Society Project

The Glass in Society project aims to introduce teachers and school children to glass, glass technology, its uses and behaviour, as well as frequently to bring an understanding of composite technology into



Also in this section:

[Awards](#)

Meet the UK's future fisheries professionals

Every year, we help support interns and postgraduate students who are working to build careers in the fisheries sector.

Our Targeted Academic Sponsorship hopes to give budding scientists and practitioners the hands-on experience and contacts they need to step forward and become the next generation of fisheries managers, researchers, farmers, advisers and seafood leaders. Here we are happy to introduce some of 2020's recipients, who, despite the logistical challenges of lock down, interruptions to experiments, limits to site access and cancellations of face-to-face meetings, are all continuing to work full-time towards their goals. They continue to inspire us with their energy and enthusiasm, as they bring new knowledge to the UK's seafood sector.





Education

The Arts Scholars seek to support education and opportunity in the historic and decorative arts at all levels of school, university and specialist training, through bursaries, annual awards, individual grants and mentoring schemes.

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We support the teaching and study of art history both as a discrete subject and within art and design in secondary education. At tertiary level we support the study of subjects relating to the historic and decorative arts, including their history, conservation and cultural impact.



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Fish Heroes



Fish in School Hero programme

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