



Education Board

Date: THURSDAY, 9 SEPTEMBER 2021

Time: 10.00 am

Venue: **HYBRID PUBLIC MEETING**
COMMITTEE ROOMS 3 & 4 (ACCESSIBLE REMOTELY)

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

Enquiries: **Emily Garland**
emily.garland@cityoflondon.gov.uk

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting at the below link:
<https://youtu.be/8n59W6dydt4>

This meeting will be a hybrid meeting and therefore will take place in both a physical location as well as via Microsoft Teams. 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 1 July 2021.

For Decision
(Pages 7 - 18)

4. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 19 - 20)

5. **NOMINATIONS SUB-COMMITTEE - CO-OPTED MEMBER APPOINTMENT PROCESS REVIEW**

Report of the Town Clerk.

For Decision
(Pages 21 - 32)

6. **COVID-19 AND RETURN TO SCHOOL UPDATE**

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

For Information

7. **TACKLING RACISM TASKFORCE ACTION PLAN UPDATE**

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

For Information

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

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

For Information
(Pages 33 - 40)

9. **EDUCATION BOARD BUDGET UPDATE**

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

For Information
(Pages 41 - 44)

Education

10. **GOVERNOR APPOINTMENTS UPDATE**

Director of Community and Children's services.

For Decision
(Pages 45 - 56)

11. **REPORT OF ACTION TAKEN: GOVERNOR APPOINTMENTS**

Report of the Town Clerk.

For Information
(Pages 57 - 58)

Cultural & Creative Learning

12. **TWO YEAR REVIEW OF THE OPEN SPACES DEPARTMENT'S LEARNING PROGRAMME 2019-21**

Report of the Director of Open Spaces.

For Information
(Pages 59 - 96)

Skills

13. **LONDON CAREERS FESTIVAL 2021 EVALUATION**

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

For Information
(Pages 97 - 134)

14. **SOCIAL STRATEGIES 2020-21 ANNUAL REPORT**

Joint report of the Chamberlain and Chief Financial Officer, Chief Grants Officer and Director of City Bridge Trust, the Director of Innovation and Growth, and the Director of Community and Children's Services.

For Information
(Pages 135 - 170)

15. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
16. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**
17. **EXCLUSION OF THE PUBLIC**

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

For Decision

Part 2 - Non-Public Agenda

18. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 1 July 2021.

For Decision
(Pages 171 - 174)

19. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 175 - 176)

20. **PROGRESS REPORT ON CITY JUNIOR SCHOOL**

Report of the Heads of the City of London School for Girls and City of London School.

For Information
(Pages 177 - 202)

21. **SIXTH FORM STRATEGY UPDATE**

The Chair to be heard.

For Information

22. **FINANCE SCRUTINY MEETINGS FOR CITY SPONSORED ACADEMIES**

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

For Information
(Pages 203 - 230)

23. **UN-VALIDATED 2021 RESULTS DATA FOR THE FAMILY OF SCHOOLS**

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

For Discussion
(Pages 231 - 236)

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

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

Part 3 - Confidential Agenda

26. **CONFIDENTIAL MINUTES**

To agree the confidential minutes of the meeting held on 1 July 2021.

For Decision

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EDUCATION BOARD

Thursday, 1 July 2021

Minutes of the meeting of the Education Board held virtually
on Thursday, 1 July 2021 at 11.00 am

Present

Members:

Caroline Haines (Chair)	Benjamin Murphy
Deputy Philip Woodhouse (Deputy Chairman)	Ruby Sayed
Randall Anderson	Rachel Bower
Tijs Broeke	Tim Campbell
Alderman Robert Howard	Deborah Knight
Alderman Nicholas Lyons	Mary Robey

In Attendance

Officers:

Emily Garland	- Town Clerk's Department
Ben Dunleavy	- Town Clerk's Department
Jayne Moore	- Town Clerk's Department
Sarah Phillips	- Town Clerk's Department
Anne Bamford	- Community and Children's Services Department
Daniel McGrady	- Community and Children's Services Department
Gerald Mehrtens	- Community and Children's Services Department
Mark Jarvis	- Chamberlain's Department
James Gibson	- Chamberlain's Department
Jack Joslin	- The City Bridge Trust
Emily Rimington	- Comptroller and City Solicitor's Department
Jake Tibbetts	- Open Spaces

Observers:

Mark Emmerson	- City of London Academies Trust
Ian Skinmore	- London Borough of Hackney
Ann Holmes	

1. APOLOGIES

Apologies for absence were received from Alderman Sir Peter Estlin, Shravan Joshi and The Rt Hon the Lord Mayor, William Russell.

Mary Robey also gave advance notice that she would be required to leave promptly at 1pm, and Tijs Broeke issued apologies in advance for leaving the meeting early.

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

There were no declarations.

3. **PUBLIC MINUTES**

The public minutes and summary of the meeting held on 20 May 2021 were approved as a correct record.

4. **OUTSTANDING ACTIONS**

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

RESOLVED, that the report be noted.

5. **NOMINATIONS SUB-COMMITTEE MINUTES**

The public minutes of the Nominations Sub-Committee meeting held on 15 June 2021 were noted.

The Town Clerk provided a verbal update on the progress of the Nominations Sub-Committee in reviewing the Co-opted Member appointment process. The Board noted that a skills matrix was being developed, from that used by the Board of Governors of the City of London School for Girls, and would be circulated to the Board by the end of July before being submitted to the Board for approval on 9 September 2021.

6. **COVID-19 UPDATE**

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

- On 14 June 2021, it was announced that the current protective measures would continue until at least 19 July. This would coincide with the end of the academic year.
- Recent Public Health England (PHE) data suggested that approximately one in 250 schools had live cases but that this was increasing. Test kits were due to be delivered from 29 June, and information on delivery schedules and refreshed guidance was available on the school or college document sharing platform. Several of the academies were currently experiencing increasing numbers of pupils and teachers absent due to testing positive or being required to self-isolate.
- As a result, the Government had published an updated contingency framework for schools and education settings. This set out the additional control measures that may be implemented if there were local COVID-19 outbreaks, including the temporary reintroduction of face coverings and increased testing.
- PHE had recently published a report on the impact of COVID-19 on London's children and young people. This found that lockdown measures had significant impacts on young people, including mental health, obesity, parental conflict and anxiety, poverty, safeguarding concerns, and social isolation vulnerability and risk. These findings were mirrored in the findings of the City Family of Schools, as reported at the previous Board meetings. Members were once again thanked for the

additional support to address mental health and wellbeing of pupils at these schools.

- On 8 June guidance was released related to appeals to the assessment and awarding process for 2021. All students would have the right to appeal but these applications must be submitted by 16 August 2021.

RESOLVED, that the update be received.

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

Members considered a report of the Director of Community and Children's Services regarding the annual action plan to deliver the City's educational, cultural and creative learning, and skills strategies over the 2021/22 academic year.

Members were reminded that the action plan in Appendix 1 outlined priority actions to be progressed during the 2021/22 academic year, while the actions in Appendix 2 were those which occurred on an annual basis.

A Member enquired as to the role of the Board in promoting and enabling youth voice, as referred to in the report. It was confirmed that the Board did indeed have a role in implementing actions to support youth voice and that the Education Unit were in discussion with the schools on the best forums and platforms for implementing these. A focus was being placed on gaining the views of the young people in the Family of Schools, with an initial focus around the impact of COVID-19. The Chair added that items focusing on oracy and student voice were to be expected at the December Board meeting.

RESOLVED, that:-

- 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, be approved;
- The annually recurring actions outlined in Appendix 2, which are the 'core business' actions delivered each academic year, be noted.

8. EDUCATION BOARD BUDGET UPDATE

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

It was again 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.

9. **CITY PREMIUM GRANT 2021/22 ALLOCATION TO ACADEMIES**

Members considered a report of the Director of Community and Children's Services regarding the City Premium Grant allocations for 2021/22.

Members noted that an additional paper may be submitted to the September Board meeting due to one academy requiring extra time to submit their bid. Evaluations of the awarded grants and their impact would be received by the Board in December 2022.

A Member enquired about whether funding was ever granted to multi-year projects to which it was confirmed that academies often submitted bids for the same project each year. The Member also highlighted that outcomes of the grants for repeat projects were not included in the report and Members were reassured that detailed scrutiny took place by officers in the Corporation and CoLAT when considering the allocations.

A point was raised about potentially gaining funding for some items, such as coaching for exams, in a regular format rather than on an annual basis due to the ongoing need. The Chair informed the Board that this was being considered as part of the Tomlinson review but that these changes would not be fully implemented until the following academic year.

A Member enquired as to the process for estimating the monetary value of each application. It was noted that an itemised breakdown of estimated spend was required for each application, recognising that on occasion spend was dependent on the need of the incoming students which was difficult to estimate. Actual spend was monitored through mid-year scrutiny meetings with the academies.

Members discussed the potential of using external programmes which offered assistance in facilitating student travel to other countries, in which it was highlighted that while the rewards were lucrative these schemes often remained at a high cost. It was confirmed that the Education Unit continued to monitor these opportunities and highlighted these to all schools. Members noted that the Department for Education were in the process of developing a scheme to replace the Erasmus programme, which the UK no longer qualified for.

RESOLVED, that the Board:-

- Approve the release of City Premium Grant funding to City sponsored academies for the academic year 2021/22 (as per Schedule 1 in the report);
- 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.

10. GOVERNOR APPOINTMENTS UPDATE

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

A Member informed the Board that there were now two vacancies at City of London Academy Shoreditch Park, despite the report showing one, and offered to forward any information to the relevant officers. Another Member took the opportunity to inform the Board that, contrary to the report, he was no longer a Governor at The City Academy, Hackney.

RESOLVED, that the report be noted.

11. EDUCATION ACTIVITIES UPDATE

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

Members noted that some dates, included in the provisional calendar at Appendix 1, may be subject to change depending on developments in the COVID-19 pandemic and Government guidelines.

The Chair invited those who wished to attend any listed events to contact the Education Unit.

RESOLVED, that the report be noted.

12. BIODIVERSITY ACTION PLAN

The Director of Open Spaces was heard relative to the City Corporation's Biodiversity Action Plan.

The City Gardens Manager gave a brief introduction to biodiversity and the City's Biodiversity Action Plan which was due to be approved by the Open Spaces Committee the following week. The plan focused on four themes: open spaces and habitat management, the built environment, education and community engagement, and data collection. The Board was advised that Members and officers could help by establishing the biodiversity on the City's educational sites and look at how this could be improved or better preserved, including reviewing buildings and management processes. Regarding education and community engagement, the Board could have a role in ensuring a greater understanding across the schools and within the community. The officer offered his assistance in supporting the Board and schools in relation to the plan as well as signposting Members to the Biodiversity Action Plan Partnership Group who could provide resources and/or offer opportunities to connect with others for support.

The Chair began the discussion by suggesting the introduction of a termly environment forum, following the format of the other forums already held by the

Education Unit, as well as a student event encouraging the importance of youth voice on the subject and linking with the cross-Corporation work on climate action and sustainability.

A Member also suggested that a gap analysis be undertaken to guide decision making in this area, to which officers in the Education Unit and Open Spaces agreed to collaboratively progress. The Member expressed overall support of the Education Board's involvement in the plan, noting the importance of education in protecting the City's Open Spaces, before asking how best to work with other local authorities to develop a coordinated plan forward. The Board was advised that biodiversity plans differed across local authorities and that the best way forward would be to communicate with the local authorities in question to ascertain how to better collaborate. The Strategy and Skills Director reminded the Board that effective work in this area was already being undertaken and highlighted the importance of collaboration in maximising the benefits of this.

It was highlighted that many of the City's schools are fortunately recently built or developed meaning environmental factors had already been considered. A Member supported this notion highlighting that considering this in planning stages offered greater benefits than retrospectively implementing measures.

The Deputy Chair informed the Board that an invitation was expected to be received for the City Schools to become involved in an upcoming Historic Royal Palaces project focusing on biodiversity and suggested that this be shared with officers from Open Spaces.

A Member enquired as to whether a checklist currently existed to guide the City's schools, who may be dealing with the issue for the first time. It was confirmed that such a targeted resource did not currently exist but that officers could work with those from the Education Unit to develop a checklist appropriate for the schools.

In response to a question regarding the involvement of bio sciences in school subjects, the Board noted that, while becoming involved in some subject areas, there was a recognition that this should be developed across all subject areas including targeted GCSE and A Level options.

RESOLVED, that the presentation be received.

13. **SHOREDITCH PARK PRESENTATION**

The Chair invited the Interim Project Manager from London Borough of Hackney to give a presentation providing an update on the Shoreditch Park build. Those who had been involved were thanked for their support in delivering the project.

A Member expressed his appreciation of the build and offered to arrange visits to the new site for any Members who were interested.

RESOLVED, that the presentation be received.

14. PUPIL PLACES AND PROGRESSION PLANNING REPORT

Members received a report of the Director of Community and Children's Services regarding projections for pupil places across CoLAT Academies.

In introducing the item, the Director of Community and Children's Services highlighted three points:

- The data within the report highlighted a decline in pupil numbers at primary level that would eventually feed through to secondary levels. The City had already taken action regarding this with an application for secondary provision at Shoreditch Park being withdrawn in light of this data.
- Parental preference was an important factor in admission numbers and although this had been positive for many academies, there were some where this was declining. With competition in the area increasing this would need to be prioritised.
- Lower admission numbers were problematic due to the funding received for each pupil. If the number of pupils decreased too significantly, this could result in budgetary cuts which could include a reduction in staff.

Members welcomed the report but felt that the issue should be monitored closely and reported back to the Board again at a later date.

RESOLVED, that the report be noted.

15. ACADEMIES DEVELOPMENT PROGRAMME UPDATE

Members received a report of the Director of Community and Children's Services relative to the Academies Development Programme update.

RESOLVED, that the report be noted.

16. CULTURAL & CREATIVE LEARNING STRATEGY UPDATE

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

Members were signposted to the short film referenced in the report relative to the Evolve workstream: <https://findfusion.org.uk/listing/creative-careers-in-the-film-industry/>.

A Member expressed her appreciation for the proposals included within the paper and was supportive of the aim to focus on promoting cultural opportunities.

RESOLVED, that the report be noted.

17. TACKLING RACISM TASKFORCE ACTION PLAN UPDATE

The Director of Community and Children's Services was heard relative to the Tackling Racism Taskforce Action Plan.

The Chief Executive of CoLAT was invited to update the Board on the upcoming Equalities Conference organised by CoLAT. The conference would focus on how to develop the equalities culture across the Trust, including in tackling racism, and would take place once a term going forward.

RESOLVED, that the update be received.

18. LIVERY SKILLS INITIATIVE UPDATE

Members received a report of the Director of Community and Children's Services relative to progress of the Livery Skills Initiative, including findings of a survey sent to all Liveries and Guilds.

The Deputy Chair began by thanking the officers involved for their work in developing the initiative.

A Member enquired as to how the involvement of excluded students could be achieved. Reassurance was offered that efforts were being made to reach all cohorts of students, including those who had been excluded from main stream schools as well as other hard to reach groups such as SEND or home-schooled students, and an example was provided of the Culture Mile Learning work experience event taking place that week that included many excluded students who had been secured through pupil referral units.

Officers were then asked to confirm how the ongoing impact of these activities on these students could be measured. It was noted that, despite difficulties associated with long term monitoring of students following an activity, efforts were being made to develop a collaborative approach across all levels of education to ensure the ability to monitor progress throughout a student's entire education. The Livery Skills Initiative in particular offered the opportunity to follow the progress of students throughout their education from primary to adult learning.

The Chief Executive of CoLAT informed the Board of an apprenticeship academy programme which focused on identifying students who were at risk of exclusion and offering an alternative to mainstream education which provided support to these students while monitoring any problematic behaviour. The programme had experienced success so far and it was hoped that this could be embedded into all CoLAT schools with the support of the Education Board. The Chair confirmed that support for initiatives such as this were being considered in the Tomlinson Review.

RESOLVED, that the report be noted.

19. **LONDON CAREERS FESTIVAL UPDATE**

The Director of Community and Children's Services was heard relative to the London Careers Festival.

Members were informed that the festival had been well attended so far, with the virtual nature providing an unexpected increase in attendees and the sessions delivered so far had received positive feedback. The diversity of speakers was also commended, and the Chair thanked all Members who had provided assistance in delivering the event.

RESOLVED, that the update be received.

20. **AWAY DAY (SOCIAL MOBILITY) UPDATE**

The Director of Community and Children's Services was heard relative to the upcoming Education Board away day.

Members were reminded that the away day had been scheduled for 2-5pm on Monday 11 October 2021 at the Newham Collegiate Sixth Form and that the agenda would focus on social mobility across the three strategies. A detailed agenda was due to be provided to Members at the September Board meeting.

RESOLVED, that the update be received.

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

There were no questions.

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

There were two items of urgent business.

Summer School Programmes

The Chair highlighted King Edward's School Witley's summer school programme which was due to begin the following week with over 160 students attending from the Aldgate and Redriff Schools.

Bursary Discussion

The Deputy Chair invited the Chief Executive of CoLAT to provide an update to the Board regarding the meeting he had requested with the Headmaster of the City of London Freeman's School to discuss the issue of bursaries that had arisen from the Tackling Racism Taskforce action plan at the previous meeting. The pair had met the previous week to discuss the issue and had agreed a way forward.

23. **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.

24. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 20 May 2021 were approved as a correct record.

25. **NON-PUBLIC OUTSTANDING ACTIONS**

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

26. **NOMINATIONS SUB-COMMITTEE NON-PUBLIC MINUTES**

The non-public minutes of the Nominations sub-committee meeting held on 15 June 2021 were noted.

27. **COLLEGIATE SIXTH FORM UPDATE**

Members received a report of the Director of Community and Children's Services regarding the collegiate sixth form update and the Chair invited the Chief Executive of CoLAT to address the Board.

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

28. **UPDATE ON SCHOOLS FUNDING MODEL CHANGES**

Members received a joint report of the Director of Community and Children's Services and the Chamberlain regarding an update on the progress in implementing the recommendations on school funding, proposed by the Tomlinson Working Party.

29. **EDUCATION CHARITIES REVIEW RECOMMENDATIONS**

Members considered a report of the Managing Director of Bridge House Estates and Chief Charities Officer regarding recommendations resulting from the Charities Review of the City Educational Trust Fund and the City of London Corporation Combined Education Charity.

30. **NON-PUBLIC APPENDIX: ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

The non-public appendix was received in conjunction with the report of the Director of Community and Children's Services at Item 15.

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

The non-public appendix was received in conjunction with the report of the Director of Community and Children's Services at Item 9.

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

There were no questions.

33. **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.

34. TOM PROPOSALS

Members received a report of the Director of Community and Children's Services outlining the proposals of the department in delivering to the Corporation's Target Operating Model.

The meeting ended at 1.12 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
7/2021/P	1 July 2021	Officers in the Education Unit and Open Spaces to collaboratively progress a gap analysis in area of biodiversity to guide decision making and develop a checklist appropriate for use by the schools.	Education Unit and Open Spaces	Ongoing

Education Board – Public Completed Actions

Action Number	Action	Date Completed
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
5/2021/P	Save the date and further details for an Away Day be sent to Members of the Board.	Completed 27 May 2021
6/2021/P	Skills matrix to be circulated to Members for comment by end of July.	Completed 27 July 2021.

Committee(s): Education Board	Dated: 9 September 2021
Subject: Proposed Skills Audit Process	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	£n/a
What is the source of Funding?	n/a
Has this Funding Source been agreed with the Chamberlain's Department?	n/a
Report of: The Town Clerk	For Decision
Report author: Emily Garland, Town Clerk's Department	

Summary

This report seeks the Board's approval of implementing a skills auditing process for the recruitment of Co-Opted Members to the Education Board.

Recommendation(s)

Members are asked to **approve** the skills audit process as set out below.

Background

1. At their meeting on 16 February 2021, Members of the Nominations Sub-Committee raised concerns that, when recruiting for a Co-Opted Member of the Board, consideration should be taken to obtain nominations from a diverse pool of candidates. It was felt that recruitment of external appointments provided an opportunity to expand the diversity of the Education Board and it was highlighted that in their final report, the Tackling Racism Taskforce had recommended that external recruitment processes be reviewed to encourage this.
2. Subsequently, the Education Board agreed that a review of the Co-Optee appointment process be undertaken by the Nominations Sub-Committee and reported back to the Board for approval in due course.
3. At their meeting on 15 June 2021, upon advice from the Town Clerk based on procedures recently implemented by other City of London Committees, the Sub-Committee agreed a proposed way forward as below.

Main Report

4. An annual skills audit of the Education Board should be implemented to identify skills and expertise to prioritise in the search for a new Co-Opted Member. Members would be asked to complete a form as seen in Appendix 1. This is adapted from a skills matrix recommended by the National Governance Association, as used by the City of London Academies Trust.
5. Upon occurrence of a Co-Opted Member vacancy, the position would be advertised by the Sub-Committee using free of charge methods including LinkedIn, Corporation intranet and internet, Livery networks, Business networks and Board Members' networks. The Sub-Committee would request all candidates provide a completed skills audit form alongside their supporting statement.
6. After reviewing these (using the skills matrix in Appendix 2), the Sub-Committee would provide a shortlist and preferred candidate to the Education Board for approval.

Corporate & Strategic Implications

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

Financial implications – None.

Resource implications – None.

Legal implications – None.

Risk implications – None.

Equalities implications – This proposal allows the Board to conduct a fair and robust recruitment process.

Climate implications – None.

Security implications – None.

Conclusion

7. Noting the previous discussions of the Nominations Sub-Committee, as outlined in this paper, the Board are asked to approve the above skills audit process for use in recruitment of Co-Opted Members to the Education Board.

Appendices

- **Appendix 1** - Proposed skills audit form
- **Appendix 2** - Proposed skills audit review matrix

Emily Garland

Committee and Member Services Officer, Town Clerk's Department

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Education Board Skills Audit 2021

This skills audit allows the Board to gain a greater understanding of the breadth of skills and expertise of its Membership, allowing any potential gaps to be identified and prioritised in the search for a new Co-Opted Member or relevant training opportunities provided.

This is adapted from a skills matrix recommended by the National Governance Association, as used by the City of London Academies Trust. It is based on the six features of effective governance that are referred to in the NGA competency framework and additional skills and competences, identified by City of London officers, that would enable a positive contribution to the Board. Please note it is neither an official audit nor does it attempt to replicate all competencies or expertise that may be useful in serving on the Board.

How to use it

Each area should be rated on a scale of 1-5, with 1 indicating no experience or knowledge in this area, and 5 indicating strong expertise. Responses will then be collated and analysed by the Nominations Sub-Committee of the Education Board, using a skills matrix.

The skills and knowledge sought are those which enable Board Members to ask the right questions, analyse data and have focussed discussions which create robust accountability.

No individual is going to have all the skills listed in the audit. The Education Board is to be viewed as a whole, and the purpose of the audit is to ensure that each skill below is covered by at least one Member of the Board, either internal or external.

If you have any queries regarding the statements or process please feel free to contact Emily Garland, Clerk to the Education Board at emily.garland@cityoflondon.gov.uk or 0207 332 1416.

Education Board Competency / Skill / Experience	Level of knowledge or skills/behaviour, rate on scale of: No → → → Yes				
	1	2	3	4	5
1. Strategic leadership					
I am/have been a governor or trustee in a school or board member in another sector					
I am/have been chair of a board or committee					
I have an awareness of national education policy (e.g. school funding, curriculum, teaching and learning)					
I have an awareness of the local communities of schools in the City of London Family of Schools (henceforth "family of schools")					
I understand the difference between strategic and operational decisions					
I have experience and expertise in strategy and policy development					
I understand the principle of stakeholder engagement, e.g. seeking views and evaluating feedback from schools, employers, cultural venues and other partners to support the decision-making process					
I understand the principles of risk management: how to prioritise, assess and mitigate against risks					
2. Accountability					
I have worked with leaders to establish expectations for improvement					
I understand the elements that make up a broad and balanced school curriculum					
I can interpret data and statistics relating to pupil progress and outcomes and use it to identify areas for development					
I am confident I know enough to ask questions and challenge leaders on matters relating to educational outcomes					
I have experience of financial planning: budgeting, monitoring and compliance					
I understand how the financial efficiency of schools is measured and compared to similar schools					
I have had experience of recruitment to management and operational roles in education or otherwise					
I understand the process of grant management, including application, decision-making and evaluation, and how this supports the board's strategies for education, cultural and creative learning and skills					
I have experience of preparing for and responding to school inspection and oversight					
I understand the national performance measures that are used to monitor school performance					
3. People					
I regularly refer to professional advice to inform my own judgements					
I know how to build the knowledge I need to be effective in my role as a board member					
I seek to resolve misunderstanding at the earliest opportunity in order to avoid conflict					
I can build consensus through clearly presenting my views					
I have built or feel able to build strong collaborative relationships with members of the Board					
4. Governance					
I understand the role of the Education Board and its sub-committees Education Board Terms of Reference					
I understand the distinct responsibilities of the Education Board in relation to the Family of Schools, other committees of the Corporation and the City of London Academies Trust					

5. Compliance

I am aware of the duties and responsibilities of board members in relation to the Education Board's terms of reference , including the role of the City Corporation in acting as a sponsor of a MAT					
I feel able to speak up if I am concerned about non-compliance					

6. Charitable Duties - City of London Corporation Combined Education Charity (312836) and City of London Educational Trust Fund (290840)

I understand the Board's role in discharging the City Corporation's functions as a Trustee of the two charities (listed above) - specifically to administer each charity effectively and further each charity's purposes					
I understand the requirement to comply with each charity's governing document and the law					
I feel able to take decisions which are consistent with each charity's charitable purposes and within the powers contained in each charity's governing document and conferred by law					
I understand my role for the Trustee as a member of the Board to act in good faith and only in the best interests of each charity (which includes managing any potential conflicts of interest or loyalty, including any conflict that may arise in relation to the City Corporation's other business)					
I understand my role for the Trustee as a member of the Board to manage each charity's assets responsibly (also known as 'the duty of prudence')					
I understand my role for the Trustee as a member of the Board to act with reasonable care and skill in administering each charity and making decisions that affect each charity (also known as 'the duty of care')					

7. Evaluation

I have identified the areas where I need to develop my knowledge and skills as a board member					
I seek out opportunities to improve my practice (attending training, learning from others)					
Honest, transparent and act with integrity					
The ability and confidence to speak up when I have concerns e.g. about non-compliance					

8. Other

I understand the role that the Education Board can play in supporting and leading cultural and creative learning and arts education delivered through the family of schools and wider partnerships					
I feel able to use my own networks to support and lead cultural and creative learning and arts education					
I understand the role that the Education Board can play in supporting and leading careers and work related learning delivered through the family of schools and wider partnerships					
I feel able to use my own networks to support and lead careers and work related learning					
I understand the role that the Education Board can play in supporting and leading diversity and inclusion delivered across the family of schools and its partnerships					
I can support the Board to consider how promoting good mental health and wellbeing can be embedded in the Board's activities and decisions					
I can support the Board to give due thought to equalities, following the principles of the Equalities Act, in its activities and decision making					

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1. All board members will need to complete a skills audit
2. Enter individual skills audit results into the below table (the skills matrix)
(Level of experience/skill: 1 = none, 5 = extensive)
3. Review the overall board's average score shown in the highlighted column (this score will be calculated for you, there is no need to enter any information into the highlighted column)
Note: 'D' denotes a desirable skill and 'E' denotes an essential skill for the board
4. Evaluate the scores and make an appropriate plan for the board's ongoing development
(read the NGA guide that accompanies the skills audit and matrix tools, available from nga.org.uk for more information)

- Do these responses match expectations?
- Are there any implications for our role description or code of conduct?
- Do any of the responses have implications for our recruitment strategy?
- Do any of the responses raise questions about our induction strategy?
- Are the lower scoring competencies issues that could be dealt with by training?
- Could we improve any of the lower scoring competencies by mentoring and coaching?
- Do we need to review our committee membership based on these responses?
- Are there any implications for succession planning?

[illegible]

[illegible]

[illegible]

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Committee(s) Education Board	Dated: 09/09/2021
Subject: Education, Cultural and Creative Learning and Skills 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): 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. Members should note that the period since the last meeting has been the academic summer holidays where partnership activity is generally in recess. The 2021/22 calendar is included as **Appendix 1**.

Recommendation(s)

Members are asked to:

- Note the update on events and activities delivered since the last meeting.
- Note the calendar of forums and events 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

2. The period since the last meeting of the Education Board has been the academic summer holidays. This update therefore focuses on summer activity only.
3. Culture and Commerce Taskforce – Creative Skills Project

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. 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. This prevents them choosing art subjects at school.

4. This project, led by the Education Strategy Unit and Culture Mile Learning focused on closing the gap through the development of a targeted, simple co-created resource. A group of 9 young people from 7 schools met over the week of 23-27 August 2021 for a summer workshop to work together to develop a resource that addresses the identified challenge.

The key objectives of the summer workshop were to:

- Provide a youth-led forum to explore the barriers to choosing creative subjects in schools at A-Levels and GCSEs
- Support young people from under-represented talent groups see creative jobs as a viable career option
- Support organisations to make tangible steps towards joint action between the creative and commercial sector to welcome young people into creative jobs in the City
- Target and reach young people from underrepresented talent groups including backgrounds and experiences and are indicative of the demographics of London
- Develop resources that is valuable and useable to give quick insight into creative careers

5. London Careers Festival Summer Resources

LCF 2021 had a strong focus on achieving long-term impact. In part, this has been achieved by providing ongoing access to resources and opportunities which schools, pupils, parents and other interested individuals can access, free of charge, via the London Careers Festival website throughout the year. The LCF website has a comprehensive resources page which is filterable by audience, age, resource type and industry/sector which features a number of relevant opportunities for pupils including resources featured during the week of the Festival and those provided by other partners before and since. The full suite of resources can be accessed at:

<https://www.londoncareersfestival.org.uk/resources/>

Upcoming activities

6. Education Board Away Day – 11 October 2021

The Education Board Away Day scheduled to take place on 11 October 2021 from 14:00-17:00 at the Newham Collegiate Sixth Form College aims to bring Board Members together to discuss strategic priorities, long-term vision, and assess the effectiveness of the Board in delivering its core aims. The central theme of the day is on 'Defining social mobility across Education, Cultural and Creative Learning and Skills' acknowledging that accessibility, inclusion and social mobility are core pillars of the Education Board's tripartite of strategies. The focus will be on defining social mobility in the context of the Education Board's remit and levers, hearing from key experts to frame and contextualise the discussions. The agenda will be circulated to Members of the Education Board.

7. Standards Scrutiny Meetings – 1-5 November 2021

The Standards Scrutiny Meetings are an important aspect of the Accountability Framework to ensure exceptional education is delivered through the City Corporation's sponsored academies. The meetings take place over a number of days (1-5 November 2021 in the 2021/22 academic year) led by the CEO and Chief Standards Officer in the City of London Academies Trust (CoLAT) and the Strategy Education and Skills Director at the City Corporation. The Chair of the Education Board is invited to attend the meetings as a member of the scrutiny panel. An update on the findings and recommendations from the Scrutiny Meetings will be submitted to the Education Board meeting on 3 December 2021.

8. City Schools' Conference – 23 November 2021

This academic year, the City Schools' Conference will be delivered jointly with the Foundation for Education Development (FED) in tandem with their celebrations for 150 years of state-funded education in the United Kingdom. The conference will take place on 23 November 2021 from 15:30-19:45 in The Livery Hall and historic Crypts of the Guildhall. The conference will be in two parts. From 15:30-18:00, there will be an interactive, discussion-based schools' conference focusing on a number of key challenges and opportunities faced by schools, with options of sessions for schools to join hosted and facilitated by subject experts. This will be followed by a social reception for attendees before moving onto the celebration event hosted by FED to celebrate the contribution education makes to our society. Members of the Education Board are invited to attend both parts of the conference and will receive calendar invitations and the agenda.

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

9. The provisional calendar of events and forums for the 2021/22 academic year is included in **Appendix 1**. The Education Unit have been prudent in regard to confirming face-to-face events and are ready to respond to Government announcements regarding the health and safety of attendees. Furthermore, in 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.

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.

Daniel McGrady

Lead Policy Officer (Education, Culture and Skills)

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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			
Education Board	09/09/2021	10:00 - 12:00	Committee Room 3 & 4
CoLAT Trust Board	10/09/2021	09:00 - 11:00	Virtual
Headteachers Forum (Autumn 1)	16/09/2021	08:15 - 09:30	Virtual
Partnerships Forum (Autumn)	27/09/2021	08:30 - 10:00	Virtual
CoLAT Finance, Audit and Risk	30/09/2021	09:00 - 11:00	Virtual
October			
Skills Forum (Autumn)	07/10/2021	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)	01/11/2021	TBC	TBC
CoLAT Scrutiny Meetings (Standards)	02/11/2021	TBC	TBC
CoLAT Scrutiny Meetings (Standards)	03/11/2021	TBC	TBC
CoLAT Scrutiny Meetings (Standards)	04/11/2021	TBC	TBC
CoLAT Scrutiny Meetings (Standards)	05/11/2021	TBC	TBC
CoLAT Standard and Accountability	10/11/2021	09:00 - 11:00	TBC
Lord Mayor's Show	13/11/2021	All day	Various
City Schools Conference	23/11/2021	15:30 - 20:00	Livery Hall & The Crypts
Headteachers Forum (Autumn 2)	25/11/2021	08:15 - 09:30	Virtual
December			
Youth Conference - Climate Action	TBC	TBC	TBC
Chair of Governors Forum (Autumn)	01/12/2021	08:30 - 10:30	Virtual
Education Board	03/12/2021	10:00 - 12:00	TBC
Governor training: Introduction to Safeguarding	08/12/2021	08:30 - 09:45	TBC
Governor Training: Advanced Safeguarding	08/12/2021	10:00 - 12:00	TBC
CoLAT Finance & Ops and Audit & Risk	09/12/2021	09:00 - 11:00	TBC
CoLAT Trust Board	16/12/2021	09:00 - 11:00	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



Last updated – 20 August 2021

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

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

City School's Concert Rehearsal Day	TBC	All day	City of London School
City School's Music Concert	TBC	All day	City of London School

February

Cultural and Creative Learning Forum (Spring)	01/02/2022	08:30 - 10:00	TBC
CoLAT Standard and Accountability	02/02/2022	09:00 - 11:00	TBC
Chess Tournament - Training workshop 1	02/02/2022	13:30 - 15:30	Virtual
Education Board	03/02/2022	10:00 - 12:00	TBC
Partnerships Forum (Spring)	08/02/2022	08:30 - 10:00	TBC
Chess Tournament - Training workshop 2	09/02/2022	13:30 - 15:30	Virtual

Spring Half Term

Chess Tournament	21/02/2022	12:00 - 16:00	Livery Hall
Chair of Governors Forum (Spring)	22/02/2022	08:30 - 10:30	TBC
CoLAT Finance & Ops and Audit & Risk	24/02/2022	09:00 - 11:00	TBC
Christ Hospital Maths Challenge	28/02/2022	09:00 - 12:00	Livery Hall

March

CoLAT Scrutiny Meetings (Safeguarding)	28/02/2022	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	01/03/2022	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	02/03/2022	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	03/03/2022	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	04/03/2022	TBC	TBC
Governor Training - Finance	09/03/2022	08:30 - 10:00	TBC
Liveries Education Network (Spring)	09/03/2022	14:00 - 16:00	TBC
Headteachers Forum (Spring 1)	17/03/2022	08:15 - 09:30	TBC
CoLAT Trust Board	17/03/2022	09:00 - 11:00	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
Education Board	28/04/2022	10:00 - 12:00	TBC
CoLAT Standard and Accountability	29/04/2022	09:00 - 11:00	TBC

May

Headteachers Forum (Summer 1)	05/05/2022	08:15 - 09:30	TBC
Chairs of Governors Forum (Summer)	10/05/2022	08:30 - 10:30	TBC
Liveries Education Network (Summer)	24/05/2022	14:00 - 16:00	TBC
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)	20/06/2022	TBC	TBC
CoLAT Scrutiny Meetings (Finance)	21/06/2022	TBC	TBC
CoLAT Scrutiny Meetings (Finance)	22/06/2022	TBC	TBC
Education Board	23/06/2022	10:00 - 12:00	TBC
CoLAT Scrutiny Meetings (Finance)	23/06/2022	TBC	TBC



Last updated – 20 August 2021

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

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

CoLAT Scrutiny Meetings (Finance)	24/06/2022	TBC	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
Art Exhibition	TBC	TBC	TBC

July

Headteachers Forum (Summer 2)	07/07/2022	08:15 - 09:30	TBC
CoLAT Finance & Ops and Audit & Risk	07/07/2022	09:00 - 11:00	TBC
CoLAT Trust Board	14/07/2022	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)	Dated:
Education Board	09/09/21
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 4 (P4) is outlined in the table on the next page. As of P4, £435,028 of the overall £2.5m allocation has been spent (or is committed). A further £1.65m from the Central Risk Budget has been committed as grants to City sponsored academies and will show on the next forecast outturn.
3. The projected full year overspend of £118,014 is due to the delay in salary savings from the implementation of the Target Operating Model (TOM) and in year options for mitigating savings are being reviewed.

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>				
£		161,897	195,103	475,014
357,000	SALARIES			
32,000	Leadership, governance and projects	0	32,000	32,000
10,000	Enrichment (Fusion) Events for Pupils	1,555	8,445	10,000
42,000	EDUCATION STRATEGY	270	41,730	42,000
21,000	Leadership, governance and projects	8,667	13,333	24,667
70,000	Fusion Skills Programme	15,766	54,234	65,000
20,000	London Careers Festival ¹	6,415	13,585	20,000
111,000	SKILLS STRATEGY	30,648	80,152	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	250	9,750	10,000
283,000	CULTURAL & CREATIVE LEARNING STRATEGY	250,490	32,510	283,000
10,000	CENTRAL EDUCATION UNIT	6,383	3,617	10,000
803,000		435,028	367,972	921,014
<u>Central Risk</u>				
£				
250,000	COLA Southwark	0	250,000	250,000
250,000	COLA Islington	0	250,000	250,000
250,000	The City Academy, Hackney	0	250,000	250,000
100,000	Redriff	0	100,000	100,000
60,000	Galleywall	0	60,000	60,000
40,000	COL Primary Academy Islington	0	40,000	40,000
200,000	COLA Highgate Hill	0	200,000	200,000
140,000	COLA Shoreditch Park	0	140,000	140,000
250,000	COLA Highbury Grove	0	250,000	250,000
150,000	Newham Collegiate Sixth Form	0	150,000	150,000
40,000	Leadership and standards	0	40,000	40,000
1,730,000	CITY PREMIUM GRANTS (ACADEMIES)	0	1,730,000	1,730,000
7,000	Safeguarding Review (PIP Funding)	0	7,000	7,000
10,000	Feasibility Study (PIP Funding)	0	10,000	10,000
17,000	PIP FUNDING	0	17,000	17,000
1,747,000		0	1,747,000	1,747,000
2,550,000		435,028	2,114,972	2,668,014

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

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	09/09/2021
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 governor appointments to Local Governing Bodies of the City of London Academies Trust. Members are also asked to note the approval of a Chair of Governors in the City of London Academies Trust by the Chair and Deputy Chair of the Education Board under urgency procedure. An updated list of governing body membership of the City Family of Schools is attached in **Appendix 1**.

Recommendation(s)

Members are asked to note:

- The City of London Academies Trust (CoLAT) Board of Trustees ratified new appointments to Local Governing Bodies (LGBs) at their meeting on 8 July 2021, as detailed in paragraph 2 of the report.
- The Chair and Deputy Chair approved the appointment of Randall Anderson as Chair of The City Academy, Hackney under urgency procedure on 15 July 2021.

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. At the CoLAT Board of Trustees meeting on 8 July 2021, the following governing body appointments were ratified:

- The appointment of Ria Holzerlandt as a Parent Governor at City of London Academy Highbury Grove.
- The appointment of Anisha Thakker as a Governor at City of London Academy Highbury Grove.
- The appointment of Louise Furgason as a Staff Governor (non-teaching) at City of London Academy Highbury Grove.
- The appointment of Serina Bingham as a Staff Governor (teaching) at City of London Academy Highbury Grove.
- The appointment of Samantha Hobbs as a Parent Governor at City of London Academy Islington.
- The appointment of Akbabur Rahman as a Parent Governor at City of London Academy Islington.
- The appointment of Sandra Jenner as a Governor at City of London Academy Highgate Hill.
- The appointment of Thomas Kibling as a Governor at City of London Academy Shoreditch Park.
- The appointment of Jonny McIntosh as a Governor at City of London Academy Shoreditch Park.
- The appointment of Kam Adams as a Governor at The City Academy, Hackney.

Under the CoLAT standard terms of reference of LGBs, newly ratified governors serve 4-year terms aligning with the academic year.

Approval of Chair appointment to The City Academy, Hackney under urgency procedure

3. At the same meeting of the CoLAT Board of Trustees, the Board endorsed the appointment of Randall Anderson as the Chair of Governors at The City Academy, Hackney. Under the terms of the Sponsorship Agreement, the appointment of Chairs to CoLAT LGBs must be approved by the Sponsor. The approval of the appointment of Chair was submitted to the Chair and Deputy Chair of the Education Board to approve under urgency procedure for the following reasons:

According to the CoLAT Scheme of Delegations, the appointment of LGB Chairs is considered by the Board of Trustees before being approved by the Education Unit. This academic year, the July Education Board meeting (the final meeting of the academic year) took place before the July CoLAT Board of Trustees meeting. This prevented the endorsement of the Board of Trustees to take place before submission to the Education Board. Approval of the appointment of Chair to TCAH LGB is required so that the position can be filled with effect from 1 September 2021. The next Education Board meeting is on 9 September 2021 and therefore the decision is required before the next committee meeting.

4. A report of the Town Clerk confirming actions taken under urgency procedure is provided separately in the agenda as confirmation of the approval by the Education Board.
5. Randall is currently serving as a governor of The City Academy, Hackney LGB has been a member of the governing body since March 2021. Randall is an elected Member of the Court of Common Council and is a Member of the Education Board. Randall has experience as a school governor and of school leadership through membership of a number of education-related committees at the City of London Corporation. A short biography for Randall was provided to the Chair and Deputy Chair of the Education Board to support their decision.

Governing body membership across the Family of Schools

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

Proposals

7. This report is for information only

Options

8. This report is for information only

Key Data

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

Corporate & Strategic Implications

10. 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

11. 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)
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Appendix 1 – Governor Appointments Update

City Corporation Family of Schools - Governing Body Membership

City of London Academies Trust (04504128):

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

City of London Academies Trust (04504128) Academies: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
Thomas Kibling	Appointed by the Trust Board	4 years expiring July 2025
Jonny McIntosh	Appointed by the Trust Board	4 years expiring July 2025
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

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
Julie Robinson	Appointed by the Trust Board	4 years expiring August 2024
Simon Turner	Appointed by the Trust Board	4 years expiring August 2024
Peter Bremner	Teaching staff governor	4 years expiring August 2024
Sandra Jenner	Appointed by the Trust Board	4 years expiring August 2025
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 renewal to be agreed by the Chair of the Trust Board under delegated authority)
Neale Coleman	Parent Governor	3 years expiring 30 August 2020 (Term renewal 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
Anisha Thakker	Appointed by the Trust Board	4 years expiring July 2025
Ria Holzerlandt	Parent Governor	4 years expiring July 2025
Louise Furgason	Non-teaching staff governor	4 years expiring July 2025
Sherina Bingham	Teaching Staff Governor	4 years expiring July 2025
Aimee Lyall	Principal – Ex officio	During term of office as Principal

Newham Collegiate Sixth Form College

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

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.

*City of London Academy Islington*⁹

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
Samantha Hobbs	Parent Governor	4 years expiring July 2025
Akbabur Rahman	Parent Governor	4 years expiring July 2025
Sonia Jacob	Principal	During term of appointment as Principal
VACANCY	Staff Governor	

*The City Academy, Hackney*¹⁰

Name	Basis of Appointment	Term of Office
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
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	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 (Chair)	Appointed by the Trust Board	4 years expiring August 2025
Kam Adams	Appointed by the Trust Board	4 years expiring August 2025
Mark Malcolm	Principal	During term of office as Principal

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

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
Nicholas Bensted-Smith (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	(term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	(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
Ian Seaton	Commoner	4 years expiring July 2022
Marianne Fredericks	Commoner	4 years expiring July 2023
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
Tim Levene (Chair)	Commoner	4 years expiring July 2025
Alexander Barr	Commoner	4 years expiring July 2025
Deputy Keith Bottomley	Commoner	4 years expiring July 2025
Edward Lord OBE JP, Deputy	Commoner	4 years expiring July 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)	(term linked to Chairmanship of CLFS)
Tim Levene (Ex-officio)	Ex officio (Chairman of the Board of the CLS)	(term linked to Chairmanship of CLS)
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
Mark James	Co-Opted	4 years expiring June 2025
Dhruv Patel OBE	Commoner	4 years expiring July 2025
Mary Durcan	Commoner	4 years expiring July 2025
Del Cooke	Co-Opted	4 years expiring Sept 2025
1x Co-opted Vacancy	Board of Governors to appoint	
3x 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)	(term subject to Chairmanship of CLS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	(term subject to Chairmanship of CLSG)
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
Deputy Roger Chadwick (Deputy Chair)	Commoner	4 years expiring July 2025
3 x Common Councillor vacancies	CCC to appoint	
3 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	8 years expiring 6 September 2021
David Williams	The Portal Trust	8 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 June 2023
Jonathan Webb	Co-opted Governor	4 years expiring 3 December 2023
Farah Lavin	Staff Governor	4 years expiring 17 October 2024
Anwar Akhtar	The Portal Trust	4 years expiring 28 April 2025
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	

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Committee: Education Board	Date: 9 September 2021
Subject: Report of Action Taken Between Meetings	Public
Report of: Town Clerk	For Information
Report author: Emily Garland, Town Clerk's Department	

Summary

This report advises Members of action taken by the Town Clerk since the July 2021 meeting of the Board, in consultation with the Chair and Deputy Chairman, in accordance with Standing Order Nos. 41(a) and (b).

Recommendation:

- That Members note the report.

Main Report

Urgent Authority - The City Academy Hackney Local Governing Body Appointment

1. Approval was given for the appointment of Randall Anderson as Chair of the Local Governing Body of The City Academy Hackney within the City of London Academies Trust.

Conclusion

2. Background papers for Members are available on request from emily.garland@cityoflondon.gov.uk.

Emily Garland

Town Clerk's Department

E: emily.garland@cityoflondon.gov.uk

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Committee(s): Open Spaces and City Gardens West Ham Park Education Board Epping Forest and Commons Hampstead Heath, Highgate Wood and Queens Park	Dated: 13 July 2021 13 July 2021 9 September 2021 13 September 2021 29 September 2021
Subject: Two year review of the Open Spaces Department's learning programme, 2019-21	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 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, Open Spaces Department	For Information
Report author: Abigail Tinkler, Head of Learning	

Summary

This report and appendices provide Members with an overview of the Open Spaces learning programme from 2019 to 2021. The programme has received core funding since April 2019 and delivers school, youth, play, community and volunteering opportunities to children and adults at Hampstead Heath, West Ham Park and Epping Forest. Key highlights include:

- The programme engaged over 44,000 participants in facilitated learning activities over the two years.
- The programme continued to reach audiences in need during the Covid pandemic, producing an innovative programme in line with each stage of restrictions.
- Programme evaluation showed a positive change across five impact areas: connection, understanding, wellbeing, confidence and involvement.

Recommendation

Members are asked to: Note the report.

Main Report

Background

1. In 2016 the Open Spaces Department launched a new centrally co-ordinated learning programme. Following a successful three years, the Open Spaces Department's resource base was increased to provide core funding for the learning programme from April 2019.
2. The programme was developed in response to concern over health and wellbeing inequalities as people in deprived areas face barriers to accessing nature and associated health and wellbeing benefits. The programme has the following aims and outputs:

- Engage urban and deprived communities close to three open spaces: Hampstead Heath, Epping Forest (including Wanstead Flats) and West Ham Park
- Deliver five learning impact areas: understanding, confidence, involvement, wellbeing, and connection
- Schools service operating out of Hampstead Heath, Epping Forest, West Ham Park
- Green Talent programme working with young people struggling in education and/or furthest from the job market
- Play activities at Hampstead Heath
- Volunteer development and community engagement.

Current Position

3. This report provides, as Appendix 1, a detailed two year review of the Open Spaces learning programme from 2019 to 2021.
4. The review outlines the successful school, play, youth, community and volunteering programme delivered in 2019-20, including:
 - Schools service operating from Hampstead Heath, Epping Forest and West Ham Park, reaching students in London's most deprived boroughs including Tower Hamlets, Newham, Hackney, Islington, Haringey, Brent and Camden.
 - Green Talent programme working with young people struggling in education and/or furthest from the job market, including pupil referral units, young carers and young refugees.
 - Play activities at Hampstead Heath, reaching children and families from some of the most deprived wards to the south of the Heath, including Gospel Oak Ward where there is 39% child poverty.
 - Volunteer development and community outreach work, including a successful partnership with 'Ambition, Aspire, Achieve', an organisation that works and supports families from very deprived areas in Newham.
 - The 2019-20 programme reached over 40,000 participants and exceeded its participation target by 7%.
5. The review outlines the innovative approach taken in response to the Covid pandemic and associated restrictions, including:
 - A series of nature-focused activities which schools and families could do themselves – for example, showing children how to create eco art or make a bird feeder. Activities were designed to include children at home with only limited resources by using simple items such as old cereal packets and milk cartons. Printed activity sheets were shared via food banks, community centres and hostels, reaching families who may not have access to a computer.

- Reaching out to groups in need, including a hostel for homeless families, young people who had been suffering from anxiety and depression over lockdown, and unaccompanied refugee minors, offering bespoke programmes including a virtual tour of Epping Forest.
 - Responding to concerns over the impact of the pandemic on mental health with new sessions designed to improve wellbeing, including an in-school sessions for schools who were unable to visit our Open Spaces, and outdoor facilitated sessions for groups of five (plus one facilitator) to coincide with the 'rule of six' outdoors.
 - An adapted school programme to engage the vulnerable children, children with special educational needs and disabilities, and key worker children who were attending schools (which were otherwise closed) within walking distance of West Ham Park and Hampstead Heath.
 - Regular in-school nature sessions for autistic children, bringing nature learning to the school whilst they were unable to travel to West Ham Park due to staff shortages during lockdown.
6. The programme's innovative approach to engagement through the Covid pandemic was featured in the Evening Standard, City Matters, Ham and High, Pro Landscaper and Epping Forest Guardian.

Key Data

7. The programme engaged 44,487 participants in facilitated learning activities over the two years. Of these, 40,369 participated in 2019 – 20, and 4,118 participated in 2020-21 when Covid restrictions limited face-to-face participation.
8. The school programme engaged schools in 15 London boroughs, including the seven London boroughs with the highest levels of poverty: Tower Hamlets, Newham, Hackney, Islington, Haringey, Brent and Camden.
9. The programme made a positive difference across the five learning impact areas, including:
- 107% increase in learning volunteers' feelings of confidence to explore our Open Spaces
 - 22% increase in family participants' sense of wellbeing
 - 15% increase in school programme participants' feelings of connection to our Open Spaces
 - 74% increase in Green Talent participants' feelings of involvement
 - 47% increase in Green Talent participant's understanding of the importance of green spaces.

(School and family programmes are one-off engagements, whereas Green Talent and volunteer engagement are longer term and have a greater impact. Evaluation toolkits developed by University College London and University of Derby.)

Corporate & Strategic Implications

10. The OS learning programme contributes to the delivery of all three of the CoL Corporate Plan's overarching aims and seven of the twelve outcomes:

- **Contribute to a flourishing society:**
People are safe and feel safe; People enjoy good health and wellbeing; People have equal opportunities to enrich their lives and reach their full potential; Communities are cohesive and have the facilities they need.
- **Support a thriving economy:**
We have access to the skills and talent we need.
- **Shape outstanding environments:**
We inspire enterprise, excellence, creativity and collaboration; Our spaces are secure, resilient and well-maintained.

11. The OS Learning Programme delivers aspects of the CoL Social Mobility Strategy, CoL Education Strategy, and OS Business Plan. See appendix two for details.

Financial summary

Year	Actual Exp £	Actual Inc £	Actual Net Income/Expenditure £	Budgeted Net Income/Expenditure £
2019/20	357,655	39,654	318,000	395,000
2020/21	336,019	6,784	329,235	312,000

12. The 2019/20 budget was underspent due to vacant posts within the team. The 2020/21 budget was overspent due to reduced school income following school closures and restrictions (COVID-19).

Conclusion

13. The Open Spaces Learning Programme was successful in engaging 44,487 participants in facilitated activities from 2019 to 2021. The programme adapted to the restrictions and impacts of the Covid pandemic and continued to reach Londoners living in areas of poverty and deprivation, young people struggling with mental health, children with special educational needs and disabilities, and vulnerable children. Evaluation also showed that the programme had a positive impact on participants' understanding, wellbeing, confidence, connection and involvement with nature.

Appendices

- Appendix 1 Review of the Open Spaces Learning Programme 2019-21
- Appendix 2 Strategic Value
- Appendix 2 Learning Principles
- Appendix 3 Maps showing school programme reach and areas of deprivation

Background Papers

Three year review of the Open Spaces Learning Places' programme 2016 – 19

Abigail Tinkler, Head of Learning, Open Spaces Department

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Appendix One

Open Spaces Learning Programme Review 2019 - 2021

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Executive Summary

The Open Spaces Department's innovative learning programme facilitates change across five impact areas: understanding, confidence, involvement, wellbeing, and nature connection.

The learning programme was developed in response to a growing consensus that spending time in nature is beneficial to health and wellbeing, and a concern over health and wellbeing inequalities as people in deprived areas of London face more barriers than most to accessing nature. The programme provides a key method for the City of London to contribute to the health and wellbeing of residents of some of London's most deprived communities through connecting them more powerfully to their local green spaces. Audiences include school children growing up in poverty, young people excluded from mainstream schooling, and local people from communities that are under-represented in our green spaces. Delivery is focused on spaces located near areas of high deprivation, with programmes operating from West Ham Park, Hampstead Heath and Epping Forest.

During the last two years the core programme was delivered and then adapted to continue to provide a service during the Covid-19 pandemic.

- In 2019 – 20 the learning team delivered a successful face-to-face activity programme for schools, play, youth, community groups and volunteers
- In 2020-21 the learning team delivered an innovative, adapted programme in order to reach audiences with limited access to resources and outdoor space during the Covid pandemic.
- The programme exceeded its 2019-20 participation targets; however, face-to-face engagement was restricted in 2020-21 due to the Covid pandemic.

As 2019-20 and 2020-21 were very different years, rather than directly comparing outputs this report describes the approaches and outputs for each phase of the programme.

Key achievements

- The programme engaged over 44,000 participants in facilitated learning activities 2019-21.
1. The school service reached students in London's most deprived boroughs including Tower Hamlets, Newham, Hackney, Islington, Haringey, Brent and Camden.
 2. The Green Talent programme worked with young people struggling in education and/or furthest from the job market, including pupil referral units, young carers and young refugees.
 3. Play activities at Hampstead Heath reached children and families from some of the most deprived wards to the south of the Heath, including Gospel Oak Ward where there is 39% child poverty.
 4. The programme adapted in 2020-21 with targeted initiatives in-line with each stage of the Covid restrictions, including printed activity sheets delivered via food banks, activity

videos for use in school playgrounds, in-school nature wellbeing workshops, outdoor wellbeing programme for groups of six, an adapted Covid-safe school programme and Covid-safe play programme.

5. The programme made a positive difference across the five learning impact areas:

Connection:

15% increase in participants' feelings of connection to the Open Spaces after taking part in the school programme 2019-21

Confidence:

107% increase in participants' feelings of confidence to explore Open Spaces after taking part in the learning volunteer programme 2019-20

Wellbeing:

29% increase in participants' feelings of wellbeing after taking part in the learning volunteer programme 2019-20

Involvement:

74% increase in participants' feelings of involvement after taking part in the Green Talent programme 2019-21

Understanding:

47% increase in participants' understanding of the importance of green spaces after taking part in the Green Talen programme 2019-21

- The programme's innovative approach to engagement through the Covid pandemic was featured in the Evening Standard, City Matters, Hampstead and Highgate Express, Pro Landscaper and Epping Forest Guardian.
- The programme has delivered vital aspects of the City of London Corporation's Corporate Plan, Social Mobility Strategy and Education Strategy.

Feedback

"It was fantastic to get outside, to a different – and very special space – and to do something real, hands on and outdoors... The learning ... was fantastic. No screens, no walls... Magic." Headteacher, Eleanor Palmer Primary School, Camden (Hampstead Heath)

"The session gave us a chance to see the children use collaboration skills, as well as concentration and resilience - all key values at Park Primary School. We would fully recommend this experience..." Teacher, Park Primary School, Newham (West Ham Park)

"Lockdown has been so tough on me and my son as he is only 13 months, so getting able to come here and see other children really makes me happy and seeing how happy he is in his face, thank you so much! We would be truly lost without this place." Participant, One O'clock Club (Hampstead Heath)

"As a busy family, it was fantastic to spend time outdoors together, work as a team and join in the fun and creative activities while learning new skills. The session was professionally organised, led by a very friendly and welcoming team member who put us at ease straight from the beginning." Participant, family workshop (Epping Forest)

Introduction

Background

The Open Spaces learning programme engages urban and deprived communities close to three open spaces: Hampstead Heath, Epping Forest (including Wanstead Flats) and West Ham Park.

The programme delivers five learning impact areas; understanding, confidence, involvement, wellbeing, and connection.

The programme consists of the following workstreams:

- a) Schools service operating out of Hampstead Heath, Epping Forest, West Ham Park
- b) Green Talent programme working with young people struggling in education and/or furthest from the job market
- c) Play activities at Hampstead Heath
- d) Volunteer development and community outreach work

The OS learning team brings together expertise in outdoor learning, schools, play, volunteering and youth work. Eight full time officers and one part time officer are located at the key delivery sites (Hampstead Heath, Epping Forest and West Ham Park), and an additional pool of casual educators and play workers support programme delivery.

Rationale

The learning programme was developed in response to:

- a growing consensus that spending time in nature is beneficial to health and wellbeing, whilst contact with nature is becoming more infrequent
- an understanding that access to green space is not equal, with people in deprived areas of London facing more barriers than most to accessing nature, which can impact on physical activity levels and mental health
- a concern that visitors to our Open Spaces are not always representative of the local communities, with Black, Asian and minority ethnic groups (BAME) and deprived communities under-represented
- a recognition that barriers to accessing green spaces exist for local communities, including fear of getting lost, a lack of confidence in the outdoors, a lack of understanding of the activities available, and a feeling that our spaces are 'not for them' (highlighted through consultation with communities adjacent to our Open Spaces)
- a concern about the attainment gap between disadvantaged school students and their peers
- a recognition of the value of play in young people's development, with natural play having a lasting impact on the development of children's connection, understanding and appreciation for the natural environment.

Strategic value

The programme contributes to the delivery of all three of the Corporate Plan's overarching aims and seven of the 12 outcomes. See appendix two for more information.

Impact areas

To tackle the challenge of a growing disconnect with nature and green spaces, the learning team design programmes to deliver change across five impact areas:

<i>Understanding</i>	<i>Confidence</i>	<i>Nature connection</i>	<i>Wellbeing</i>	<i>Involvement</i>
People understand the value and importance of green space	People are confident to use green spaces, as part of our activities or independently	People develop a sense of place with green spaces	People have restorative and meaningful experiences in green spaces	People take positive action for, and get involved with, green spaces

To maximise impact, the learning team target programmes to reach those who could benefit the most, including school children growing up in poverty, young people excluded from mainstream schooling, and local people from communities that were under-represented in our green spaces. A bespoke evaluation toolkit, developed in collaboration with academic partners at Derby University in 2018, has been used to measure impact across the five areas (information regarding this evaluation methodology is available on request), as well as a wellbeing evaluation toolkit developed by University College London.

Learning principles

A set of learning principles for schools and play inform programme development and delivery. The principles:

- map across the five impact areas
- bring together the expertise of the team and relevant research
- enable shared reflective practice and a shared vision for quality learning
- increase the level of active engagement of participants
- provide a tool for effective decision making and peer review

See appendix three for more information.

Evaluation toolkits

A bespoke evaluation toolkit developed by Derby University in 2018 was used to measure change across the five impact areas. An additional wellbeing evaluation toolkit from University College London was used to provide a more nuanced measure of psychological wellbeing. More details are available on request.

Programme review 2019-20

The 2019-20 programme delivered:

- a) Schools service operating out of Hampstead Heath, Epping Forest, West Ham Park
- b) Green Talent programme working with young people struggling in education and/or furthest from the job market
- c) Play activities at Hampstead Heath
- d) Volunteer development and community outreach work

The 2019-20 programme reached over 40,000 participants and exceeded its participation targets by 7%.

School services

Overview

High quality booked sessions were delivered to a wide range of schools at Epping Forest, Hampstead Heath and West Ham Park.

Sessions were delivered to support the National Curriculum and promote awe, wonder and inspiration as children learned through active engagement with the open spaces. Based on the unique features of the sites and the needs of schools, the programme provided rich opportunities to:

- Learn through first hand observation (e.g. exploring habitats, life cycles, seasons)
- Stimulate the imagination (e.g. creating stories inspired by nature, creating art work using natural materials)
- Give children an active role (e.g. pond dipping, orienteering, field work)
- Enable children to see the relevance and application of their knowledge and skills beyond the classroom (e.g. solving a real-life practical challenge such as assessing pond health or testing materials to build a dam)
- Uncover evidence of local history (e.g. finding bomb craters in the Epping Forest site)
- Develop team working skills (e.g. team den building).

The Epping Forest programme was based at The View visitor centre near Chingford, with sessions delivered in the adjacent forest and Tudor hunting lodge. The Hampstead Heath Programme operated from the Education Centre building in Parliament Hill Fields and the 'Glassroom Classroom' in Golders Hill Park, with sessions delivered in bespoke teaching gardens as well as the wider Heath. Both sites provided a variety of habitats for exploration. The Epping Forest and Hampstead Heath programmes have charges / income targets, and reach schools across multiple London boroughs, including Hackney, Waltham Forest, Harringay, Tower Hamlets, Islington and Camden. Programmes were offered from nursery to A level, with most visits coming from primary schools.

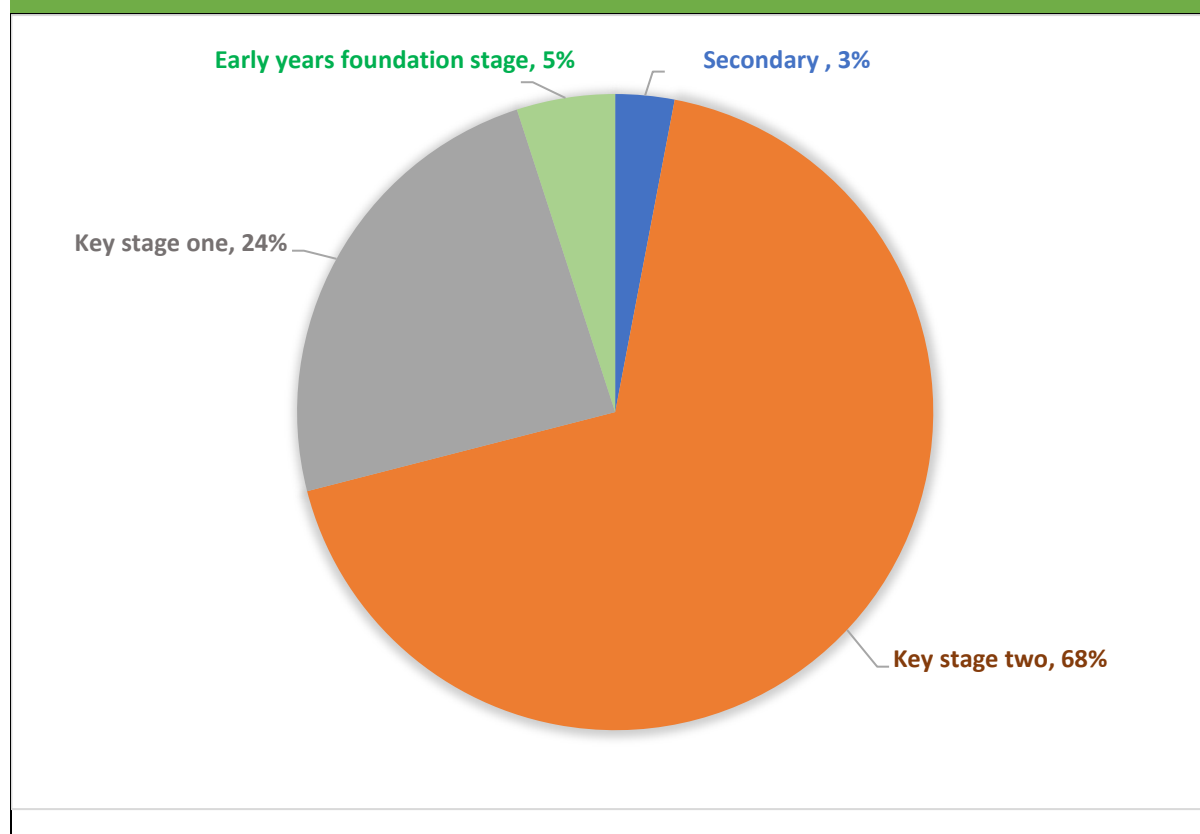
The programme at West Ham Park offers a free programme to primary schools in Newham, which is ranked in the worst four London boroughs for child poverty (Trust for London). The programme builds relationships with a small number of local schools, enabling repeat visits from multiple year groups, and works collaboratively with teachers to produce relevant outdoor learning sessions.

Participation

School programmes	Target 2019-20	Actual 2019-20
Number of school participants at Epping Forest	2,640	2,589
Number of school participants at Hampstead Heath	8,360	8,554
Number of school participants at West Ham Park	3,200	5,033
Total number of school participants	14,200	16,176

The majority of participating students were primary school children from key stage two (7 to 11 year olds):

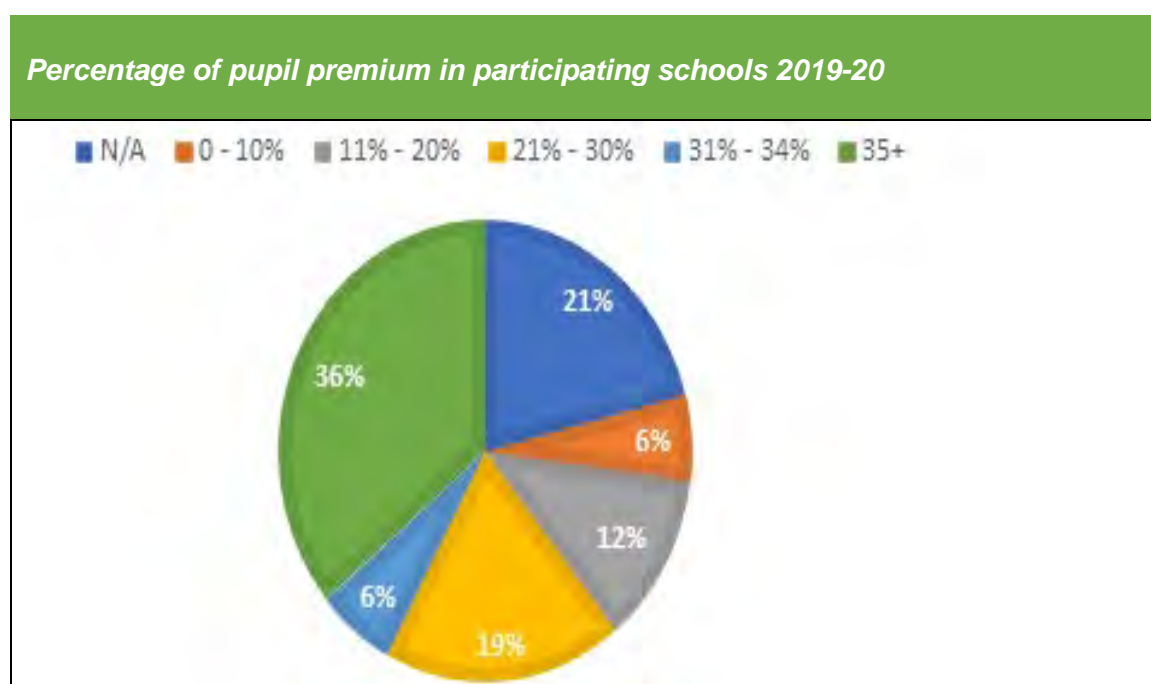
Percentage of secondary, key stage two, key stage one and early years foundation stage students, 2019-20



Reaching disadvantaged school students

There is a wide recognition and concern over the attainment gap between disadvantaged school students and their peers, and the OS learning programme has engaged schools in some of London's most deprived boroughs, including Tower Hamlets, Newman, Hackney, Islington and Haringey (see appendix 3 for maps illustrating the programme reach within areas of deprivation).

Pupil premium is an indicator of disadvantage as it is allocated to children who have been in receipt of free school meals, looked after or adopted from care. The average pupil premium level for primary schools in England is 21%, and 35% is high. Through monitoring school pupil premium as an indicator of disadvantage, we know that the school services have reached a significant number of these students; 36% of participating schools had a pupil premium level of 35% and above:



Evaluation

Connection:

- 81% of participants felt connected or very connected to our Open Spaces after taking part in a school workshop.
- 19% increase in feelings of connection to Open Spaces, compared to a 5% increase in 2018-19.

Confidence:

- 88% of participants felt confident or very confident to 'explore places like this' after taking part in a school workshop.
- 13% increase in feelings of confidence to explore Open Spaces, compared to an 8% increase in 2018-19.

Feedback

"Investigation with a practical application and context!" Teacher, Kentish Town Primary School ('Soil Scientists' workshop, Hampstead Heath)

"Children were able to experience aspects of Stone Age living as they were immersed into the forest environment. The session was great and nicely fitted into our work on the Stone Age to Iron Age. The objectives were met. Building the shelters was raw fun and the fire making was brilliant too." Teacher, Mandeville Primary School, Hackney ('Stone Age Survival' workshop, Epping Forest).



School students participating in an orienteering workshop on Hampstead Heath.

School workshops

All school workshops support the delivery of the National Curriculum. The school workshops offered at the different sites can be viewed on our website:

<https://www.cityoflondon.gov.uk/things-to-do/green-spaces/hampstead-heath/learning-at-hampstead-heath>

<https://www.cityoflondon.gov.uk/things-to-do/green-spaces/epping-forest/learning-in-epping-forest>

<https://www.cityoflondon.gov.uk/things-to-do/green-spaces/west-ham-park/learning-in-west-ham-park>

Increasing participation

During 2019-20 the school team created plans to increase the number of school students engaged in 2020-21, with an emphasis on schools with high pupil premium. The plans included new models of staffing and delivery, marketing, and increased income targets. These plans were put on hold due to the pandemic and associated school closures.

Green Talent

Overview

Green Talent worked with young people struggling in education and/or furthest from the job market, providing opportunities to explore careers in the environmental and green spaces sector. Targeting 13 – 18 year olds, as well as 19 - 25 year olds with additional support needs, the programme provided facilitated opportunities for young people to recognise and develop their individual talents and skills. For example, completing outdoor conservation tasks boosted resilience, confidence and self-esteem through the achievement of purposeful goals, and activities such as sharing food around a fire helped to build peer relationships by opening dialogues around a shared new experience. Case studies are available on request. Outputs included:

- Scoping study for the Green Talent project moving forward, including identifying target boroughs and youth provisions in boroughs adjacent to our Open Spaces sites.
- Respite session for Brent Young Carers - fire lighting, hot chocolates, and team shelter building challenge. An opportunity to pause responsibilities and enjoy spending time in nature.
- Culture Mile Work Experience programme - practical conservation and learning activities on Hampstead Heath (as part of a wider work experience programme led by Culture Mile Learning)
- Team building sessions for Wormwood Scrubs summer youth programme
- 12-week programme of outdoor learning and skill building at Meadway Pavilion Pupil Referral Unit, Barnet
- Horticulture hands-on learning sessions for Meadway Pavilion Pupil Referral Unit horticulture students, Golders Hill Park
- 10-week practical conservation programme for young people at Hampstead Heath
- Practical outdoor skill-building session for unaccompanied young refugees with the Refugee Council at West Ham Park .

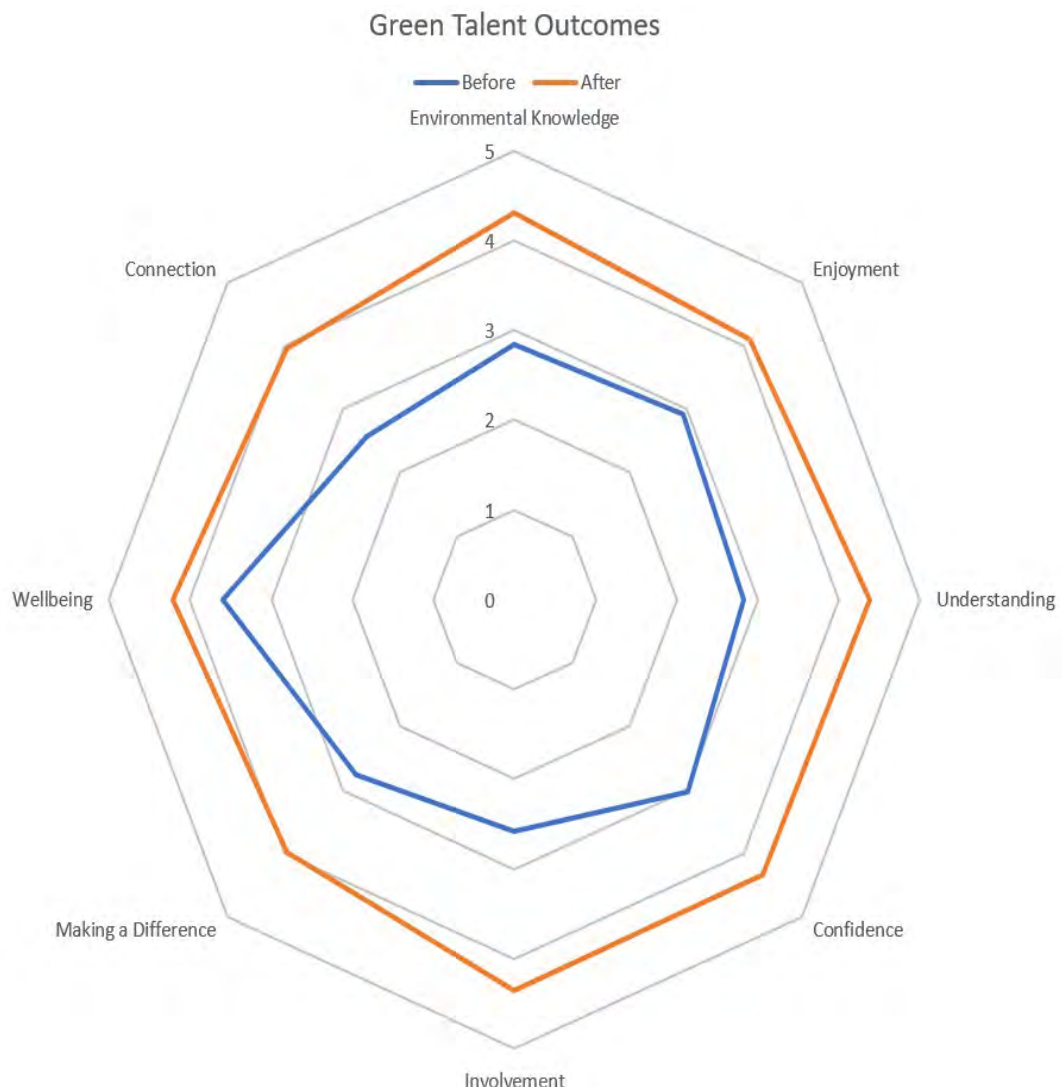
Participation

Green Talent 2019-20	Target	Actual
Total number of young people participating in the programme	85	90

Evaluation

Combining the evaluation toolkit developed in collaboration with Derby University together with some bespoke evaluation questions developed in collaboration with Green Talent Participants, the programme demonstrated a positive difference across the five learning impact areas as well as environmental knowledge, making a difference, and enjoyment.

The following 'outcomes star' shows participants' perceptions before and after taking part in Green Talent sessions.



Feedback

"It was great to see how the young people took to learning all the different skills you showed them... this was such a valuable experience for them all. From what the young people said afterwards they got a lot out of accomplishing the tasks and working together – making new friends, as some of them wrote on our feedback forms. You may also have heard them say that if they hadn't come they would just have been staying at home in their rooms, which is the worst thing for them in their situations." London Manager and Senior Children's Psychotherapist, Refugee Council

“I’ve really enjoyed being involved in this programme, it has given me the chance to take a much needed break from caring, meet other young carers and learn new skills. We’ve all really enjoyed this opportunity more than we thought we would. It has also been a great boost for our mental well-being”. Participant, Brent Young Carers



Respite session for Brent Young Carers, Hampstead Heath

Play Programmes (Hampstead Heath):

Overview

Two play centres at Hampstead Heath provide both indoor and outdoor play facilities, with an Adventure Clubhouse providing play facilities for under-16s, and a One O'clock Club providing play facilities for under-fives and their parents/carers. The centres are located in the south of the Heath, adjacent to the borough of Camden, which is ranked in the worst four London boroughs for income inequality (Trust for London), and close to areas of deprivation such as Gospel Oak ward where there is 39% child poverty (Open Data, Camden Council).

The play centres bring individuals and communities together to share experiences and promote mutual respect and tolerance. Analysis of postcode data from participants shows that the centres are engaging people from wards where poverty is high, such as Gospel Oak and Haverstock, as well as wards in which most areas are affluent, such as Hampstead Town. The play facility provides an open, welcoming space in which communities can meet and engage in a shared interest regardless of background and circumstance, thus supporting community cohesion.

The play centres were staffed by playworkers who were able to support young people's play and learning. The Adventure Clubhouse was open from April to October, offering a school

holiday programme and after school provision. The One O'clock Club was open all year round, offering afternoon sessions every weekday.

Both provisions were free to access and provided a space where children could play and engage in activities that they had freely chosen, including both facilitated play and free play. Outdoor play included den building, sand, mud and water play, obstacle courses and circus skills. Indoor activities included mask making, leaf printing and badge making. At the Adventure Clubhouse, outdoor adventure play structures were also provided.

Children over the age of eight were able to visit without an accompanying adult, which enabled children whose parents/carers are not able to take them to activities outside school to participate.

Participation

The 2019-20 play programme exceeded its targets and exceeded 2018-19 participation:

Play Programme 2019-20	Target 2019-20	Actual 2019-20
Number of young people attending the Clubhouse	8,000	8,035
Number of under-5s attending the One O'clock Club	8,500	9,208
Number of adults attending the One O'clock Club	6,500	6,709
<i>Total number of participants</i>	23,000	23,952



Nature craft activity at the Adventure Clubhouse



Sensory activity at the One O'Clock Club

Community engagement and volunteering

Overview

The learning team inspire and enable under-represented local communities to access and enjoy our open spaces. The provide targeted programmes including family learning and play sessions and volunteering opportunities.

The team facilitate volunteering experiences which enhance well-being and build connection to the green spaces and provide training and development opportunities.

The team provide training and volunteer management resources for staff across the Open Spaces department.

Outputs

- Partnership with 'Ambition, Aspire, Achieve', an organisation that works and supports families from very deprived areas in Newham, one of London's most deprived boroughs, supporting their audiences to engage with our learning programme and Open Spaces
- Social action project with a secondary school; the project developed activities and resources to engage residents in care homes in Waltham Forest, bringing aspects of Epping Forest to them (e.g. forest sounds, leaves, images, stories).
- Partnership with Newham Dementia group, looking at how a group of people with early dementia could access West Ham Park and what the Learning team could develop to engage with this group. Due to Covid restrictions this project was put on hold
- Development of new volunteer roles within the learning team – Epping Forest Schools Volunteer and Hampstead Heath Play Volunteer
- Partnership with UCL Art and Science faculty, supporting an undergraduate student to carry out a research project for our Learning Team. The project looked at how the Learning Team could make some activities more accessible to children with learning disabilities (case study available on request)
- Nature play programme on Hampstead Heath, designed to help families explore the natural world, understand the risks and benefits of natural play, and increase their confidence to play in natural settings. (Working in partnership with a range of local nurseries, play groups and family centres in Camden.).

Participation

Programme strands	Target 2019-20	Actual 2019-20
Number of learning volunteers engaged with the programme	20	16
Number of community engagement participants	500	572

Evaluation

Confidence: 107% increase in confidence to explore our Open Spaces after taking part in the 2019-20 learning volunteer programme.

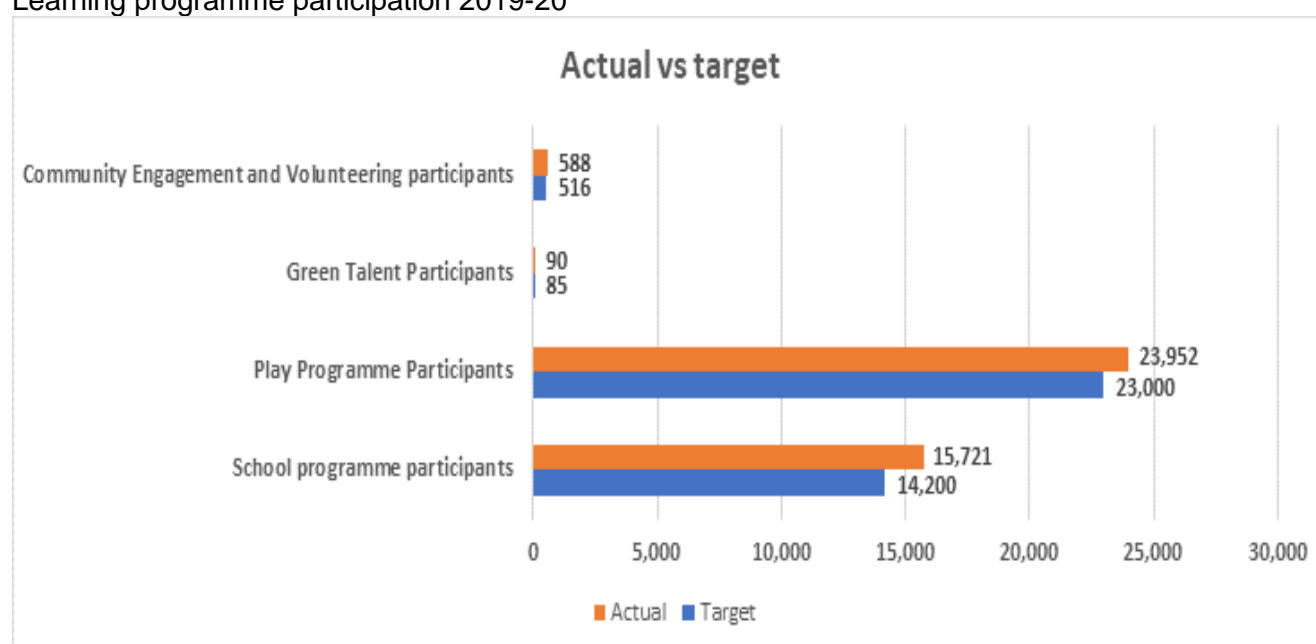
Wellbeing: 29% increase in feelings of wellbeing after taking part in the 2019-20 learning volunteer programme.

2019-20 Participation summary

The learning programme engaged 40,351 participants in 2019-20

Participants	Target	Actual
School programme participants	14,200	15,721
Play programme participants	23,000	23,952
Green Talent participants	85	90
Community engagement and volunteering participants	516	588
Total	37,801	40,351

Learning programme participation 2019-20



2019 – 20 Highlights summary

- Over 40,000 participants engaged in school, play, youth, volunteer and community engagement programmes.
- Programme evaluation demonstrated a positive change across the five learning impact areas.
- Schools in London's most deprived boroughs, including Tower Hamlets, Newham and Hackney, participated in the programme.
- Partnership with 'Ambition, Aspire, Achieve' facilitated programme participation for families from very deprived areas in Newham.
- Social action project for young volunteers helped to bring memories of Epping Forest to Waltham Forest care home residents.
- Bespoke respite session provided for young carers.
- Long term programmes for pupil referral units enabled young people to build confidence and skills.

Programme Review 2020-21

The learning team had prepared for 2020 – 21 with plans and resources in place to increase school engagement and associated income targets at Hampstead Heath and Epping Forest, deliver a targeted programmes for youth, community and volunteer engagement and continue the successful play programmes. However, the restrictions imposed by the Covid pandemic posed challenges, including school closures. Whilst this impacted on the number of people the learning team could engage face-to-face, the team continued their focus on reaching people living in deprived areas of London, and developed programmes to support children, families and communities living with limited access to outdoor space and resources.

Rather than working within distinct project areas, the learning staff worked flexibly as a team to produce resources and activities. Staff adapted to new ways of working, moving from face-to-face engagement with people and the outdoors to home-based desk working, and learning new skills such as film editing and digital design. The team innovated and adapted the learning programme to accommodate each phase of the pandemic.

March – July 2020

Key restrictions introduced: UK in lockdown and schools closed (although vulnerable and key worker children could attend).

During the first lockdown, the team created a brand-new series of nature-focused learning resources. Whilst there were already online resources available (e.g. National Trust and RSPB websites), the team sought to reach families who may have limited IT access, little/no outdoor space, and limited resources (e.g. crafting materials, science equipment). Activities were designed to use simple resources, such as old cereal packets and milk cartons. See www.cityoflondon.gov.uk/learningprogrammeresources

The team's nature-focused activities included both activity sheets and videos which schools and families could then do themselves, e.g. videos teaching children how to do a bug hunt and create eco art, and worksheets demonstrating how to make a bird feeder or sun catcher. The learning materials were sent to over 800 London schools, with teachers sharing the activities with the children at school and those at home, and printed activity sheets were shared via food banks, community centres and hostels, reaching families who may not have access to a computer or printer. The resources were also shared via local authority newsletters and websites (City of London, Camden, Islington, Newham, Brent, Tower Hamlets, Waltham Forest), and activity sheets were included in packs curated by Culture Mile Learning and A New Direction, reaching families in need across London.

The team also produced a learning pack of narrative based activities inspired by Epping Forest, history and time travel. A time travelling character, letters and clues engaged children in solving a mystery whilst exploring the history and heritage of Epping Forest from the home or classroom.

The team also developed guidance for managing volunteers during the pandemic for the Open Spaces Department. The guidance was regularly updated in accordance to changes within the Governmental guidance.

Outputs

- 1 heritage learning pack
- 30 activity sheets
- 7 activity videos
- Vounteering guidance for the Open Spaces Department

(See www.cityoflondon.gov.uk/learningprogrammeresources)

Reach

- 800 schools via OS Learning newsletters
- 74 community groups across Camden, Waltham Forest, Newham and Hackney
- 7 local authority newsletters/websites: City of London, Camden, Islington, Newham, Brent, Tower Hamlets, Waltham Forest
- 300 families via food bank deliveries from Aishah Help (Newham, Hackney and Tower Hamlets)
- 150 families via 'Food for London Project' (Waltham Forest)
- 13,500 families via Culture Mile Learning Play Packs
- 6,800 London families via A New Direction 'Let's Create Packs'
- A new webpage was created to host the activities, and links were regularly shared via Open Spaces divisional facebook/twitter, City Corporation social media feed, the Lord Mayor's feed and the Policy Chair's feed.

Evaluation

Evaluating the impact of the activity sheets and videos produced in the first few months of the pandemic was challenging. Initially the team focused on producing the resources and reaching children and families in need as a priority and did not develop an evaluation methodology prior to sharing these resources. Later in the year, they worked in partnership with UCL, supporting an undergraduate student to carry out a research study on the impact of these resources. Unfortunately, the data gathering phase of this project coincided with lockdown three where many staff in the community groups and charities (where the resources had been shared) were on furlough, making it very difficult to gather feedback. However, the surveys produced can be used again.

Feedback

"Thank you very much for the ideas during lockdown. I will be setting these as tasks for pupils via google classroom." Teacher, Curwen Primary School, Newham

"The learning resources and activity sheets provided by the City of London Open Spaces Team have been greatly appreciated by the families, children and young people we have been supporting during these challenging and unprecedented times. We have shared them as part of the weekly food and activity packs we have been delivering to the doorsteps of some of our most vulnerable children and young people during lockdown. Many of those we support do not have a garden or easy access to green spaces and have really been struggling during this period. The nature themed activity sheets and resources have been a really great way to promote positive activities and a great addition to the packs we've been delivering." CEO, Ambition, Aspire, Achieve (Newham)



Printed activity sheets delivered to England's Lane Hostel for homeless families in Camden, where families are living with limited space and resources.



Shelter created by Capel Manor Primary in Enfield, using one of our activity videos to engage the vulnerable and key worker children who were in school during lockdown one.



OS Learning resources included in Culture Mile Play Packs

August 2020

Key restriction eased: Groups of six allowed to meet outdoors

The team were able to work face-to-face with groups of up to five participants outdoors, and facilitated sessions at Epping Forest, Hampstead Heath and West Ham Park. In response to concerns over the impact of the pandemic on mental health, the sessions were designed to promote wellbeing by spending time in nature, learning new skills, discovering something new, being creative, and working together as a group. An evaluation toolkit developed by UCL was used to measure wellbeing before and after the sessions and results show that participants' wellbeing increased by an average of 22% after taking part in the session.

Activities included eco art, pond dipping, shelter building and nature crafts, and included both family learning sessions for all ages and nature-play sessions for children under 5 and their parents/carers.

The sessions were designed to keep people safe during the Covid-19 pandemic – the max group size was 6 (including the facilitator), and they took place exclusively outside with social distancing, hand washing stations or hand sanitizer are available, and all equipment cleaned before use.

The summer programme prioritized sessions for groups who may have struggled during lockdown, working with 'Ambition, Aspire, Achieve' in Newham to run a series of sessions for young people who have been struggling with anxiety and depression over lockdown, as well as other children and families local to its green spaces. The programme delivered a range of outdoor activities such as clearing leaves and watering plants, which boosted self-esteem and confidence.

Outputs

- 56 Family Nature Wellbeing sessions at Hampstead Heath, Epping Forest and West Ham Park
- 35 Nature Play sessions for under-5s and parents/carers at Hampstead Heath
- 6 Nature Wellbeing sessions for young people suffering from anxiety and depression at West Ham Park

Reach

- 232 family learning participants
- 144 nature play participants
- 33 young participants suffering from anxiety and depression

Sessions were fully booked at Epping Forest, West Ham Park and Hampstead Heath, although there were some cancellations due to bad weather.

Evaluation

- 22% increase participants' sense of wellbeing after taking part in a family Nature Wellbeing Workshop.

Feedback

"We had a brilliant outdoor session in Epping Forest... Our 9 year old daughter had so much fun building a shelter in the forest and engaging in eco art activities such as leaf bashing and stick spider webs. As a busy family, it was fantastic to spend time outdoors together, work as a team and join in the fun and creative activities while learning new skills. The session was professionally organised, led by a very friendly and welcoming team member who put us at ease straight from the beginning." Participants, Family Nature Wellbeing workshop, Epping Forest.



Children from the 'Ambition, Aspire, Achieve' project helping to clear leaves and water plants in West Ham Park, boosting confidence and self-esteem.



Mini clay models created at a Hampstead Heath Nature Play session

September – December 2020

Key restriction eased: Schools and indoor play provision reopen.

The learning team launched a Covid-safe programme for schools and play, reorganising the school programme to take place entirely outdoors, and opening the two play centres with new safety measures in place. Covid-safe changes included school groups working in their bubbles, OS Learning staff maintaining social distancing, enhanced cleaning, advanced booking for play programmes, and limits on the number of participants.

The team developed two new programmes for delivery in schools – a ‘Nature and Wellbeing’ workshop designed in response to concerns over the impact of Covid on mental health, and a ‘Habitats and Minibeasts’ session designed to help students to discover more within the school grounds. These programmes aimed to accommodate schools who were unable to travel due to the pandemic.

The team provided a weekly ‘Nature School’ at an inner-city school in Newham for a group of children with autism. The school were unable to visit our sites due to Covid restrictions. The team worked with the school to enrich their outside space with logs and natural materials, and delivered a variety of activities to encourage social interaction, hands-on exploration and connection with nature, such as making pine cone bird feeders and observing bird life together. The school were so delighted with the positive impact the sessions are having on the children that they created a ‘nature school hub’ within their school so that all classes can benefit, and plan to visit West Ham Park as soon as it is safe for them to do so.

The team ran regular weekly sessions for students from White Trees School – a specialist school for looked-after young people who experience behavioural, emotional and social difficulties. The young people benefitted from a varied programme designed to build confidence and connection with nature. The group spent time in Epping Forest, learnt new skills such as orienteering and wood carving, and contributed through activities such as litter picking.

The team ran Family Nature Wellbeing sessions at Epping Forest and Hampstead Heath over the autumn half term holiday.

The team continued to share activity sheets and videos, working with CoL’s ‘Our City Together’ team to include content within their newsletter and website.

Outputs

- 2 new ‘in-school’ sessions developed
- 1 new ‘in-school’ weekly programme for children with autism
- New Covid-safe play programme and working practices for 2 play centres (Hampstead Heath)
- New Covid-safe school programme and working practices (Hampstead Heath, Epping Forest, West Ham Park)
- New weekly programme for looked-after young people with behavioural, emotional and social difficulties (Epping Forest)
- 24 Family Nature Wellbeing sessions at Hampstead Heath and Epping Forest
- 2 facilitated sessions for young people suffering from anxiety and depression (West Ham Park, partnership with ‘Ambition, Aspire, Achieve, Newham’)

Reach

- 1,192 on-site school participants (Hampstead Heath, Epping Forest, West Ham Park, 42 sessions)

- 102 in-school workshop participants (2 sessions)
- 36 in-school autism programme participants (5 weekly sessions)
- 447 participants at the One O’Clock Club
- 100 participants at the Adventure Clubhouse
- 116 family learning participants
- 13 young people suffering from anxiety and depression (partnership with ‘Ambition, Aspire, Achieve, Newham)

Evaluation

Participants in bespoke sessions for young people suffering from anxiety and depression reported improvement across all five impact areas: connection, involvement, confidence, understanding and wellbeing.

Feedback

“In these challenging times, the staff at Hampstead Heath made our first school trip since March one to remember. With clear risk assessments, excellent pre and post visit communication and an amazing days worth of survival activities, it was a joy to see another side of our students beyond the gates of the school.” Teacher, Carlton Primary School, Camden

“The One o’clock club is a great place for young children, the two staff are wonderful and make us feel comfortable and make the children so happy, they always have time to talk and always there to help! Activities are fantastic and the resources are always so clean and tidy all the time. So happy when we come here!!” Participant, One O’Clock Club



Primary school programme at West Ham Park – the students enjoyed festive wreath making.

January – February 2021:

Key restrictions introduced: UK in lockdown and schools closed (although vulnerable and key worker children could attend).

Some learning team members were furloughed part time during the winter 2021 lockdown; however, when working, they continued to engage learners, and developed a flexible learning programme of activities for the key worker, SEND and vulnerable children who were attending school, which was offered to schools within walking distance of West Ham Park, Hampstead Heath and Epping Forest. For many schools it was challenging to come out on a trip at this time (reduced staffing due to illness or staff self-isolating and additional workload for teachers as they adapt to changes) however, a small number of local schools close to Hampstead Heath and West Ham Park were able to visit, often for regular weekly sessions. The outdoor learning sessions provided a great opportunity for the children in school to work together as a team, build wellbeing, and apply their classroom learning in a new context.

The team continued to run weekly in-school sessions for children with autism and worked with an evaluator to better understand the impact of the programme and the aspects of the development and delivery that enabled these outcomes.

The team continued to share nature-focused activity sheets and videos. The resources were shared with teachers across the UK via the Learning Outside the Classroom website and the UK School Trips newsletter, which has a search reach of over 400,000 educators, and via 'Find Fusion' - the CoL Education Strategy Unit's new digital platform for learning.

The team collaborated with the Refugee Council to provide a virtual exploration of Epping Forest for young unaccompanied refugee minors. The group of young people had experienced serious and often multi-layered trauma and took part in the session as part of a wider programme to help improve their wellbeing. Participants were shown an aerial video of drone footage over the Epping Forest area to give them a sense of the scale of the area, as well as being shown different areas in the forest by a learning officer using a live video link. The focus of the session was looking at the birds of Epping Forest, and the birds that the participants would be able to see in their local area.

Whilst the team was unable to work face-to-face with pupil referral units and looked-after children over January and February, they delivered a series of virtual sessions to New Rivers College (a pupil referral unit in Islington) based around skills and careers in the outdoors.

Outputs

- 29 school sessions for vulnerable and key worker school children at Hampstead Heath and West Ham Park
- 2 virtual careers sessions for PRU participants
- 1 virtual tour of Epping Forest for young refugees
- 1 new play programme for Camden families developed
- 5 sessions 'in-school' weekly programme for children with autism

Reach

- 350 on-site school participants (Hampstead Heath and West Ham Park)
- 36 in-school autism programme participants
- 9 young unaccompanied refugee participants (virtual session)
- 8 participants from Pupil Referral Units (virtual sessions)
- 1 evaluation report for in-school nature programme for children with autism produced by professional researcher

Evaluation

An evaluation report on the in-school nature learning programme for autistic children is available on request. The report highlights key strengths of the programme, including a child-centred teaching approach, time to explore, within a natural environment, creative, playful and purposeful activities, and providing supported risks and appropriate challenges. The report findings will be used to inform future practice and will be shared with the environmental education community.

Feedback

"The children in my group are all from the local area and yet they were talking about how the activity helped them see the park in a whole different way. After several lockdowns, it was lovely to see the children enjoying themselves in their local green spaces while learning key skills and working together as a team." Teacher, Park Primary School, Newham.

"It was such a special session, many of the children got to try fire lighting for the first time in their lives. In addition, many had been stuck indoors for longer than anyone would want because of lockdown! I really liked how you gave them just the right amount of guidance but then let them experiment in a safe way. Flint striking was a real lesson in perseverance. The children all asked when we could return and I promptly booked the Soil Science session." Teacher, Eleanor Palmer Primary School, Camden



School children taking part in a survival skills and team building workshop on Hampstead Heath

March 2021

Key restriction eased: Schools reopen March 8th; 6 people allowed to meet outdoors from March 29th.

Having worked with a small number of schools within walking distance of the Heath and West Ham Park (supporting key worker and vulnerable children), many of the teachers involved were keen to bring those who missed out whilst home-schooling. The team were ready to welcome schools back to our sites with a Covid-safe outdoor programme.

The team continued to collaborate with Camden Council to identify families who had struggled during lockdown, and began working with Chance UK, a charity that supports children with behavioral and emotional difficulties through a mentorship scheme. Targeted marketing and a priority booking system for a series of Nature Wellbeing sessions was created in advance of a series of sessions running over April. This was successful in engaging a total of 111 participants from these target groups (72% of all participants).

The team developed an outdoor nature-play programme aimed at children and parents/carers who would normally visit the One O'clock Club on Hampstead Heath and developed marketing materials and Covid-safe play activities for the reopening of the One O'clock Club in mid-April.

The team supported a school in Newham to develop their school grounds into a sensory garden and relaxation zone for children with special educational needs and children who need some space away from a traditional classroom environment. The team were able to give advice on planting and will follow this up with a facilitated session for students to prepare and plant the area in May.

The team worked with five CoL employee volunteers, who supported learning officers in delivering outdoor learning sessions for schools.

The team collaborated with the CoL Learning and Development team to design and deliver volunteer management training for staff across CoL.

Outputs

- 37 school sessions at Hampstead Heath, Epping Forest and West Ham Park
- 1 new play programme for Camden families developed
- 4 'in-school' sessions for children with autism
- 1 bespoke plan for an in-school sensory garden
- New training programme in volunteer management developed

Reach

- 945 on-site school participants
- 51 in-school autism programme participants
- 45 Nature Play participants

Evaluation

- 84% of participants felt connected or very connected to our Open Spaces after taking part in a school workshop.
- 84% of participants felt a strong sense of wellbeing in nature after taking part in a school workshop.

Feedback

"Year 6s really enjoyed the WW2 session at the park. As well as consolidating their knowledge of the topic, they were really stuck by how the park they know so well was impacted by the war - particularly seeing the bomb crater and allotment images and plot. The activities were all very hands on and having artifacts (and replicas) to physically interact with supported their engagement and understanding. All the sessions were carried out in a very safe way. We will definitely book this activity again next year." Teacher, Park Primary, Newham

"It's really nice to see them happy. They have smiles on their faces when they go there [to Nature School]. They really enjoy it. It makes me happy." (Teaching Assistant, Nature School for children with autism, Newham).



Nature learning resources developed for the 'in-school' nature programme for children with autism

2020-21 Participation summary

The 2020-21 learning programme engaged 4,017 participants in learning activities facilitated by a learning officer. These numbers are significantly lower than the target due to the restrictions of the Covid pandemic, which limited both opportunities to safely engage with audiences and the numbers that could be safely accommodated.

The figures below do not include self-led learning, e.g. using activity sheets and videos created by the learning team.

Participants	Target	Actual
School programme participants	18,350	2,722
Play programme participants	23,000	736
Green Talent participants	150	85
Community, family and volunteering participants	600	474
Total	42,100	4,017

2020-21 Highlights summary

- Activity sheets designed for families with limited resources or access to outside space shared with over 20,000 London families during the Covid pandemic.
- Bespoke school programme for vulnerable children, children with special educational needs and disabilities, and key worker children, engaging 1,257 participants during Covid lockdown 3.
- Two new 'nature wellbeing' workshops developed in response to the impact of the Covid pandemic on mental health, engaging 400 participants.
- Bespoke activities and virtual tour of Epping Forest delivered for unaccompanied refugee minors.
- Bespoke outdoor sessions for young people in Newham suffering from anxiety and depression.
- New 'in-school' nature programme for school children with autism, delivering 14 weekly sessions.
- New covid-safe play programme engaging 736 participants, engaging children and families with limited play space at home.

Summary 2019 - 21

- The Open Spaces Learning Programme delivered a successful two years, engaging 44,487 participants.
- Evaluation showed that the programme had a positive impact on participants' understanding, wellbeing, confidence, connection and involvement with nature.

Due to the Covid pandemic, the two years were very different:

- In 2019-20 the programme delivered a 'business as usual' programme of school, play, youth, community and volunteer engagement.
- In 2020-21 the learning team delivered an innovative, adapted programme in order to reach audiences with limited access to resources and outdoor space during the Covid pandemic and associated restrictions.

Appendix two

Strategic Value

Corporate Plan

The Learning programme contributes to the delivery of all three of the 2018 – 2023 Corporate Plan's overarching aims and seven of the 12 outcomes:

- ***Contribute to a flourishing society:***
 - 1. People are safe and feel safe.
 - 2. People enjoy good health and wellbeing.
 - 3. People have equal opportunities to enrich their lives and reach their full potential.
 - 4. Communities are cohesive and have the facilities they need.
- ***Support a thriving economy:***
 - 8. We have access to the skills and talent we need.
- ***Shape outstanding environments:***
 - 10. We inspire enterprise, excellence, creativity and collaboration.
 - 12. Our spaces are secure, resilient and well-maintained.

The learning programme also supports delivery of the following corporate strategies:

Social Mobility Strategy: Potential today, success tomorrow:

- Everyone can develop the skills and talent they need to thrive
- Opportunity is accessed more evenly and equally across society

Education Strategy:

- Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise alongside tradition and continuity
- Provide high quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

Open Spaces Department Business Plan:

- People enjoy good health and wellbeing
- Nature, heritage and place are valued and understood
- People feel welcome and included
- People discover, learn and develop

Appendix three

Learning principles

A set of learning principles for schools and play inform programme development and delivery. The development of the principles involved combining relevant research with the professional expertise of learning team members to create a shared approach to learning programme development and delivery.

Team members' professional expertise (accumulated over time through reflection on experience of learning programme development, delivery and evaluation) was valued from the start and cross-referenced with academic research.

Recognising the importance of children having time to explore green spaces to build connection and confidence, and emphasising doing and discovering to support participants as active learners, are just some highlights from these principles.

The principles:

- map across the five impact areas
- bring together the expertise of the team and relevant research
- enable shared reflective practice and a shared vision for quality learning
- increase the level of active engagement of participants
- provide a tool for effective decision making and peer review

The learning principles are available on request.

Appendix four

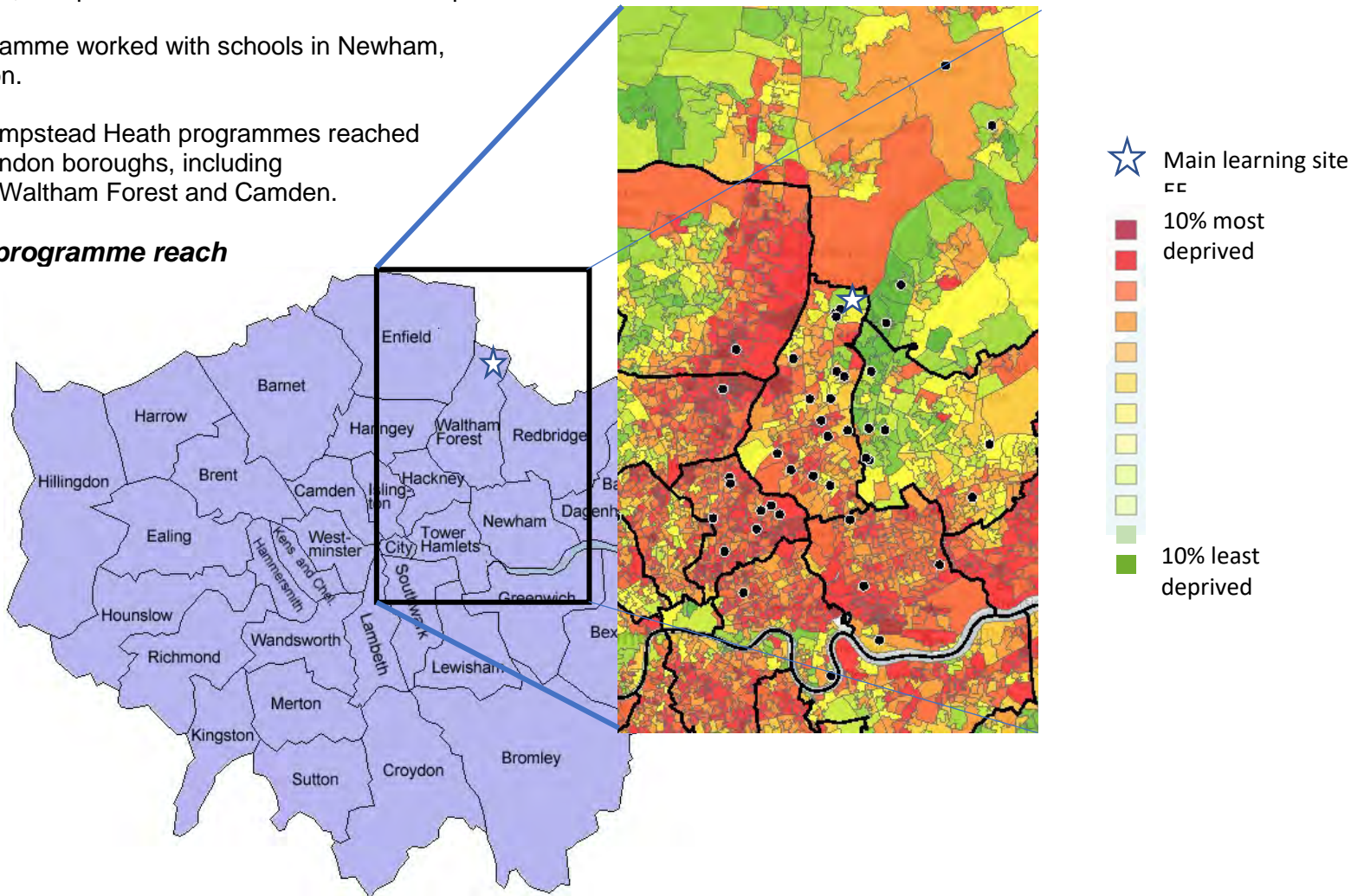
Maps showing school programme reach and areas of deprivation in London

Data from the Government Index of Multiple Deprivation for England is shown on the maps using a coloured scale. Schools participating in the Open Spaces Learning Programme (2019 – 2021) have been overlaid on the map, showing programme reach. The Index of Multiple Deprivation was created using indicators across seven domains: income, employment, education, health, crime, barriers to housing and services, living environment, and provides a measure of relative deprivation.

The West Ham Park Programme worked with schools in Newham, and area of high deprivation.

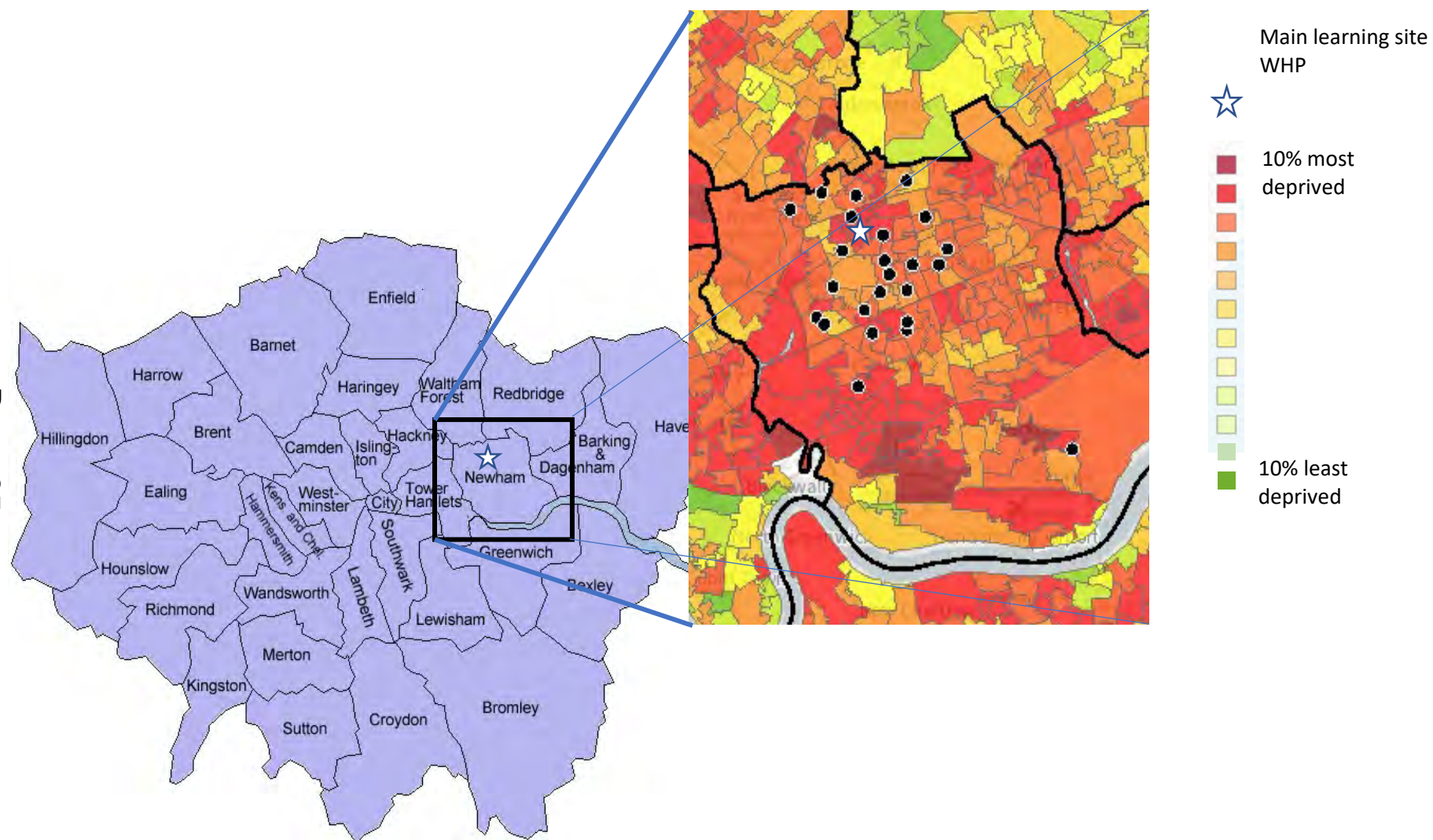
The Epping Forest and Hampstead Heath programmes reached schools across multiple London boroughs, including Tower Hamlets, Hackney, Waltham Forest and Camden.

Epping Forest school programme reach

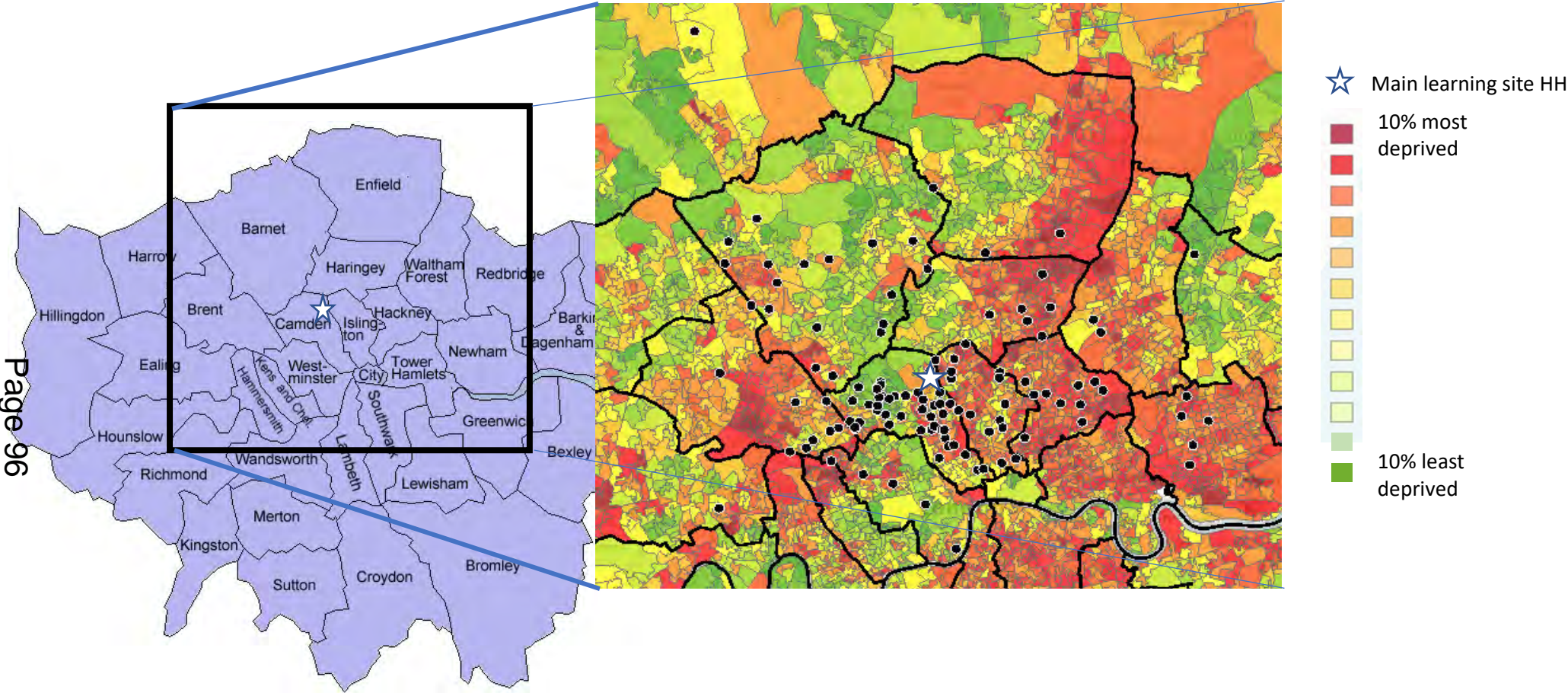


West Ham Park school programme reach

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Hampstead Heath school programme reach



Committee(s)	Dated:
Education Board	09/09/21
Subject: London Careers Festival 2021 Evaluation Report	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 5, 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: Fatema Chowdhury, Skills Project Officer	

Summary

This report updates Members on the outcomes of the London Careers Festival (LCF) 2021 which engaged primary, secondary and post 16 pupils across London in work-related and skill development activity and was delivered virtually. The full report in **Appendix 2** examines the achievements of the festival against its strategic aims, its reach and impact on young people, evaluations of a number of new delivery methods and outputs piloted this year, and recommendations for improvements for future years. A two-page summary of the main outcomes is included in **Appendix 1**, and the full evaluation report is included in **Appendix 2**.

Recommendation(s)

Members are asked to:

- Note the LCF 2021 evaluation report with key outcomes and achievements.
- Note the recommendations for LCF 2022 and onwards.

Main Report

Background

1. The City of London Corporation (COL) is committed to enabling pupils in its Family of Schools to make informed career choices and flourish in the rapidly changing world.
2. The vision for the London Careers Festival 2021 (LCF) was to build on the successes of previous years and deliver this ambition by offering a week-long virtual festival where young people could meet and engage with employers and apprenticeship providers across a range of jobs and industry sectors. The event was marketed at schools across London and the wider UK and towards young people in pivotal points of their education, from primary through to post-16. Organisations across London were asked to host webinars and online experiences to introduce them to the diverse array of opportunities and fuel their imaginations.
3. Due to continued circumstances around the COVID19 outbreak, the festival was delivered virtually for a second year. The goal of bringing together employers and young people remained unchanged from previous years, with a view to replicating many of the experiences in a unique virtual experience, such as experience of

workplaces, a mix of information, advice and guidance, and skills development opportunities. The festival was delivered online via applications such as Microsoft Teams and Zoom.

Current Position

4. London Careers Festival 2021 was delivered between 28 June – 2 July 2021. The week-long event included 'live webinars' delivered by employers, workshops which enabled pupils to explore one of the 12 Fusion skills, and 'online resources' which schools, pupils and families could explore beyond the dates of the live events.
5. The festival offered 55 webinars across the week for primary, secondary, post 16 pupils and SEND schools. The webinars explored a range of industry sectors including, arts, law, business, STEM, Fusion Skills and more. Additionally, one of these webinars was organised to help parents explore career options for their child. Finally, the festival also offered over 160 resources which are accessible throughout the year to support schools and pupils with their ongoing career exploration journey.
6. Key findings from LCF 2021: The following bullet points provide headlines from the full evaluation report in Appendix 2.
 - 20,365 bookings were made for LCF Webinars (resulting in a 619% increase compared to booking numbers in 2020).
 - LCF bookings came from 181 different schools.
 - 50 organisations in total participated in the delivery of LCF 2021 webinars.
 - 55 webinar style sessions were delivered across the week to pupils and teachers.
 - Over 160 different career and skills-related resources were shared with schools and pupils via the LCF website (<https://www.londoncareersfestival.org.uk/>).
 - 71% of young people expressed that they enjoyed joining the festival online and a total of 59% of pupils agreed that 'it was easy to join (LCF) session(s)'.
 - 85% of teachers said they would book pupils onto events next year and 92% would recommend the festival to other teachers and schools.
 - Over 80% of schools and pupils who made bookings stated that they had not engaged with LCF in 2021.
 - LCF 2021 built and extended its partnership remit from last year, with over 60% of its partnerships being completely new for this year's festival.

Proposals

7. Following review of survey responses and data gathered regarding the impact of the festival to schools/pupils, the following recommendations have been proposed for LCF 2022.
8. Hybrid delivery model
Consider a hybrid delivery model where offers include both physical and online experiences, utilising the strengths of each method (e.g. reach of online events and interactivity of face-to-face).
9. Resources
Explore and curate resources for schools and pupils to explore even more industry sectors, including, Healthcare, Creative Industries and provide more resources for SEND schools.
10. SEND Offer
One of the key strengths of the festival this year was the piloting of a bespoke SEND offers i.e. the three sessions delivered for SEND pupils. A key recommendation is to continue to deliver these sessions, with a possibility of extending to a larger number of sessions.
11. Partnerships

Continue to work strategically with external organisations to support with the festival's logistical and operational needs to ensure a smooth delivery and a high success rate in terms of outreach.

Options

12. N/A. Item for information only

Key Data

13. The data relevant to the report is included in **Appendix 2**.

Corporate & Strategic Implications

14. Strategic implications

LCF aligns directly with outcome 3, 5, 8 & 10 of The Corporate Plan, as well as with the Education Board's tripartite of strategies: Education, Cultural and Creative Learning and Skills Strategies. As outlined in these strategies, The City aims to ensure that everyone has equal opportunities to enrich their lives and reach their full potential as well as to ensure that the City and London has access to the skills and talent it needs. LCF provides young people with opportunities to explore their own skills and interests and to support them make informed choices about their working lives. LCF targets young people who may be facing educational disadvantage such as pupils who are eligible for Pupil Premium and pupils with SEND.

15. Financial implications

The festival continues to be good value-for-money and have impact on its core audiences: businesses, schools and young people. Furthermore, the festival piloted new offers and delivery models whilst remaining within its original budget. One of the key recommendations for the festival next year is around ensuring that the City continues to work closely with external partners to support its marketing and operational activities which this year boosted its reach and impact significantly. This will mean that the festival will continue to need financial support to ensure that it can be delivered successfully with lasting impact for its intended audience.

16. Resource implications

As recommended in the full report, the festival will continue to need operational support from external contractors and continued strategic oversight by officers within the Education Strategy Unit.

17. Equalities implications

18. There are no Legal, Risk, Security or Climate implications identified.

Conclusion

London Careers Festival continues to deliver against its aim to connect schools and young people across London and beyond with the world of work. This year the festival impacted **over 20,000 pupils** and connected with at least **181 schools** to explore a wide range of industry sectors from Law, Arts, Finance, STEM roles, Fusion Skills and more. This was done through the delivery of **over 50 webinars** across the week. As a long-term objective, the festival also connects schools and pupils with **over 160 resources** to support them

with their career exploration journey throughout the year. Over the last 3 years the festival has met its aims successfully, facing significant challenges in the last two years due to the COVID-19 pandemic. The festival also continues to explore innovative ways to meet its aims and expand on its offers, implementing pilot programmes (e.g. session for SEND schools) to ensure that it continues to deliver against the City's Corporate Plan and the Education Board's three strategies.

Appendices

- **Appendix 1** – LCF 2021 Two-Page Summary
- **Appendix 2** – LCF 2021 Full Evaluation Report

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London Careers Festival 2021

Summary Evaluation

The Vision

The City of London Corporation (COL) is committed to enabling pupils in its Family of Schools and beyond to make informed career choices and flourish in the rapidly changing world. More broadly, COL supports interconnectivity between industry and education across London and links learning to the world of work. Over the last three years, the City has been delivering the London Careers Festival with an ambition to offer young people the chance to meet and engage with employers and apprenticeship providers across a range of jobs and industry sectors. The event is marketed to schools across London and targets learners in pivotal points of their education from primary through to post-16. Given COVID-19, organisations across London were asked to host webinars and online experiences for the benefit of supporting learners experience the world of work.

The Festival

LCF 2021 ran virtually from **Monday 28 June – Friday 2 July 2021**. The offers included:

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

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

Partnerships

LCF 2021 was delivered successfully following the development of strong partnerships with a number of different organisations who hosted webinars/workshops, virtual talks, and curated online resources. Whilst many existing partners continued to support the festival following their involvement last year, **69%** of participating organisations in 2021 were new.

Improvements from LCF 2020

Each year, LCF is evaluated and the recommendations for improvement are incorporated into the design and delivery of future festivals. In LCF 2021, there was more bookings than ever before, with 20,365 bookings in 2021 compared with 2,834 in 2020. The festival engaged **181 schools** this year compared to **72 schools** last year. A comprehensive marketing strategy including working with key strategic partners played a significant role in increasing the festival outreach goals. Finally, a number of pilot offers were tested, including sessions for SEND schools and for parents, improving the reach and impact of LCF.

Attendance



20,365 bookings were made for LCF Webinars



LCF bookings came from 181 different schools



50 organisations in total participated in LCF webinar delivery



55 webinar style sessions were delivered across the week

Press and Media Coverage

Press and media coverage for LCF included weekly tweets during May and June using **#LondonCareersFestival**. Leading up to LCF, there was media coverage in **FE News, Young Ealing** and **Youth Employment UK**.

Strengths

Pupils' Experience of online offers

A total of **71%** of pupils agreed that 'it was easy to join the online sessions', **64%** agreed that 'they felt safe and supported', **62%** of pupils agreed that the 'video and sound worked well' and **59%** agreed that they 'enjoyed the festival online'. This indicates that an online delivery model continues to be effective in engaging young people in skills and career related opportunities.

Pupils' Experience of LCF

Responses to the online surveys reveal that overall pupils had positive experiences of the festival and its offers. **51% of young people** said LCF helped them to think about their skills, (**30%** were 'unsure'), and **56% of young people** said that LCF helped them to think about new things (**24%** were 'unsure'). Survey responses also demonstrate that participating pupils reflected about their careers as they were engaging with festival experience as they told us about what they would want to do when they leave school. Responses included '**Doctor**', '**Scientist**', '**Lawyer**' and '**Artist**'.

Partnerships

When asked to provide feedback, partner organisations largely had a very positive response. **92%** of the respondents being '**very likely**' to offer experiences for young people in the London Careers Festival next year. Similarly, when partners were asked if they are likely to recommend participating in the festival to other organisations, **83% of partners** said that would be '**very likely**' to recommend LCF to others. It is also worth noting here that working with key strategic organisations to support with the delivery of the festival including supporting the festival marketing and operational activities has been imperative to the festival's success.

Teachers' Experiences

100% of teachers responded positively to the overall event, presentations from session facilitators, relevance to young people and relevance to your school's/college's priorities.

92% of teachers said they would recommend LCF to other teachers and schools

Recommendations for LCF 2022

Hybrid delivery model

For LCF 2022, a hybrid delivery model should be considered where LCF offers include both in real life and online experiences. While online offers continue to be effective in engaging young people in careers education, there is a desire to deliver some sessions as physical events when circumstances allow.

Resources

While LCF offers a wide variety of resources for schools and pupils to explore a wide range of roles and industry sectors, feedback was given around how this could be improved further to explore other industries including Healthcare, creative industries, and resources for SEND schools and pupils.



57% of young people said LCF helped them to think about their future



59% of young people said they enjoyed joining the festival online



52% of young people said LCF helped them to learn about jobs and careers

"It was good that the children were able to ask lots of questions and all were responded to"

A Teacher

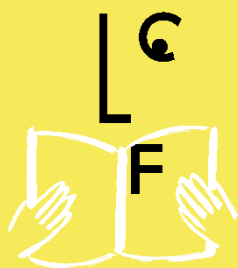


Partnerships

A key recommendation for the festival in 2022 is to continue to work strategically with external organisations to support with the festival's logistical and operational needs to ensure a smooth delivery and a high success rate in terms of outreach.

SEND Offer

SEND sessions offered at the festival this year were highly successful in terms of signup numbers and feedback from schools. Therefore, this is an area which should grow in LCF 2022.



LONDON CAREERS FESTIVAL 2021 EVALUATION REPORT



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1. Background

The City of London Corporation (City Corporation) is committed to ensuring that **learning is linked to the world of work at all stages to enable learners to make informed career choices**, working particularly towards the following outcomes:

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

In its commitment to achieve these outcomes, the City of London Corporation entered into a collaboration with The Stationers' Company and the Livery Schools Link to deliver a festival focused on linking learners to professionals, employers and apprenticeship providers across a range of jobs and sectors. Schools across London, including the City Family of Schools and schools associated with Livery Companies, were invited to participate in a choice of events and workshops delivered across a designated week.

2. The Festival

2.1 London Careers Festival 2021

The London Careers Festival 2021 (LCF) was delivered for the third time between **28 June – 2 July 2021**. To accommodate the ever-changing landscape of COVID 19 and following the success of the virtual festival in 2020, the decision was made to deliver the 2021 festival virtually. The weeklong event included both 'live webinars' delivered online by employers, workshops which enabled pupils to explore one of the 12 Fusion skills and 'online resources' which schools, pupils and families could explore beyond the dates of the live events.



2.1.1 Live Webinars

The Corporation partnered with various organisations to host a range of 'live webinars' which focused on aspiration building, skills development and exploring a range of different careers and employment pathways. The full list of webinars offered is included in **Appendix 1** and includes the following:

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



55 webinar style sessions were organised and delivered across the week



1 session was delivered to parents to help them explore career opportunities for their children



3 webinar sessions were organised specifically for pupils with SEND



50 different organisations were involved in the delivery of sessions

2.1.2 Online Resources

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

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



Over 160 skills and career related resources were curated and posted on the LCF website



Resources were received from over 60 different skills and employer organisations

3. Festival preparation

3.1 Event Management and Support

The design and coordination of LCF 2021 aimed to build on the strengths and areas for improvement identified from the evaluation of LCF 2021. This required particular attention to the way the event planning was managed. Additional technical and communication support was required to successfully deliver the event, working in partnership with a number of external organisations to support this, and recruiting temporary event support personnel to deliver key logistical tasks in the lead up to the week of the festival.

3.2 Finance

A breakdown of the costs associated with LCF 2021 can be found in **Appendix 2**. As in previous years, participating organisations were not charged by the City Corporation to take part in the festival and the main costs incurred were for central staffing to administer and organise the festival, web development costs, and

working closely with external organisations to procure specific operational support for the festival. Many of the deliverables have had long-term impact which continues to have an impact on our strategies beyond the week of the festival. In addition, the festival continuously proves to be good value-for-money and provide strategic impact for businesses, schools and young people. The total costs for the festival this year came to £58,195 while the festival engaged at least 20,365 pupils. A simple cost benefit analysis reveals that the cost for engaging in the festival this year was less than £2.86 per pupil.

3.3 Promotion

3.3.1 Press and Media Coverage

Press and media coverage for LCF 2021 was led by the City Corporation's Media Team. The coverage included Tweets and LinkedIn posts every Thursday between May and June, using the hashtag **#LondonCareersFestival**. Leading up to LCF, there was media coverage in **FE News, Young Ealing** and **Youth Employment UK**. The purpose of the press and media coverage was primarily to promote the event to schools and further education providers in London to encourage them to sign-up for events over the week. The LCF website provided a key platform to encourage sign-ups from schools, pupils and other interested parties which was highlighted in the media coverage.

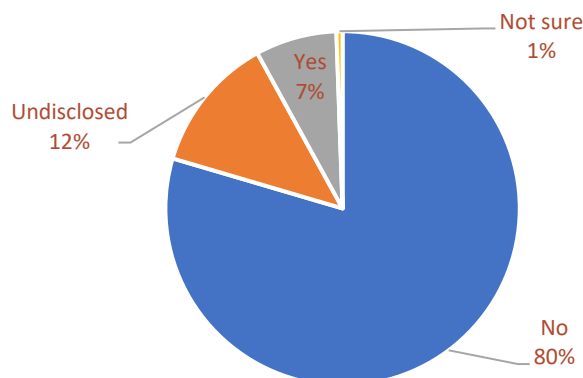
The London Careers Festival team also worked closely with a number of partner organisations to further promote the festival across a wider network of schools and young people. This was done through a variety of different channels including promoting the festival via partners' websites, social media channels, newsletters and other communication channels. Key partners involved in promoting the festival included **LEAN, Into University, Islington Council, Culture Mile Learning, Education and Employers, Innovate Finance, Access HE** and others.



3.3.2 Marketing and Communication

Overall, marketing for LCF 2021 proved effective in widening its reach to new schools and pupils. **80% of individuals booking onto events** confirmed that they had not engaged with LCF previously and so the media coverage extended the reach of who attended this year's events. See **Figure 1** for a quantitative breakdown.

Figure 1: Did you attend the LCF event in 2020?



Total number of responses = 538

Booking and attendance numbers for LCF 2021 also dramatically increased in comparison to previous years. A detailed breakdown of this is outlined further sections. Key factors which contributed to increased reach to schools and young people included:

- Following a comprehensive marketing and communications plan to engage with schools from January
- Opening bookings for LCF webinars much earlier in the academic year i.e. from March 2021
- Working with key strategic partners to promote the festival. These partners include Pathway CTM, Education and Employers and other employer partners who delivered webinars. The LCF team also worked closely with other partners who have close links with schools and young people. These partners include Into University, Ark Academy, Career Ready, Dallaglio Rugby Works, Square Mile Families, Livery Education Network, and Education Commission of the Archdiocese of Southwark.

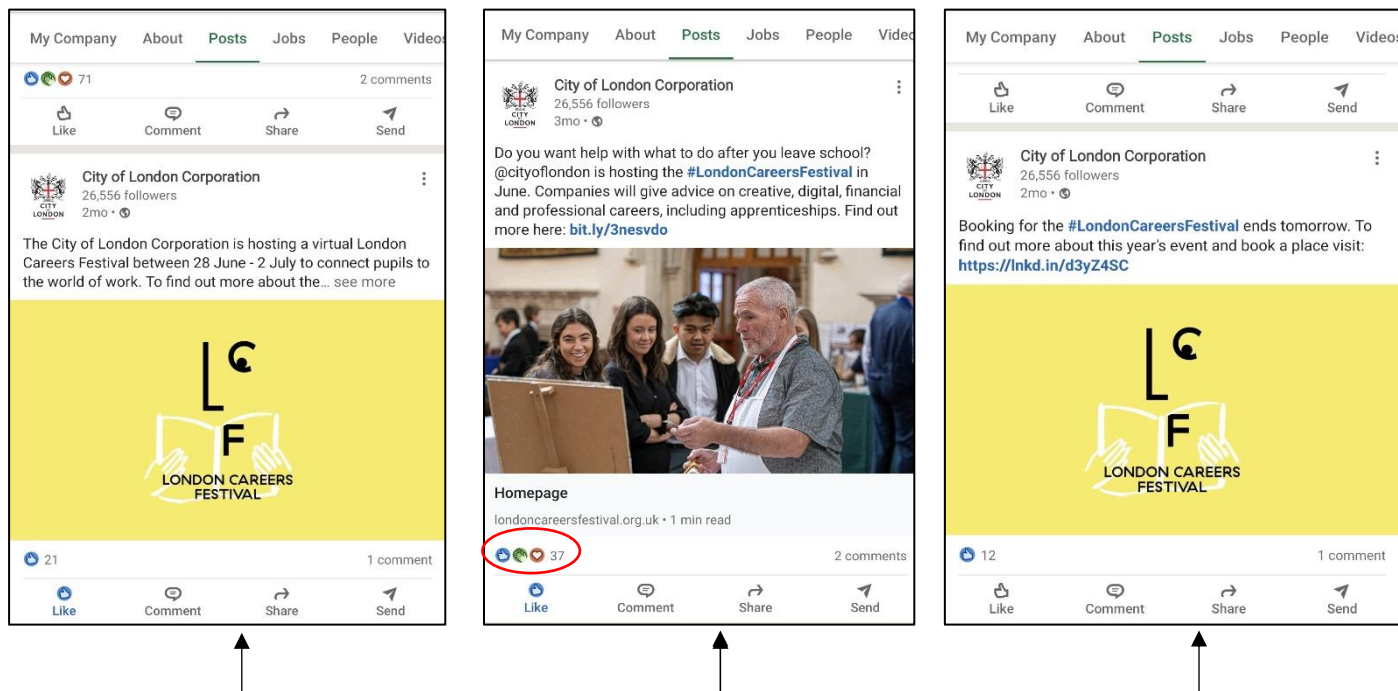


- Extensive outreach work was also carried out with local authority networks, Multi-Academy Trusts, London Enterprise Advisory Network (LEAN) and the wider schools' network across London and UK.
- Ongoing marketing activity were also carried out on various The City's social media platforms including **LinkedIn**, **Twitter** and **the City of London Website**. Promotional activities on Twitter started in March and followed weekly tweets to encourage schools and pupils to sign up. Similar approach was followed on LinkedIn. See some snapshots of these activities **below**.

Twitter Activity



LinkedIn Activity

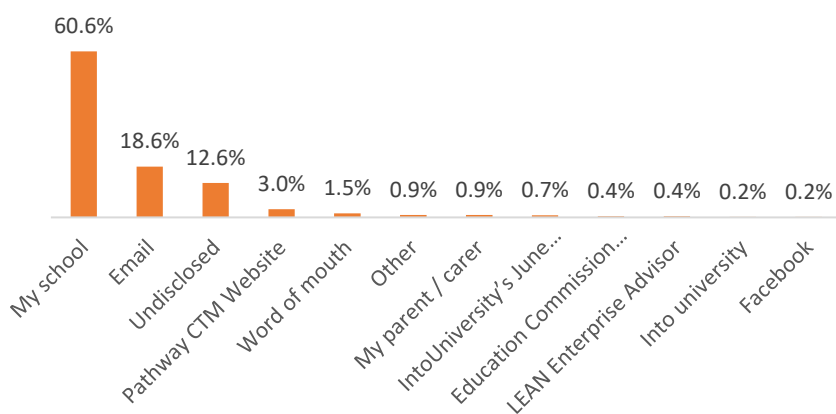


Final summary points to consider regarding the marketing activity in 2021:

- In 2021, there were **20,365 bookings** for LCF webinars in comparison to **2,834 bookings** for LCF webinars in 2020.
- In 2020, all bookings came through channels and marketing activities managed by the LCF team.
- In 2021, **14,631 of these bookings** came from key partners we worked with (mainly Education and Employers).
- **Remaining 6,734 bookings** came via channels and promotional activities managed by the LCF team.
- Number of bookings secured by the LCF team were **doubled** in 2021 compared to previous year.
- Posts made on the City's social media accounts about the festival did well in terms of 'Likes' and Re-Tweets' received, in comparison to other posts made at the time.

When making bookings, schools and pupils were asked to tell us about how they heard about LCF and 'schools' accounted for **60%** of the responses (see **Figure 2**). In other words, there is a strong indication that outreach and marketing activities were effective in ensuring schools were made aware of LCF offers in 2021.

Figure 2: Where did you hear about LCF 2021?



3.4 Booking and Onboarding Process

The booking process for all webinars was managed by Pathway CTM. They managed the set-up of the booking form, automated onboarding communications sent 2 weeks, one week and 1 day before a webinar is due to take place. This proved to be effective in ensuring that the LCF team were able to spend more time strategically analysing booking numbers and take relevant steps as appropriate. For example, in the lead up to the week of the festival, the LCF team carefully looked at booking numbers to ensure the following:

- There were bookings from at least three or more schools at any given session
- Confirm attendance with schools and booked attendees beforehand to minimise last minute cancellations of webinars
- Contact and do additional promotional work to boost booking numbers for targeted sessions

As a result of these steps, all webinars delivered at the festival this year had attendees and therefore did not need to be cancelled at the last minute. Moreover, attendance numbers across the board were much higher for all webinars this year in comparison to LCF 2020.

Some suggestions made by schools directly around the booking process include:

- Considering the possibility of having a booking system which collates joining instructions/links for all webinars booked in one place/email. The current system sends joining links separately for each individual webinar booked.
- Being able to easily see and track all booked webinars in one place e.g. an account.

3.5 New for LCF 2021

Following feedback from the 2020 festival, the LCF team piloted new programmes and ways of working to ensure that the festival targeted groups of young people who are at risk of facing barriers to the working world, as well as broadening the methods of engaging young people to ensure maximum impact. The key initiatives implemented at the festival for the first this year are outlined below.

3.5.1 Partnerships

LCF 2021 was a success largely due to the many partners involved in its design and delivery. The LCF team continued the model of working with partners to deliver high quality webinars to pupils, but, for the first time this year, the LCF team worked closely with a select numbers of partners to support with logistical and operational activities and utilising their existing connections with schools to expand LCF's reach to a greater number of schools and pupils.

There were three key partners deployed to boost the capacity and to achieve specific objectives for the festival this year. These partners included **Pathway CTM**, **Education and Employers** and **ELSA Education**. The main characteristics of these partnerships are outlined below.



LCF team worked closely with **Pathway CTM**:

- to setup and oversee the booking process for all LCF webinars
- to provide a host/facilitator for all LCF webinars and support with safeguarding policies

- to ensure tech support is available throughout the week of the festival
- to support the onboarding process for partners
- to set up zoom for all LCF webinars
- to send joining instructions to both schools and partners
- to ensure attendees complete surveys
- to support with school cancellations for LCF webinars
- to deliver a session for parents to explore career options for their child

LCF team worked closely with **Education and Employers**:

- to deliver 8 high quality career sessions for primary and secondary pupils
- to generate and oversee the booking process for all of these sessions
- to manage cancellation process for all 8 sessions
- to confirm inspiring role models from key employer partners for all 8 sessions
- to carry out a survey during session
- to promote and engage these and other LCF offers to their schools' network
- to manage on boarding comms to partners and schools

LCF team worked closely with **ELSA Education**:

- to deliver 3 high quality career sessions for primary and secondary SEND pupils
- to set up the logistics of the webinars including confirming employer partners, reviewing pupils needs, and setting up the sessions on an appropriate online platform (Microsoft Teams)

These partnerships were successful in achieving the planned targets to increase reach to schools and pupils, to deliver high quality experiences for pupils, and to the logistics and delivery of the festival. This enabled the LCF team to work strategically across the festival.

3.5.2 SEND offers

While the aim is to make all sessions at LCF as accessible as possible, based on feedback from previous years, LCF 2021 **offered three specialist sessions** to primary and secondary pupils who may need additional support to engage with employers and actively engage in planning their career journeys. The sessions enabled pupils to ask questions and learn about the world of work in a safe and supportive environment. To ensure that the sessions were engaging and met a wide range of physical and neurological needs, the LCF team worked in close partnership with **ELSA Education** (an organisation who have extensive experience of engaging pupils with severe physical and learning needs into the world of work).

The team ensured that they worked closely with SEND schools, PRU's and other relevant networks to engage pupils and identify their needs in advance to ensure that they are able to engage in the session effectively. In addition to ensuring that prior preparation is in place, the team also paid particular attention to ensure that these LCF sessions adopt specific techniques including giving pupils additional time to ask questions, sufficient time to respond to tasks/activities, use 'closed' instead of 'open' questions (which particularly suit those who may be dyslexic, for example) and sharing a session overview in advance so pupils can prepare in advance.

The SEND sessions were highly popular amongst schools and the general SEND network. Initially the plan was to deliver two SEND sessions (one for primary and one for secondary pupils), however, due to high demand, a third session was organised and delivered two weeks before the main week of the festival. The success of this bespoke SEND stream offer means that more of these types of sessions will be offered in next year's event.

3.5.3 Apprenticeships

London Careers Festival team have worked closely with **Apprentice Futures** (which is an initiative of the Stationers' Company) this year to **offer 11 employer-led webinars which explore apprenticeships** as a career opportunity for secondary and post 16 pupils. These sessions enabled pupils to explore apprenticeships in a wide variety of industry sectors including engineering, publishing, marketing, business, finance and more.

Additionally, **City of London Apprentices** also delivered two sessions during the week of the festival giving pupils the opportunity to learn more about what an apprenticeship looks like from the perspective of current apprentices as well as provide the opportunity to learn about pathways that are available at the City of London Corporation directly. Feedback for these sessions was positive both from session facilitators and attendees.

3.5.4 Parent offer

For the first time, LCF 2021 also delivered **a session for parents** to explore and think about their child's career options. The session was organised and delivered by partner Pathway CTM and gave parents of young people who are in Years 9-13 a chance to delve into the world of work and the steps their children can take after school/college. Employers and apprentices who are just starting out in their career were involved in the session and gave their advice on how to best support your child.

While the session was received positively by those who attended, a key learning point for the future would be to ensure that the offer is promoted more widely across different networks where you can connect with parents. Due to tight timelines, LCF team were unable to connect with identified networks for parents and this was reflected in the low attendance rate for the session which had 5 attendees. In future, the LCF team could work more closely with the City's networks of local residents, adults and parents' network to ensure that they are aware of the offer.

4. Key Event Data

4.1 Schools and Pupils

Below is a detailed look at school and pupil bookings for the festival offers this year.

4.1.1 LCF Bookings



20,365 bookings were made for LCF Webinars



LCF bookings came from 181 different schools



75% of these schools were based in Greater London

It is to be noted that many schools engaged with LCF for more than one webinar. After removing all duplicate cases where schools attended more than one event over the week, **181 different schools attended events at LCF 2020**. Schools who engaged with LCF webinars included:

- The City of London Family of Schools
- Education and Employers Schools' network
- Pathway CTM's Schools' network

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

The summary of bookings for LCF webinars over the course of the week is detailed in **Table 1** below.

<u>Table 1: Number of bookings for LCF webinars in 2021</u>	
Booking numbers	Tickets booked
*LCF webinars	4213
**LSL webinars	1040
Education and Employers – 8 sessions delivered to primary and secondary pupils	13631
Role Models – 2 Creative and Problem-Solving sessions delivered to primary pupils	653
Apprentice Futures – 11 webinars delivered to help pupils explore apprenticeships	828
Total	20365 tickets booked across the week

*LCF webinars – Webinars delivered for pupils across the week, excluding events delivered by LSL, Education and Employers, Apprentice Futures and Role Models.

**LSL – Livery Schools Link Showcase. These refer to the 8 webinars Livery Schools Link delivered across the week for primary pupils, secondary pupils and a session for SEND pupils in secondary.

When looking at LCF webinar bookings across the week, it was found that there were more bookings made for sessions taking place on Monday, followed by Wednesday and Tuesday, indicating sessions at the start of the week are more desirable to schools and pupils than on days later in the week.

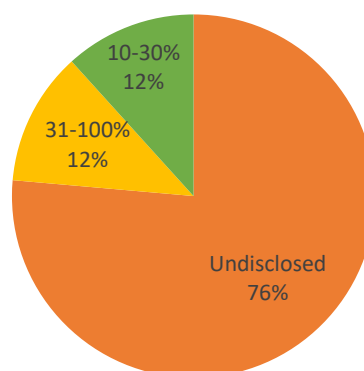
4.1.1.1 Pupil Premium Levels

Concerted effort was made to ensure that schools with high pupil premium levels were engaged in the festival and its offers. It can be confirmed that at least **12%** of all LCF bookings came from schools with pupil premium levels at 30% or higher. For over 75% of bookings, attendees did not disclose Pupil Premium level information for their schools. On the other hand, 75% of bookings were made from schools in Greater London and from boroughs which have high pupil premium levels.

4.1.2 Attendance

Due to the virtual nature of LCF Webinars, recording pupils' attendance anonymously proved to be difficult. No young people were asked to leave their personal details to confirm attendance and so LCF team members collected attendance data in the sessions based on observation. In a number of cases, multiple pupils attended a session as a group from one device. Therefore, although it appeared from observation that there was just one device which joined the session,

Figure 3: What is the percentage of pupils who are eligible for pupil premium in your school



Total number of responses = 538

in reality there were multiple pupils attending the webinar which was being broadcast to a whole class of pupils. This means that the number of actual attendees was in all cases much higher than the booking figures.

While noting the above caveats, a breakdown of LCF webinars with highest attendance rates is listed in **Table 2** below.

Table 2: LCF webinars with highest attendance numbers					
Date	Session Name	Organisation	Attendance Numbers	Age Group	Who made the bookings?
All week	Education and Employers (all 8 sessions across the week)	Education and Employers	10245	Primary and secondary	Teachers
29/06/2021	Role Models 29 June	Role Models	570	Primary	Teachers
30/06/2021	Role Models 30 June	Role Models	210	Primary	Teachers
29/06/2021	Livery showcase	Livery Schools Link	185	Secondary	Teachers
30/06/2021	Livery showcase	Livery Schools Link	122	Primary	Teachers
30/06/2021	A career in engineering	Apprentice Futures	100	Secondary & Post 16	Students and Teachers

On average at least 47% of those who booked tickets for LCF webinars attended their chosen event(s).

4.2 Organisations



50 Organisations in total participated in LCF 2021



69% of these partners were newly formed for 2021

The festival enabled The City to form partnerships with a range of employers across two key streams: promoting LCF and delivering LCF webinars. **69% of all organisations** who participated in LCF 2021 were partners who had **not been involved with LCF in 2020**, indicative of the fact that the festival managed to attract and build new relationships with businesses. **Over 30%** of LCF partners are organisations we have collaborated with in the past and continue to work in partnership with The City on an ongoing basis. As with previous years, many partners agreed to be very flexible and forthcoming with what they were able to offer:

- **50 organisations** delivered 'live webinars' during the week of the festival
- A **total of 55 webinars** were delivered across the week
- **Over 30%** of our partners were sustained from previous years

Employers who were directly involved in facilitating webinars and sessions this year included: **Natwest, BT, Evening Standard, CISI Financial Services Professional Body, Role Models, London Mithraeum Bloomberg Space** to name a few. Many other partners contributed online resources which schools and pupils are able to access throughout the year to further enhance their career exploration journey. In addition, the festival offers over **165 online resources** ranging from pre-recorded lectures, videos exploring 'a day in the life of.....', career quizzes, podcasts and more.

Regarding improvements for future years, partners converged around a few key themes:

- “A secure booking system that allows maximum student numbers to be monitored”
- “Sending (joining) links out earlier”
- Being able to see and speak with students directly to generate meaningful conversations.

The decision to use their camera and audio to engage was entirely up to schools and pupils. Some employer organisations agreed that interactivity with the pupils through use of cameras and microphones was preferable over streaming without audience participation. Other organisations made use of online interactivity tools (such as polls, Q&A platforms, etc.) instead of interacting through direct conversation with the young people. Some careful consideration should be given to the type of session, the mode of interactivity preferred to have the most impact for young people, and the platforms which be used to be best facilitate this (e.g. difference between meeting style and webinar style).

5. Evaluation

The evaluation of LCF is based on a combination of administrative data on participation and attendance, quantitative survey data on individuals’ ratings and experiences, and qualitative data on the experiences of pupils, teachers, organisations, the Working Party and event organisers. Further information on how the data was collected can be seen in **Appendix 3**.

5.1 Pupils’ Experiences



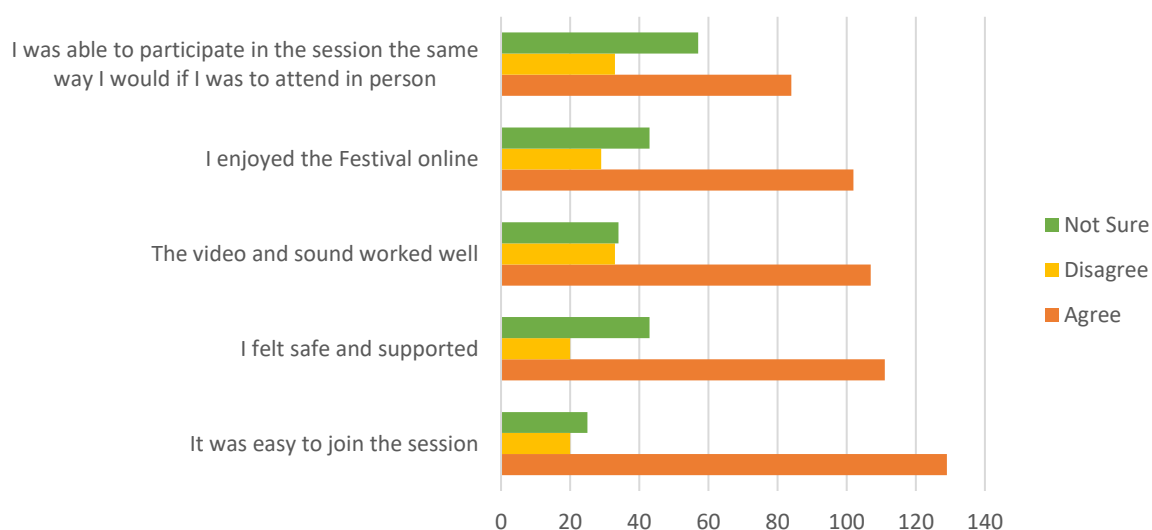
57% of young people said LCF helped them to think about their future



52% of young people said LCF helped them to learn about jobs and careers

The responses to the online surveys reveal that overall pupils had positive and enjoyable experiences of the festival and its offers. **51% of young people** agreed that LCF helped them to feel inspired (**30%** were ‘unsure’), **51% of young people** said LCF helped them to think about their skills, (**30%** were ‘unsure’), and **56% of young people** said that LCF helped them to think about new things (**24%** were ‘unsure’) . When asked to evaluate different aspects of their experience, most pupils responded positively as indicated in **Figure 4** below.

Figure 4: Pupils response to the different aspects of the virtual festival



Total number of pupil responses = 172

"I thought it was very insightful and allowed me to see my options more clearly."

"I loved it because it told us about what we wanna be in our future and gave loads of details"

5.2 Pupil Aspirations and Skills

A key aim for LCF was to encourage pupils to think about their future careers, both in terms of the general skills and lifestyles attached to various roles (e.g. traveling as part of a job; being in a job which is customer facing) and the specific routes and pathways to particular roles and sectors. From the survey responses, we learnt that **53% of pupils** felt that LCF helped them to think about jobs and careers which is further strengthened by the data collected from pupils on their preferred future job roles and sectors.

After attending an LCF webinar/event were also asked to additionally describe 'what they want to be when they leave schools' in one or two words. In response, **10%** of pupils said 'Not sure/Not sure yet'. Where responses were given, **STEM related careers** proved to be popular amongst a larger proportion of pupils with responses being **Doctor, Scientist and Engineer** amongst other roles. This is followed by **Lawyer, Starting a Business and Artist** being particularly popular too. A word cluster of all responses is available in **Figure 5** below.

Figure 5: Pupils' responses to what they want to be when they leave school (Word cluster)



Pupils were also asked to additionally to identify professions (categorised into their sector) which they were interested in for their future careers. **19%** chose 'Science, Technology and Engineering' making this the most popular choice. This was followed by Arts and Communication and Health at **9%**, Law, Public Safety and Security and Finance at **8%**, Marketing Sales and Services and Business Management and Administration at

7%, Online Social Media and Architecture and Construction at 6% followed by Government and Public Administration and Education at 4%.

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

5.3 Online delivery model

Pupils were also asked about their experience of joining the festival online. A total of 71% of pupils agreed that 'it was easy to join the session', 64% agreed that 'they felt safe and supported', 62% of pupils agreed that the 'video and sound worked well' and 59% agreed that they 'enjoyed the festival online'. Overall, this was indicative that an online delivery model can be effective in engaging young people in skills and career related provisions. In fact, both teachers and pupils' comments on the ease of joining LCF webinars online and the sessions being enjoyable and useful. While there is a desire to return some provision of face-to-face events, the main stakeholders were positive about online careers experiences.



71% of young people agreed that it was easy to join LCF sessions online

5.4 Variety of offer

The festival had a variety of offers for primary, secondary and post 16 pupils. Schools and pupils had the opportunity to explore roles and careers from the following sectors: **Law, Art/Creative sector, Business and Finance, Tech/STEM, Construction, Government and Public Service** and **Media and Journalism** across the 55 webinars delivered for the festival this year. To compliment this further, a number of webinars enabled schools and pupils to develop their **Fusion skills** including oral communication, problem solving, and creativity.

Additionally, schools and pupils could explore skills and career related resources for the following sectors, on top of the sectors outlined above: **Healthcare, Music, Photography, Sports and a wide variety of general careers advice and tips** with a total of **over 160 resources** for teachers and pupils to explore.

"The breadth of choice for young people to engage (was something we liked about LCF)"

LCF Partner



"(LCF) Offered a wide variety of workshops for young people, across a range of careers."

LCF Partner



5.5 Cancellations

A positive outcome for the festival this year is that no webinars were cancelled due to low attendance or low bookings from schools/pupils, despite this being a common factor for events of this scale. A key factor for this is the work that was carried out in the lead up to the week of the festival around carefully scrutinising booking numbers for each webinar to ensure that there were sufficient bookings for each webinar. Additionally, it also means that there was sufficient interest from schools and pupils for all webinars delivered this year. Not having to cancel webinars/events meant that the team were also able to sustain positive relationships with employer partners who responded positively and enthusiastically to engaging pupils in their events.

5.6 Teachers' experiences



85% of teachers said they would book pupils onto events next year



92% of teachers said they would recommend LCF to other teachers and schools

London Careers Festival has a strong focus on working closely with schools/teachers. Teachers were asked to complete an online survey at the end of the festival to provide an opportunity for them to give feedback. Overall teachers indicated that LCF provided valuable experiences for their pupils.

100% of the responses from teachers were positive (Excellent/Satisfactory) for the following aspects of the festival – **overall event, presentations from session facilitators, relevance to young people and relevance to your school's/college's priorities.**

When evaluating **practical aspects** of joining the festival, teachers again highlighted that 'communication during the event, online platforms used, sound and video quality and event staff' were **(Excellent/Satisfactory)**. However, some areas were highlighted by teachers as things that **(Need Improvement)** when it comes to looking at practical aspects of the festival. Analysis of feedback provided in the free-text comment gives specific details around this. The key areas of improvement highlighted include: session interactivity, video quality, more opportunity to ask questions, the booking system to be less admin-heavy and nationwide marketing.

"Images in presentations. Different people presenting along with clips and questions. Very informative."

A Teacher



"It was good that the children were able to ask lots of questions and all were responded to."

A Teacher



5.7 LCF Website

LCF has a distinct brand and identity, with a logo, colour themes, website and bespoke marketing materials including images, GIFs and animations for social media distribution – all of which continue to be a strength in promoting the festival and creating a visual identity that is recognisable to schools, partners and other key stakeholders. Overall, the look and feel of the branding continue to be a core strength of LCF and was consistently used in promotional materials, general communications and pupil resources.

To ensure continual improvement to the site and to reflect the everchanging landscape of delivering events online the LCF Website was further updated from last year to reflect feedback from previous year. A breakdown of the changes made to the website can be seen in **Appendix 4.**

5.8 Employer organisations

Similar to 2020, there was an overwhelmingly positive response from businesses who were keen to be involved with the festival. A **total of 55 webinars were delivered** as part of LCF 2021 and many more expressed an interest to be involved. List of all partner organisations who supported with promoting the festival can be seen in **Appendix 5.**

To evaluate the way in which we work with partners, we requested feedback from our employer partners to ensure that we are capturing key learning points and using any feedback submitted to make improvements to the festival for future years. We received responses from **24% of our employers** and below is some key information from their feedback.

- **100%** of partners are ‘**very likely**’ or ‘**somewhat likely**’ to recommend participating in LCF to other businesses or organisations.
- **92% of partners** commented that they are ‘**very likely**’ to offer experiences for young people in the London Careers Festival next year (June 2022).
- **All partners** also commented positively on “**the breadth of choice for young people to engage**” and being able to “**work with a number of young people from various schools**”

“I enjoyed being able to deliver a session with other creative partners. It worked so well because we all shared similar skills need for the creative industries and it showed the synergy.”

LCF Partner

“ I enjoy being part of a bigger festival, where a community of organisations are working together to educate children and young people about the world of work.”

LCF Partner

6. Recommendations for LCF 2022

The following recommendations are made:

6.1 Hybrid delivery model

- Adopt a hybrid delivery model where LCF offers include both physical and online experiences for LCF 2022. Following an evaluation session with the London Careers Festival Working Group, it is evident that some sessions, like the Livery Schools Link Showcase, would benefit from being delivered as a face-to-face event. Careful consideration will need to be made regarding the resources needed to deliver an event which is both online and offline. A more realistic solution to a hybrid delivery format could be to dedicate certain day(s) of the week to physical events and online events.
- It should be noted that some LCF webinars worked particularly well when delivered as an online event, some of which included sessions delivered by the Livery Schools Link. When delivering an online event or webinar, careful consideration should be made to:
 - Quality of the session and its content
 - Including a fusion skills approach where appropriate
 - Having experienced and engaging speakers
 - Using ‘storytelling’ as a tool
 - Utilising the use of alumni or relevant personnel as appropriate

6.2 Online Resources

- While LCF offers a wide variety of online resources for schools and pupils to explore a wide range of roles and industry sectors, feedback was given around how this could be improved further so that there is a greater amount of resources which explore sectors which reflect the demands of the current labour market. Sectors which were specifically recommended to explore further include: healthcare, retail and tourism, and resources for SEND schools and pupils.

6.3 SEND Offer

- Continue to deliver SEND bespoke sessions, with a possibility of extending to a larger number of sessions.

6.4 Partnerships

- Continue to work with a few key strategic partners to support with webinar organisation, booking setup, technical set-up, and marketing. This will help the team to ensure that they are able to strategically plan and improve key areas of the festival delivery.

6.5 Booking process

- Improve booking process, to keep the administration as minimal for those who make bookings (especially when bookings are made for multiple events). Teachers still commented that the booking process remains “admin-heavy”.
- Explore ways to consolidate booking confirmations for multiple events avoiding sending separate emails about different bookings – again to minimise administrative burdens.
- Continue to ensure booking for LCF offers open early to give schools and pupils plenty of time to explore and book.

6.6 Quality of LCF webinars

- Based on feedback from pupils, teachers, LCF hosts around the quality of LCF Webinars LCF 2022 will aim to improve on the following for each LCF webinar:
 - “Interactivity” of the session(s)
 - Giving schools and pupils the opportunity to “ask questions”
 - Some pupils commented that sessions were “boring” so it is key that for LCF 2022, presentation delivery and interactivity of each session is carefully scrutinised when planning each session
 - Have “inspiring role models” in sessions/webinars

6.7 Technical support and data

- Improve the way in which joining links are shared with partners ensuring that they are sent at least a week before the session is due as some partners commented that there were issues around receiving joining links for sessions
- Some partners also commented that not being able to see pupils through the use of camera had an effect on the quality of the session and its delivery style. Therefore, a key recommendation for LCF 2022 would be to carefully scrutinise what delivery style is most appropriate for each LCF webinar e.g. a zoom webinar vs a zoom meeting. The latter enables schools and pupils to use their audio and camera where they wish to do so.
- Ensure all videos being used for LCF webinars are of high quality as teachers commented that some videos used in some LCF webinars did not work so well.

“I enjoy being part of a bigger festival, where a community of organisations are working together to educate children and young people about the world of work”

LCF Partner



“It was good that the children were able to ask lots of questions and all were responded to”
A Teacher



“It was really nice to know about my choices and it helped me choose a path that suits me”

Appendices

Appendix 1: LCF 2021 Webinars offered to pupils and schools

Bloomberg How do you choose what to study next... with Bloomberg [Thursday, July 01, 2021] [Secondary]	Planet Organic A day in the life of a Marketing Manager.... [Thursday, July 01, 2021] [Secondary/College/Sixth Form]	London Mithraeum Bloomberg Space London Mithraeum Bloomberg Space: Skills Workshop [Thursday, July 01, 2021] [Primary]
BPIF Job opportunities and the wide range of roles available in the printing industry [Thursday, July 01, 2021] [Secondary]	PwC Careers with PwC [Wednesday, June 30, 2021] [Secondary/College/Sixth Form]	The Creative Dimension Trust Forging a career using your hands [Tuesday, June 29, 2021] [Secondary]
BT BT EARLY CAREERS HUB [Thursday, July 01, 2021] [Secondary/College/Sixth Form]	Royal Air Force NO ORDINARY EMPLOYER [Wednesday, June 30, 2021] [Secondary/College/Sixth Form]	Livery Schools Link Livery Showcase (Primary) [Wednesday, June 30, 2021] [Primary/ Year 5-6]
Evening Standard So you want to work in the media [Wednesday, June 30, 2021] [Secondary/College/Sixth Form]	Troup Bywaters + Anders A Career in Engineering [Wednesday, June 30, 2021] [Secondary/College/Sixth Form]	Livery Schools Link Livery Showcase (Secondary) [Tuesday, June 29, 2021] [Secondary/ Year 8-10]
Hobs Going from Great to Greater [Thursday, July 01, 2021] [Secondary/College/Sixth Form]	Worshipful Company of Stationers & Newspaper Makers History and future of apprenticeships in the printing and publishing sector [Thursday, July 01, 2021] [Secondary/College/Sixth Form]	Livery Schools Link Livery Showcase (Primary) [Wednesday, June 30, 2021] [Primary/Year 5-6]
Pearson Plc Pearson Apprenticeships [Wednesday, June 30, 2021] [Secondary/College/Sixth Form]	Education and Employers Primary KS1/Lower KS2 workshop: Smashing Stereotypes [Wednesday, June 30, 2021] [Primary]	Livery Schools Link Livery Showcase (Send) [Wednesday, June 30, 2021] [Primary/ Year 5-6]

Education and Employers Secondary KS4 workshop: 'Pathways into Law' [Wednesday, June 30, 2021] [Secondary]	Access HE The Secret Skills of Career Success! Critical Thinking Workshop – Lesson Three, Remembering [Wednesday, June 30, 2021] [Secondary and Post 18]	CISI Thinking About A Career In Investments [Thursday, July 01, 2021] [Secondary]
Education and Employers Secondary workshop: 'Becoming an Influencer (Marketing & Social Media)' [Wednesday, June 30, 2021] [Secondary]	Access HE The Secret Skills of Career Success! Critical Thinking Workshop – Lesson One, Questioning [Monday, June 28, 2021] [Secondary and post 16]	City Business Library Running your own business {Thursday, July 01, 2021} [16-19 year olds]
Education and Employers Primary KS2 workshop: 'Broaden horizons into the world of work' [Friday, July 02, 2021] [Primary]	Access HE The Secret Skills of Career Success! Critical Thinking Workshop – Lesson Two, Understanding [Tuesday, June 29, 2021] [Secondary and post 16]	City Business Library Running your own business {Friday, July 02, 2021} [Secondary]
Education and Employers Primary KS2 workshop: 'Putting the A in STEAM' [Tuesday, June 29, 2021] [Primary]	Access HE The Secret Skills of Career Success! Critical Thinking Workshop – Lesson Four, Collaborating [Thursday, July 01, 2021] [Secondary and post 19]	City of London Meet City of London Apprentices [Monday, June 28, 2021] [Post 16's]
Education and Employers Primary workshop: 'STEM in everyday life' [Thursday, July 01, 2021] [Primary]	Access HE Student Stories [Friday, July 02, 2021] [Secondary and post 20]	City of London Meet City of London Apprentices [Friday, July 02, 2021] [Secondary]
Education and Employers Secondary KS3 workshop: 'Tech jobs of the future' [Tuesday, June 29, 2021] [Secondary]	CISI Thinking About A Career In Investments [Tuesday, June 29, 2021] [16-19 year olds]	City of London Succeeding in Interviews {Friday, July 02, 2021} [16-19 year olds]
Education and Employers Secondary Post-16 workshop: 'Enterprising Minds (Business Management)' [Thursday, July 01, 2021] [Secondary]	City of London Corporation Your career in Law – a role for everyone [Monday, 28 June, 2021] [Year 10-13]	The London Symphony Orchestra, The Barbican Centre & London Screen Academy Careers and Skills in the Creative Industries [Monday, June 28, 2021] [Secondary]

ELSA EDUCATION Artificial Intelligence – PETS FOR ALL (FOR SEND PUPILS) [Thursday, July 01, 2021] [Primary]	NatWest (Dream Bigger) NatWest Dream Bigger: Developing an Entrepreneurial Mindset [Tuesday, June 29, 2021] [16-19 year olds]	The London Symphony Orchestra, The Barbican Centre & London Screen Academy Careers and Skills in the Creative Industries [Friday, July 02, 2021] [Post 16's]
ELSA EDUCATION Artificial Intelligence – PETS FOR ALL (FOR SEND PUPILS) [Monday, June 28, 2021] [Secondary]	Pathway CTM Your Next Steps – Onwards and Upwards! [Friday, July 02, 2021] [Post 16's]	Livery Schools Link Livery Showcase (Secondary) [Tuesday, June 29, 2021] [Secondary/Year 8-10]
ELSA EDUCATION Artificial Intelligence – PETS FOR ALL (FOR SEND PUPILS) [Thursday, July 01, 2021] [Secondary]	Pathway CTM Parent Event – Your Child's Next Step [Thursday, July 01, 2021] [Parents]	Livery Schools Link Livery Showcase (Primary) [Wednesday, June 30, 2021] [Primary/Year 5-6]
English Speaking Union Talk the talk: express yourself with confidence [Monday, June 28, 2021] [Post 16's]	Role Models Role Models: Creativity and Problem-Solving Skills Workshop [Wednesday, June 30, 2021] [Year 5,6]	Livery Schools Link Livery Showcase (Secondary) [Tuesday, June 29, 2021] [Secondary/Year 8-10]
English Speaking Union Talk the talk: express yourself with confidence [Monday, June 28, 2021] [Secondary]	Role Models Role Models: Creativity and Problem-Solving Skills Workshop [Tuesday, June 29, 2021] [Year 5,6]	Livery Schools Link Livery Showcase (Secondary) [Tuesday, June 29, 2021] [Secondary/ Year 8-10]
English Speaking Union Talk the talk: express yourself with confidence [Monday, June 28, 2021] [Primary]	SIR ROBERT MCALPINE SIR ROBERT MCALPINE: CONSTRUCTION CHALLENGE – DESIGN YOUR OWN WELFARE FACILITIES [Monday, June 28, 2021] [Year 5,6]	

Appendix 2: LCF 2021 Costs Breakdown

Activity	Year 3 Budget	Spending
London Careers Festival Project Staff	£35,000	£35,000
Branding and promotional materials	£5,000	N/A
Event hospitality	£8,000	N/A
Workshops	£2,000	£10,100
Logistics	N/A	£5,925
Website development	£5,000	£4,450.02
Working party and planning meetings	£500	N/A

Signage	£3,000	N/A
Event assistants	£3,500	N/A
AV equipment and technology	£3,000	£2,720
Total	£65,000	£58,195

Appendix 3: LCF 2020 Survey Questions

The evaluation of LCF is based on a combination of administrative data on participation and attendance, quantitative survey data on individuals' ratings and experiences, and qualitative data on the experiences of pupils, teachers, organisations, the Working Party and event organisers. The feedback was collected in the following ways and is used to carefully analyse what went well and what did not go so well with the festival to ensure that we improve things for the festival in future year(s).

- **Surveys** were given to pupils after they had completed their LCF webinar/event
- Schools and education providers were sent a link to an **online school survey**
- Participating organisations were sent a link to an **online organisation survey**
- The **Working Party** had a reflection session in July 2021 to identify strengths, areas for improvement, and recommendations for LCF 2022
- **Feedback via emails** from teachers and partner organisations was collected and analysed

The survey questions are all included below.

Survey – Sent to Employer Partners				
1. What type of experience did you or your organisation offer for the Virtual London Careers Festival? (Select all that apply)				
<ul style="list-style-type: none"> • Live webinar • Links to online content, e.g. careers resources 				
2. What age group of young people was your offer for?				
<ul style="list-style-type: none"> • Primary • Secondary • Post-16 				
3. Did you participate in the London Careers Festival last year (in 2020)?				
<ul style="list-style-type: none"> • Yes • No • Not sure 				
4. If you hosted a live session, which online platform did you use?				
<ul style="list-style-type: none"> • Microsoft Teams • GoToWebinar • Zoom • Google Hangouts • Skype • Other <please specify> 				
5. How would you rate the following?				
	Excellent	Satisfactory	Needs improvement	Poor
London Careers Festival Website				
Process of participating in the event				

Communication leading up to the event				
Communication and support during the event				
Communication after the event				
The online platform you used				
Contribution to your organisation's priorities				
Contribution to your organisation's values				
Contribution to social mobility				
Value for time				
Access to young people				
Diversity of the young pupil attending				
Overall event				
Overall impact for your organisation				

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

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

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

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

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

10. How likely is your organisation to offer experiences for young people in the London Careers Festival next year (June 2022)?

- Very likely
- Somewhat likely

- Not likely

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

- Very likely
- Somewhat likely
- Not likely

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

- Yes
- No

13. What is your email address? (Optional)

Survey – Sent to Teachers

1. What is your school type?

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

2. Which types of activities across the Festival week did pupils from your school engage in? (Select all that apply)

- Live webinars hosted by employers
- Accessing links and resources on the London Careers Festival Website

3. How would you rate the following practical aspects of joining the London Careers Festival?

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

4. How would you rate the quality of the following?

	Excellent	Satisfactory	Needs Improvement	Poor
Overall event				
Presentations from session facilitators				
Interactivity of the session(s)				

Relevance to young people				
Relevance to disadvantaged young people				
Relevance to the careers and skills curriculum				
Relevance to your school's/college's priorities				
Contribution to social mobility				
Long-term impact				

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

	Strongly agree	Agree	Disagree	Strongly disagree
It was useful				
It was informative				
It was inspirational				
There were opportunities to ask employers questions				
The session was engaging and there were interactive elements				
It helped me develop my skills				
It helped me think about my future				
It helped me feel more confident				
It helped me understand myself better				
It helped me to think about new things				

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

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

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

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

7 – Provide encounters with further and higher education providers				
8 – Provide personal guidance and advice				

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

	Strongly agree	Agree	Disagree	Strongly disagree
It was easy for pupils to join the session				
Pupils felt safe and supported				
The video and sound worked well				
Pupils enjoyed joining the Festival online				
There were benefits to having sessions online rather than face-to-face				

9. Tell us about the things you liked

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

11. Will you book pupils onto the festival next year?

- Yes
- No
- Not sure

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

- Yes
- No
- Not sure

13. Virtual reality would be a valuable way to learn about careers (We want to know if this is something you may be interested in for the festival in the future)

- Agree
- Disagree
- Don't know

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

- Yes
- No

15. What is your email address? (Optional)

1. Please can you select the Apprentice Futures Employer Session that you attended (from the drop-down list)

- 30 June 2021, 10.00 to 10.30 session with Pearson
- 30 June 2021, 11.00 to 11.30 session with Troup Bywaters + Anders
- 30 June 2021, 13.00 to 13.30 session with Evening Standard
- 30 June 2021, 14.00 to 14.30 session with Royal Air Force
- 30 June 2021, 15.00 to 15.30 session with PwC
- 1 July 2021, 10.00 to 10.30 session with Stationers' Company
- 1 July 2021, 11.00 to 11.30 session with Bloomberg
- 1 July 2021, 13.30 to 14.00 session with BT
- 1 July 2021, 14.00 to 14.30 session with Hobs
- 1 July 2021, 15.00 to 15.30 session with BPIF

2. Would you now consider an apprenticeship as a career choice development opportunity as a result of attending this session?

- Yes
- No
- Not sure

3. Which school year are you currently in?

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- Year 7
- Year 8
- Year 9
- Year 10
- Year 11
- Year 12
- Other <please specify>

4. Did you attend the London Careers Festival last year?

- Yes
- No
- Not sure

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

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

Think about your skills			
-------------------------	--	--	--

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

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

7. What careers are you interested in?

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

8. In one or two words, tell us what you want to be when you leave school.

9. How would you like to join the festival in the future?

- Online
- In person
- Hybrid (access to both online and in-person experiences)
- Not sure

10. Please tell us if there is anything else you would like to say about your experience of the London Careers Festival.

Appendix 4: LCF 2021 Changes made to the website

Key changes made to the LCF website include:

- 1. Book** – a number of improvements were made to this page to provide an improved user journey for schools and pupils. These included

<ul style="list-style-type: none"> ○ Including separate URL for each event so that they can easily be shared and linked to by schools, partners, etc ○ Include partners logo to help distinguish between different events as well as improve relationships with partners as we had more capacity to promote their branding ○ Improve the filtering system further to only show events which a user selects to explore ○ Redesign the layout of different webinars so they are clear and easy to explore
<p>2. Resources – a number of improvements were made to this page to provide an improved user journey for schools and pupils. These included</p> <ul style="list-style-type: none"> ○ Including separate URL for each resource so that they can easily be shared and linked to by schools, partners and more importantly the LCF team! This helped to highlight relevant resources with targeted audiences ○ Include partners logo to help distinguish between different events as well as improve relationships with partners as we had more capacity to promote their branding ○ Improve the filtering system further to only show events which a user selects to explore ○ Include tags within the visual layout to further help users decide whether a resource is useful for them. These tags helped user to quickly see the age appropriateness of the resource, which sectors(s) the resource explored and what type of resource it is ○ Redesign the layout of different resources so they are clear and easy to explore
<p>3. LCF Live – an additional page was added dedicated to helping audiences connect with LCF in a more interactive way. This was achieved through a partnership formed with Access HE who delivered workshops to get pupils to think about the role ‘Critical Thinking’ plays in their personal and professional lives.</p>

Appendix 5: LCF 2021 Partners

LCF Partner Organizations List	
Access HE	HONOURABLE COMPANY OF AIR PILOTS
Apprentice Futures	WORSHIPFUL COMPANY OF ACTUARIES
Bloomberg	WORSHIPFUL COMPANY OF BAKERS
BPIF	WORSHIPFUL COMPANY OF BARBERS
BT	WORSHIPFUL COMPANY OF BUILDERS MERCHANTS
CISI	WORSHIPFUL COMPANY OF CHARTERED SURVEYORS
City of London Corporation (Legal, HR and Apprentices)	WORSHIPFUL COMPANY OF CLOCKMAKERS
Education and Employers	WORSHIPFUL COMPANY OF COACHMAKERS
ELSA EDUCATION	WORSHIPFUL COMPANY OF CORDWAINERS
English Speaking Union	WORSHIPFUL COMPANY OF EDUCATORS
Evening Standard	WORSHIPFUL COMPANY OF FISHMONGERS
Hobs	WORSHIPFUL COMPANY OF GARDENERS
Livery Schools Link	WORSHIPFUL COMPANY OF GOLDSMITHS
LONDON MITHRAEUM BLOOMBERG SPACE	WORSHIPFUL COMPANY OF HORNERS
LONDON SCREEN ACADEMY	WORSHIPFUL COMPANY OF INFORMATION TECHNOLOGISTS
Natwest (Dream Bigger)	WORSHIPFUL COMPANY OF INNHOLDERS
Pearson Plc	WORSHIPFUL COMPANY OF JOINERS AND CEILERS
Planet Organic	WORSHIPFUL COMPANY OF MANAGEMENT CONSULTANTS
PwC	WORSHIPFUL COMPANY OF MARKETORS

Role Models	WORSHIPFUL COMPANY OF PAVIORS
Royal Air Force	WORSHIPFUL COMPANY OF SALTERS
SIR ROBERT MCALPINE	WORSHIPFUL COMPANY OF STATIONERS AND NEWSPAPER MAKERS
Small Business Research & Enterprise Centre	
THE BARBICAN CENTRE	
The Creative Dimension Trust	
THE LONDON SYMPHONY ORCHESTRA	
Troup Bywaters + Anders	
Worshipful Company of Stationers & Newspaper Makers	

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Committee(s) Establishment Committee Education Board Policy and Resources Committee	Dated: 8 September 2021 9 September 2021 16 September 2021
Subject: Joint Annual Report for the ‘Social’ Strategies: Responsible Business, Social Mobility, Digital Skills and Climate Action Strategies for 2020-21	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	3, 5, 8, 9
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Caroline Al-Beyerty, Chamberlain and Chief Financial Officer David Farnsworth, Managing Director, Bridge House Estates Damian Nussbaum, Director of Innovation and Growth Andrew Carter, Director of Community & Children’s Services	For Information
Report author: Chris Oldham, Corporate Strategy & Performance Officer	

Summary

This report presents a combined annual report of the Responsible Business, Social Mobility, Digital Skills and Climate Action Strategies for 2020-21.

Recommendations

Members are asked to:

- i) Note the progress made in the delivery across the four strategies in 2020-21.

Main Report

Background

1. The [Responsible Business Strategy 2018-23](#) was approved at Establishment Committee in May 2018. The [Social Mobility Strategy 2018-28](#) and the [Digital Skills Strategy 2018-23](#) were both approved by Policy and Resources Committee in September 2018. The [Climate Action Strategy 2020-27](#) was approved at Policy and Resources Committee in September 2020.
2. The annual reporting of these strategies is not a statutory commitment but, in previous years, Members have come to expect a formal report on the delivery of

these strategies to evidence the City of London Corporation's continued commitment to social inclusion and responsible business.

Current Position

3. Last year, a combined Annual Report was presented for the Social Mobility and Digital Skills Strategies, recognising the strategic alignment between the two strategies and the integrated nature of digital and social inclusion. As Members were content with this approach of annual strategy reporting, it was decided that the Responsible Business Strategy 2018-23 and the Climate Action Strategy 2020-27 could also be amalgamated in the annual report for 2020-21.
4. These four strategies are being looked at together in one combined annual report as they cover the 'Social' element of the Environmental, Social, and Corporate Governance (ESG) measures for judging the sustainability and societal impact of the City of London Corporation. This also reflects the direct strategic alignment in promoting social mobility as a key outcome from the Responsible Business Strategy, and that attaining a good level of digital skills is an important determiner to improve an individual's social mobility.
5. As well as aligning with the Social Mobility and Digital Skills Strategies, the Responsible Business Strategy also covers the corporate commitment to ensure the health of the planet, directly correlating with the Climate Action Strategy's aim of achieving Net Zero carbon emissions by 2040 in the Square Mile. Similarly, the effects of severe climate change, were the City Corporation to fail in its mission of achieving Net Zero by 2040, would have a disproportionately negative impact upon the social mobility of disadvantaged groups.
6. The annual report will be distributed in digital form only and will be a public document available to the City Corporation's external audiences via the internet site. The intention is that the annual report will demonstrate the City Corporation's continued commitment to champion social and digital inclusion and responsible business.

Proposals

2020-21 Annual Report for the Social Strategies

7. The combined Annual Report for the Responsible Business, Social Mobility, Digital Skills and the Climate Action 'Social' Strategies shares the key highlights, case studies, performance data and partnerships that are involved for each of the Responsible Business Strategy's two outcomes, the Social Mobility Strategy's four outcomes, the Digital Skills Strategy's three priorities, and the Climate Action Strategy's Year One Project Plan. It recognises the achievements for the year September 2020 to September 2021, the learnings from the COVID-19 recovery mission and reaffirms the City Corporation's commitment to the Responsible Business Strategy 2018-23, the Social Mobility Strategy 2018-28, the Digital Skills Strategy 2018-23 and the Climate Action Strategy 2020-27. It can be found at **Appendix 1**.

Options

N/A

Key Data

See Appendix 1 for KPIs.

Corporate & Strategic Implications

8. Strategic implications – The Annual Report provides an overview of the delivery on the Responsible Business, Social Mobility, Digital Skills and Climate Action Strategies. Furthermore, the Annual Report delivers on the following Corporate Plan outcomes: 3: People have equal opportunities to enrich their lives and reach their full potential; 5: Businesses are trusted and socially and environmentally responsible; 8: We have access to the skills and talent we need; 9: We are digitally and physically well-connected and responsive.
9. Financial implications – There are no financial implications relating to the proposal set out in this report.
10. Resource implications - Combining the officer level governance and reporting for the Responsible Business, Social Mobility, Digital Skills and Climate Action Strategies has reduced the resource requirement. This has meant that the joint report could be delivered despite reduced resources in the Corporate Strategy and Performance Team due to Covid-related secondments and savings requirements.
11. Legal implications - There are no legal implications relating to the proposals set out in this report.
12. Risk implications - There are no risk implications relating to the proposals set out in this report.
13. Equalities implications - The Social Mobility Strategy includes strategic aims to overcome barriers for people with protected characteristics and socioeconomic disadvantage, and will promote equality of opportunity.
14. Climate implications - The strategic focus on green jobs and investment reflects the commitments and aims of the Climate Action Strategy.
15. Security implications - There are no security implications relating to the proposals set out in this report.

Conclusion

16. This report presents work in support of the Responsible Business, Social Mobility, Digital Skills and Climate Action Strategies. The Joint Annual Report reflects the achievements and progress made in 2019-20 towards the delivery of the Responsible Business, Social Mobility, Digital Skills and Climate Action Strategies.

Appendices

Appendix 1: 2020-21 Annual Report for the 'Social' Strategies: Responsible Business, Social Mobility, Digital Skills and Climate Action Strategies

Chris Oldham

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Social Strategies: Responsible Business, Social Mobility and Digital Skills Strategies, and featuring the Climate Action Strategy Annual Report 2020-21

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Foreword

Welcome to this combined 2020-21 annual report on our ‘Social’ corporate strategies: Social Mobility Strategy 2018-28, Responsible Business Strategy 2018-23, Digital Skills Strategy 2018-23, and Climate Action Strategy 2020-27. This report presents highlights from all four strategies and an overview of progress towards their strategic aims.

These four strategies are being looked at together in one combined annual report to draw together the ‘Social’ element of the Environmental, Social, and Corporate Governance (ESG) goals which we have set ourselves for the sustainability and societal impact of the City of London Corporation. Their aims are in direct alignment. Promoting social mobility is a key outcome from the Responsible Business Strategy and attaining a good level of digital skills is an important determiner to improve an individual’s social mobility. As well as aligning with the Social Mobility and Digital Skills Strategies, the Responsible Business Strategy covers the corporate commitment to ensure the health of the planet, directly correlating with the Climate Action Strategy’s aim of achieving Net Zero carbon emissions by 2040 in the Square Mile. Similarly, the effects on the City of severe climate change would undoubtedly have a very negative impact upon social mobility both in the Square Mile and the rest of London as disadvantaged groups will be particularly hard hit¹.

Combining our annual report on these four strategies reflects the increasing need for strategic coordination given the new challenge of recovery from the COVID-19 epidemic, as well as growing political and social pressure to respond to the global climate. These multi-faceted issues demand a coordinated response from the City Corporation’s corporate strategies, which is reflected in the new approach to joint annual reporting. With a more coordinated approach we can preserve and redirect resources to the COVID-19 recovery effort, promote more streamlined ways of working, encourage strategic synergy with our Corporate Plan., and have more impact on these important issues.

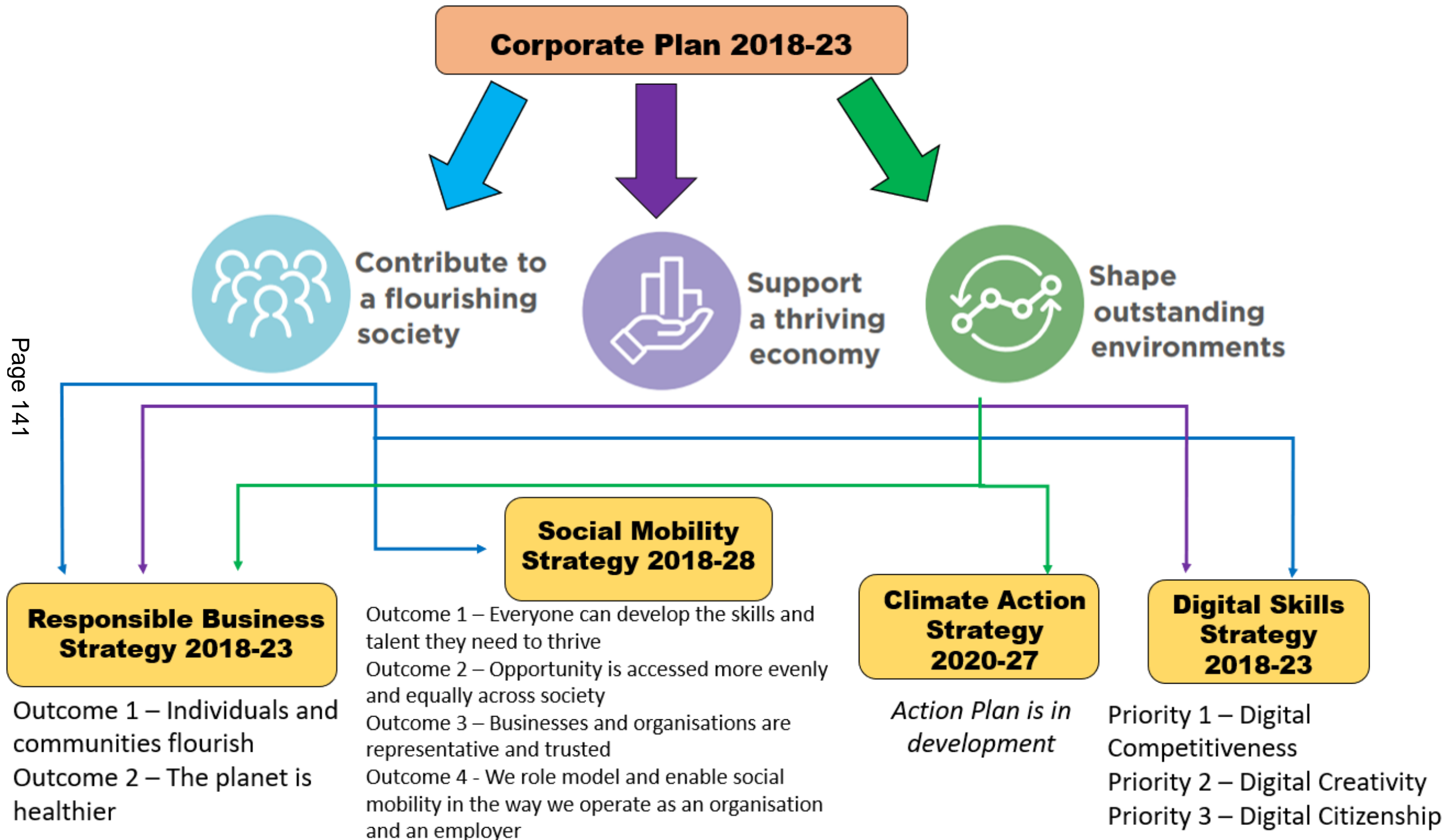
2020 and 2021 has seen numerous successes in the efforts to prevent the COVID-19 epidemic from hindering our aims to promote responsible business, social mobility and digital inclusion. Across the Square Mile, significant work has been done to supply reconditioned digital devices and training to get more people online, thereby providing better access to services and opportunities. Furthermore, online working has had a benefit of removing some of the physical barriers to working and accessing skills. Across London, the City Corporation and other local authorities and voluntary and community organisations have been gaining better insight of who is in need of support, and we have developed more effective ways of reaching people using digital means instead of relying on face-to-face interactions, spurred on with amazing levels of community action. It is also critical to recognise where the current and upcoming strategic challenges now lie so that the City Corporation can respond appropriately. The COVID-19 epidemic has had disproportionate health and economic impacts on certain groups, including black people, people from some Asian backgrounds, with health impacts for older people and people with underlying health conditions, and economic impacts for younger people. In many cases, the pandemic has exacerbated health and economic inequalities which existed before the onset of the pandemic, adding further complications.

The City Corporation’s Social Strategies are aimed at fighting social inequality. The aftershocks of the COVID-19 pandemic, and the implications of the climate challenge, will require an even closer degree of coordination across our ‘Social’ corporate strategies to present a robust response to protect the Square Mile’s residents, workers, students and visitors.

¹ Climate Change and Social Inequality, UN Department of Economic & Social Affairs (2017)



Annual Report 2020-21 Alignment with the Corporate Plan 2018-23





Annual Report 2020-21

Executive Summary

What do we mean by Social Mobility, Responsible Business, Digital Skills and Climate Action?

Social mobility is the ability and opportunity for individuals, families or groups to progress within a society to reach their full potential – in terms of income, education, employment, perceived social status, housing and place/postcode.

Digital skills are the set of skills, attitudes and values which will enable people to thrive and flourish in current and future digital environments.

Responsible Business reflects our commitment to creating a sustainable future through our own business and by influencing others. It means that businesses are trusted and socially and environmentally responsible, creating a Square Mile where individuals and communities flourish, and the planet is healthier.

The Climate Action Strategy aims to ensure that the Square Mile and City Corporation make a positive contribution in tackling climate change, addressing the resilience risks it poses, and seizing the opportunities presented by the transition to a net zero economy.

Why this needs highlighting

Social background is not currently a protected characteristic under the definitions set out in the Equalities Act 2010. Organisations can appear to be diverse and may be able to demonstrate that they comply with the Equalities Act 2010 without giving people with similar potential but from different socio-economic backgrounds equal chances to succeed.

Household income is the key determinant of whether a person has access to the internet and the opportunity to develop the digital skills that are needed to be included and thrive in 21st century society.

As with the characteristics protected in the Equalities Act 2010, we see differences in how people progress and need to delve into personal experiences, organisational processes and data to gain insight into why and how this happens in order to work out how to change it.

The City Corporation as an enterprise has both a moral and business need to promote responsible business, using its influence to drive social inclusion and fight the climate emergency which has the potential to worsen existing social inequalities.

What this report covers

This report shares the key highlights, case studies, performance data and partnerships that are involved for each of the City of London Corporation's (the 'City Corporation') the Responsible Business Strategy's two outcomes, the Social Mobility Strategy's four outcomes, the Digital Skills Strategy's three priorities and the Climate Action Strategy's three strategic Actions. It recognises our achievements for the year September 2020 to September 2021, the learnings from the COVID-19 crisis and reaffirms our commitment to the Responsible Business Strategy 2018-2023, the Social Mobility Strategy 2018-28 and the Digital Skills Strategy 2018-2028. This report combines the annual reporting for the Responsible Business Strategy, Social Mobility and Digital Skills and Climate Action Strategies, reflecting the strong links between the strategies and using our resources more efficiently.

Given the period covered, the aftershocks of the COVID-19 pandemic are still being felt, with some groups being disproportionately negatively impacted.

Responsible Business – at a glance

Promotion of mental and physical wellbeing has been a key objective, including the CityWell programme and the 'From Stress to Destress' campaign, with our mental health first aiders playing a crucial role.

In pursuit of a more circular economy, we have been improving our internal practices to become more sustainable where possible. This has included reducing our use of single-use plastics and training our staff to become Circular Economy Ambassadors so they are equipped to identify additional areas for improvement.

In collaboration with our other corporate strategies, we have been working with the Local Plan Review to include a new policy on Urban Greening but our buildings and public realms.

Other recent victories included delivering an online workshop for facilities managers on how to reduce emissions, and the arrival of our new fleet of electric refuse vehicles which are now operational.

233 out of the **266 actions** in the action plan were either completed or were ongoing actions that were being delivered to schedule.



Annual Report 2020-21

Executive Summary continued

Social Mobility Strategy – at a glance

To equip our communities with the skills and talent they need to thrive, we have expanded the functionality of our Find Fusion platform to include work experience opportunities around the City and wider London, opening up opportunities for advancement to people without the connections to find these placements. Similarly, our Evolve Programme pilot has promoted careers in the film industry to young people from backgrounds that are underrepresented in the film sector. Recognising the affect that mental health can have on a person’s ability to reach their potential, we have delivered the City and Hackney Mental Health Transformation Plan and have worked with MIND to improve mental health outcomes for residents and workers.

To ensure more equal and even access to opportunity, the Tackling Racism Taskforce has used our cultural and creative institutions to celebrate creatives from underrepresented backgrounds, such as the ‘Celebrating City Women - Hidden Histories’ film, and the Ensemble exhibition which shines a spotlight on the career opportunities available to BAME people in the videogaming industry. We have also been upskilling our staff via the Equally Yours training to promote a culture that makes access to opportunity more equal.

Linking in closely with our work in the Responsible Business Strategy, we have been ensuring that businesses and organisations are representative and trusted by engaging with the Financial Inclusion Alliance and their aim to focus Covid recovery around improving outcomes for young people, and also by establishing the Financial and Professional Services Socio-economic Diversity Taskforce. The Taskforce will play a leading role nationwide in championing socio-economic diversity at senior levels across the financial and professional services sector.

As an organisation, the City Corporation has been striving to role model social mobility by expanding our Employee Volunteering Programme and donating over £30.7m across Greater London, via 277 grants, to philanthropic causes through the City Bridge Trust, tackling issues such as poverty, loneliness, mental health and unemployment that play a key role in improving social mobility for Londoners. Furthermore, the City Corporation’s various workstreams to improve social mobility were recognised by our improved listing of 50th place in the Social Mobility Commission’s Social Mobility Employer Index 2020.

Overall, we **delivered 62 out of the 67 actions** set out in our action plan against our four outcomes, with **48 of these actions which were delivered on schedule**.

Digital Skills Strategy - at a glance

In pursuit of our Digital Competitiveness priority, we have made getting people online a key focus, working with AbilityNet, Age UK, our social housing estates teams and our library service to deliver expert training on how to effectively use their digital devices. This support has been invaluable during the Covid-19 period when so many essential services and interactions with loved ones has been shifted to online provision. As an organisation, we have upskilled our own staff with the ‘Improve Your Digital Skills’ campaign and by recruiting more digital apprentices.

Digital Creativity is another key priority for the Digital Skills Strategy and we have been upskilling our staff with digital apprenticeships and digital skills training via the new ‘Improve Your Digital Skills’ campaign.

The Digital Citizenship priority has been delivered primarily by our Culture and Commerce Taskforce’s Digital programmes which has brought together leading professionals from across London to support the cultural and creative industries recovery from Covid-19 and long-term prosperity. The Taskforce is delivering two new programmes to support digital creativity and digital skills, led by Tech London Partners, the CreaTech Project and the Creative Digital Acceleration Programme. The London Careers Festival has once again been delivered virtually to engage with a wider range of students from across the London boroughs, providing engaging sessions with businesses on potential careers that they could embark on and demystifying the careers pathways, many of which were with the tech sector and other industries employing high level digital skills.

27 out of the 29 actions in the action plan were delivered, with **23** of these actions delivered on schedule.

Climate Action Strategy - at a glance

In order to meet our Net Zero emissions and climate resilience targets set out in the Climate Action Strategy, we have begun engaging with City residents to outline our plan to reduce emissions across our portfolio of housing, as well as inviting residents to share their views on the proposals. The next stage in this exercise will be the development of a new Action Plan which detailed steps on how we will decarbonise our housing. The more detailed Year One project plan for the Climate Action Strategy was published in April 2021; the progress of the plan is reported on a quarterly basis to Policy & Resources Committee.

Responsible Business 233 out of 266 actions delivered	Social Mobility 62 out of 67 actions delivered	Digital Skills 27 out of 29 actions delivered
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Social Mobility and Digital Skills Strategies Annual Report 2020-21

Annual action plan

In developing the strategies, we created annual action plans to ensure that our visions for Responsible Business, Social Mobility and Digital Skills are converted into concrete, attainable and measurable steps. We review progress to drive efficiency and accountability within the organisation and to share ideas, opportunities and learning. The City Corporation's actions are designed to be long-term, methodical, interventions that deliver the most impact possible. *See Appendix A for an explanation of each strategy's annual action plans.*

COVID-19 context

Our activities during the second year of the COVID-19 period sought to progress our existing work in the field of social and digital inclusion, and responsible business. Our focus has shifted to align with the work of the City Corporation's Recovery Taskforce which has been championing an innovative, inclusive and sustainable business ecosystem in the Square Mile, as the City's businesses and communities recover from the immediate impacts of the COVID-19 pandemic. We continued to refine our virtual service delivery, while adapting back to in-person interactions with our audiences within the constraints of social distancing.

The COVID-19 pandemic has acted as a catalyst in the role digital plays in our life and has heightened the issue of the digital divide and the social isolation which can occur if individuals are unable to get online and lack sufficient digital skills to access services and the workforce.

It is difficult to understate the disruption to service delivery which the pandemic has caused, despite the best efforts of the City Corporation's Officers and Members. This is reflected in the Performance section in the report, which has illustrated the challenges in delivering the strategy action plans while significant resources have been redeployed to support the immediate City Recovery efforts. Overcoming these challenges, we have focused on key activities such as the Barbican Library's remote digital skills training offer and our promotion of mental and physical wellbeing via the 'From Stress to Destress' campaign to progress these strategies within the context of the current challenges.



Covid-19 cost London Boroughs **£1.8 billion in 2020/21**

- **£700 million** in extra spending
- **£1.1 billion** in lost taxes and other income.

£1.8 billion is almost **£200 for every adult and child in London.**

The impact of Covid-19 on London Boroughs
(Source: [Covid-19: The Impact on London Boroughs, London Councils](#))

Strategic Priorities/Outcomes

- Responsible Business

Responsible Business Strategy: Strategic focus

Outcome 1 – Individuals and communities flourish

- **Wellbeing and mental health** – A crucial area of work to support Outcome 2 has been around the promotion of wellbeing and mental health.
- The 'Pass the Cup and Move' campaign was designed to encourage staff to exercise and get away from their desk. With the collaboration of wellbeing ambassadors, a video was filmed and two training sessions were delivered on how staff can set up their laptop at home.
- To mark World Mental Health Day, a colleague from Spitalfields shared his "This is Me story". We also organised a virtual event "My lockdown experience: talk to us" .
- The CityWell January Challenge was a monthly challenge in which staff undertook five challenges related to the five ways to wellbeing. Virtual sessions were then delivered to build in these new healthy habits to mark the New Year. These sessions in the CityWell series were: Part 1: Healthy Habits; Part 2: Healthy Mind and Part 3: Learn Happiness. Feedback on the virtual sessions from the attendees was very positive.
- A new Display Screen Equipment Agile system is now in place which was implemented by the Health, Safety and Wellbeing Team, with the help of HR, who invested in an enhanced solution to future-proof the City Corporation's needs.
- On International Happiness Day an awareness raising session on authentic and lasting fulfilment was delivered to mark this event, which included self kindness, gratefulness and connecting with others.

The Mental Health Foundation suggests that **74% of UK adults** have felt so **stressed** at some point over 2020 that they felt **overwhelmed or unable to cope**.

Our 'From Stress to De-Stress campaign' engaged with:

76 staff on the Health Assured webinar

46 staff on the Good Thinking webinar

60 staff on the Dealing with Stress virtual event

100 Mental Health First Aiders across the City Corporation

- Our corporate 'From Stress to De-Stress' campaign marked the National Stress Awareness Month through a series of events, workshops, and training delivered in April 2021. This was a collaborative campaign with the staff diversity networks, the City of London Staff Sports & Activities Club, the Learning and Organisational Development Team and Occupational Health. This was delivered as a virtual campaign with a high level of participation from staff, such as a webinar with Health Assured attended by 76 people and a webinar on Good Thinking which 46 staff attended.
- Since September 2020, the corporate Mental Health First Aiders and the Wellbeing Ambassadors have met on three occasions to plan their interventions and they are continuing to be closely supported by HR colleagues. Similarly, the training for Mental Health First Aiders has been delivered online since April 2021 to continue our provision throughout the Lockdown period. Training for managers was also held in May 2021 to empower our managers across the City Corporation to support their departmental Mental Health First Aiders.
- The new corporate policy on home and remote working was introduced in May to provide clarity for staff on working arrangements during the Lockdown period



Above: As part of the CityWell January Challenge, staff took part in a range of wellbeing activities

Strategic Priorities/Outcomes

- Responsible Business

Responsible Business Strategy: Strategic focus

Outcome 2 – The planet is healthier

- **Sustainable practices** – We have been changing City Corporation internal practices to become more sustainable where possible. This has included issuing advice on reducing waste, increasing recycling, and how to dispose of bulky items for reuse. City staff are also advised to no longer buy any single-use plastic items, with guidance and support in place to advise on alternative routes.
- Bins and signage have been updated at City of London sites to promote correct separate of waste.
- City of London staff have also been invited to a Clean Air Day webinar and Textile Repair, Low Waste Living, Sustainable Cleaning workshops. In addition, 10 staff completed Circular Economy Ambassador training and are taking a leading role in promoting sustainable practices.
- The Clean City Awards Scheme has recently been revamped to streamline the application process, which now includes additional categories such as Air Quality and Climate Action, as well as for Circular Economy.
- **Air quality for 2020-21** – A London-wide advertising campaign was delivered against engine idling in February 2021 by Idling Action, a project co-led by the City Corporation's Air Quality team & Camden Council.
- The first of the new fleet of electric refuse vehicles have also arrived and are now in service.
- We ran an online workshop for facilities managers on how to reduce pollution emissions from plant in October 2020 and another workshop on reducing emissions from generators for local authorities in July 2021.

The City manages **over 11,000 acres of green space** across London to improve air quality



Above: The new electric refuse vehicles will reduce the City's emissions

Below: The City Corporation is committed to lowering emissions across the Square Mile



Strategic Priorities/Outcomes

- Responsible Business

Responsible Business Strategy: Strategic focus

Outcome 2 – The planet is healthier continued



The latest audit identifies a total area of **33.66 hectares of open space** in the City, a **slight increase** on the total area of **32.8 hectares revealed in the 2019** audit report.

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- **Increasing biodiversity value of open spaces –**
 - Regular monitoring and reporting on this action is undertaken in the form of open spaces and recreation audits. These assess the total area of open spaces, their spatial distribution and typology, along with the public accessibility of open spaces and their biodiversity value.
 - The latest audit was published in December 2020 and the audit includes summary data regarding biodiversity, including details of the existing designated Sites of Importance for Nature Conservation and the distribution of trees across the City.
- **Update policy on biodiversity, requiring development to include measures to enhance biodiversity –**
 - The Proposed Submission Draft of the Local Plan review (City Plan 2036) was published for consultation between March and May 2021
 - The latest version of the City Plan includes additional policy and guidance in the supporting text regarding biodiversity enhancement, including a new requirement that development should aim to secure net gains for biodiversity where possible
 - The City Plan 2036 is expected to be adopted in 2022.
- **Local Plan Review –** We are preparing a Local Plan Review which will include new policy on Urban Greening, requiring greening (including Col operational development within the City) to be integral to the design and layout of buildings and public realm (*see table below*):
 - The Proposed Submission Draft of the Local Plan review (City Plan 2036) was published for consultation between March and May 2021
 - The latest version of the City Plan includes minor changes and clarifications to the policy on City Greening, but it remains a core feature of the new policy that greening should be integral to the design and layout of buildings and the public realm. Although only a draft policy at this stage, developers are already submitting 'Urban Greening Factor' calculations to support planning applications for major developments in the City.

Policy DM19.2 Biodiversity and urban greening

Developments should promote biodiversity and contribute to urban greening by incorporating:

- green roofs and walls, soft landscaping and trees;
- features for wildlife, such as nesting boxes and beehives;
- a planting mix which encourages biodiversity;
- planting which will be resilient to a range of climate conditions;
- maintenance of habitats within Sites of Importance for Nature Conservation.

Strategic Priorities/Outcomes

Social Mobility Strategy: Outcomes

Outcome 1 – Everyone can develop the skills and talent they need to thrive

- **Apprentices** – In the last year, we have transferred £35,000 of our unspent levy fund to support small businesses via the London Progression Collaboration which funded the training of 5 new apprentices training costs.
- **Find Fusion** – [Find Fusion](#) has been developed to support schools and industry partners to collaborate and share opportunities for work-related learning, careers resources and work experience opportunities. The new work experience content category on Find Fusion enables teachers, parents and students to find world of work opportunities from across the Square Mile in one place.
- **Libraries** – After closures during Lockdown, the Barbican and Community libraries reopened to the public in April. In addition to their remote IT training since the first lockdown, the Libraries deliver the Read to Succeed and the Summer Reading Challenge to boost residents' reading skills.
- **ASES Traineeship programme** – ASES have launched a new programme for engaging with young people aged between 19-24 who need support in upskilling so that they are ready for employment. Through their partnership with the British Print Industry Foundation, ASES are delivering a traineeship programme which covers employability skills, a work placement and Maths and English training. The aim is to prepare the young people for apprenticeships, employment or further education and the target is to bring in a cohort of 100 young people by 2022. Other external business partners will be brought on to deliver traineeships in the future as ASES expand the catchment of support for young people.
- **ASES Skills courses** – ASES have commissioned a training partner to deliver a suite of Health and Social Care courses, incorporating short courses as well as work-based courses within the sector to attract a greater range of people to gain the qualifications to work in the health and social care sector. There is also a Functional Skills contract which has a target audience of people without any formal qualifications in Maths and English. The training partner has strong links with the City's Nepalese community and aims to recruit from this community to enhance their functional skills.



Our **target** is to hire
100 trainees
by the end of **2022**.



97129 digital downloads at our libraries – an increase of **168%** on **2019**

24 virtual events for adults every week, including the Reading Friends scheme
24 virtual events for children and families every week

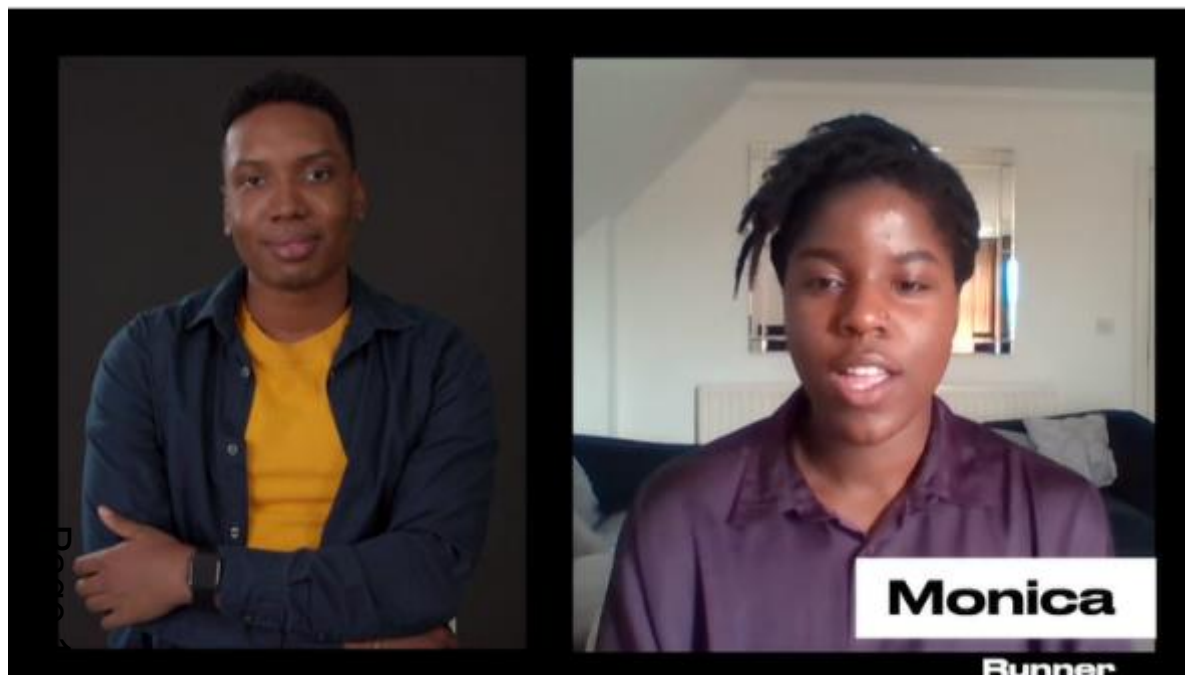
- **Adult Community Learning (ACL)** – as part of our ACL offer for the 20/21 curriculum, we delivered a series of digital courses including First Steps into Computing, Word & Excel and Using Moodle. We introduced a laptop loan scheme to assist learners without the appropriate equipment. These courses were open to the whole community to support residents seeking work or looking to attend accredited courses. We are currently expanding the employability courses we offer to help the community back into work post-Covid, including Skills for Life: Preparation for Work, Customer Service, Business Administration, Food Hygiene and Accountancy courses as part of our offer from September 2021.
- **Guildhall Young Artists North London Centre** – The Guildhall School of Music & Drama is collaborating with the City of London Academy Trust to host a new Saturday centre for young people, offering transformative learning in music, drama, and production arts, with pathways to the creative industries via employment and higher education.



Strategic Priorities/Outcomes

Social Mobility Strategy: Outcomes

Outcome 1 – Everyone can develop the skills and talent they need to thrive continued



Above: The Evolve Programme promotes careers in the film industry to young people.

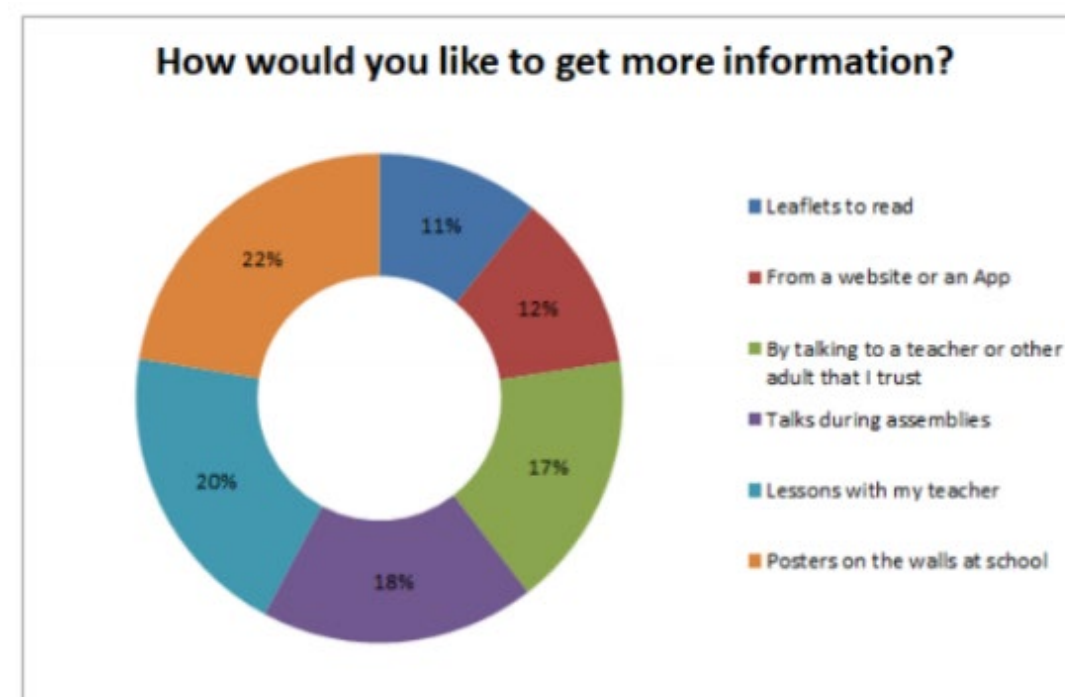
- **The Evolve Programme** – The City Corporation collaborated with the London Boroughs of Westminster and Lewisham to create a new promotional video, released in June 2021, which promoted backstage careers in the film industry, aimed at Year 7-9 pupils. This was a small-scale project for students in Lewisham but we are currently planning to use this project as a pilot for more videos exhibiting a wider range of creative careers.

- **Promotion of mental health** – We have been delivering the City and Hackney Mental Health Strategy 2019-2023 this year. The strategy's five priorities have identified prevention, access to support and services, neighbourhoods, personalization and co-production, and recovery.

- Due to Covid-19's significant impact on mental health, our provider MIND has adapted their model of service delivery to offer greater online support, and prioritisation of groups with the highest need for face-to-face support. Also, a Covid Welfare helpline has taken an holistic approach to supporting the community with challenges they may face during the pandemic. This support has included: accessing food, befriending services, debt and money advice, public health guidance relating to the pandemic, and support with education, skills and job searching.



- The City and Hackney Mental Health Transformation Plan, delivering a new neighbourhoods model of support for people with moderate-serious mental illness, and complex emotional needs. Following pilot sites in Hackney, is being rolled out to all neighbourhoods over 2021. Support is provided through a blended team of voluntary sector, mental health and primary care staff to connect better into a range of activities in their neighbourhoods to support their well-being.



Above: The City and Hackney Mental Health Transformation Plan asked young people how they would like to receive information on mental wellbeing support.

Strategic Priorities/Outcomes

Social Mobility Strategy: Outcomes

Outcome 2 – Opportunity is accessed more evenly and equally across society

- **Equality & Inclusion training** – Our new online Equality, diversity and inclusion programme was recently launched, as well as the roll out of the virtual Equally Yours training and reverse mentoring programme to promote greater equality across the City Corporation.
- **Cultural and creative experience provisions** – In order to broaden young peoples' horizons, we have been promoting an increase in the amount of three creative experience providers by tracking the current usage and statistics around schools with high levels of Pupil Premium. We will then be using some of the lessons learnt from our Social Mobility Employer Index 2020 report to enhance their internal and external practices to help our cultural and creative learning institutions improve their outcomes for service users.
- **Tackling Racism Taskforce** – The work of the Tackling Racism Taskforce has included a range of inclusivity events and activities:

Black History / Slave Trade: Research into the City's story of the Transatlantic slave trade, Black City dwellers and workers, important sites, and existing representation of subjects within the City's public realm has been undertaken by the Cultural and Visitor Development Team. This delivers a databank of subjects the City Corporation may consider worthy of celebration and memorialisation and those we may wish to consider removing.

- **Ensemble**: An on-street photography exhibition of portraits of leading black videogamers in collaboration with Games London and supporting work to encourage greater diversity within London's creative industries, inspiring BAME communities about videogaming as a viable career path.
- **Celebrating City Women - Hidden Histories**: A short film developed in partnership with Premier, Guildhall Art Gallery and the London Metropolitan Archive, celebrating the role of women in shaping the City's past and present through new historical research and Guildhall's inaugural Artist-in-Residence, Hannah Starkey.
- **Bishopsgate Institute**: A series of live-streamed concerts to which a diverse range of artists were invited to deliver performances that respond to the Institute's archives, including those on East London history, LGBTQ+ history, Black British history, and women's history. This has been funded by the City Corporation's Inspiring London Through Culture Grant.



Left: photos from the Ensemble exhibition attached. Photo credit is: Photography by Joshua Fray.

Our Baseline:

14.1% in secondary schools pupils are in receipt of Free School Meals (FSM)

- **Young Barbican**
 - 1,390 visits in 2019
 - 47.1% average FSM in 2019:
- **The School Visits Fund**
 - 104 visits were made between April 2019-2020
 - 47.63% average FSM in 2019-20
- **11 by 11 Partnership with Islington**
 - 12,682 pupil experiences in 2019-20
 - 36% average FSM in January 2020



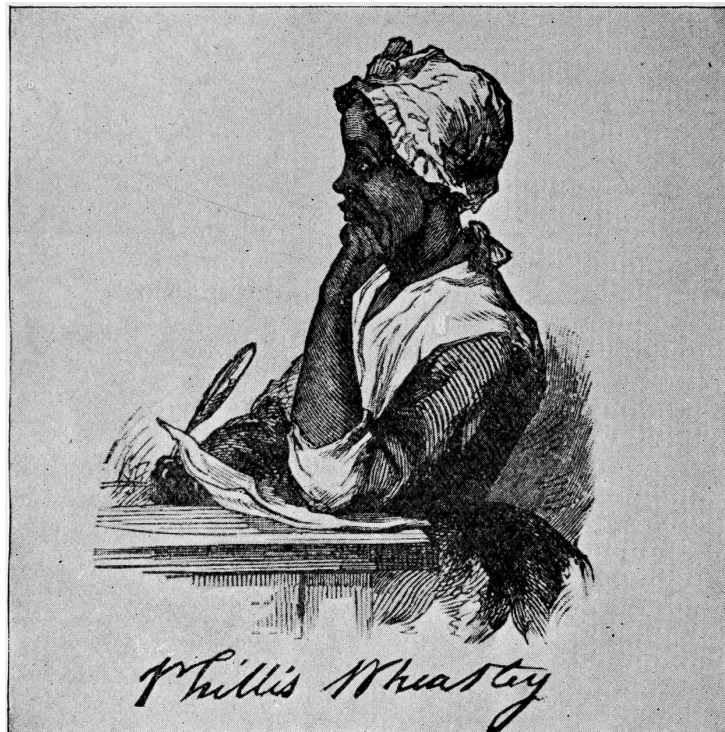
Strategic Priorities/Outcomes

Social Mobility Strategy: Outcomes

Outcome 2 – Opportunity is accessed more evenly and equally across society continued

- **The Guildhall Art Gallery's promotion of diversity and inclusion** – The Guildhall Art Gallery contains a collection of 3,962 works in the collection; 3,560 of which are digitised items. This year, the Gallery has acquired artworks by BAME and women artist including Jiro Osuga, Ferha Farooqui, Fiona Banner, and Catherine Yass. Over Lockdown, numerous online events to promote diversity and inclusion were held including Drag Queen Storytime, Roman Women, Suffragette bomb, designing the City of London Police woman's uniform and more. Some of the post-Lockdown face-to-face events included 'Noel Coward: Art & Style' which brought many new insights into Coward's life and work, from his championing of women and artists of colour to his navigation of his gay identity, and 'Wampum: Stories from the Shells of Native America' which explored Wampanoag life in America today, their cultural history and the impact of the colonial past, as well as creative aspirations for the future.

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Left and right: images from the 'Celebrating City Women – Hidden Histories' exhibition (copyright Hannah Starkey)



The Guildhall Art Gallery contains a collection of
3,962 works
in the collection;
3,560 of which
are digitised items

23 inclusivity cultural and creative events
planned for 2020/21 as a result of the City Corporation's **Tackling Racism Taskforce**, including a **'Mela in the City' Bengali celebration event**



Strategic Priorities/Outcomes

Social Mobility Strategy: Outcomes

Outcome 3 – Businesses and organisations are representative and trusted

- **Financial Inclusion Alliance Roundtable** – Building upon the previous joint Financial Inclusion summit in 2020, we participated in the Financial Inclusion Alliance’s ‘Can Business Help to Address A Crisis of Economic Inclusion facing Young People?’ Roundtable in May 2021. The Roundtable aimed to bring together professionals from a spectrum of industries to agree on how we can put young people at the heart of our plans to recover from the Covid-19 pandemic and build back better in the UK, providing a powerful and coherent way for business to demonstrate how it is making a difference to the economic inclusion agenda.
- **Financial and Professional Services Socio-economic Diversity Taskforce** – A new taskforce was launched to improve socio-economic diversity at senior levels in financial and professional services across the UK. The independent taskforce, was commissioned by HM Treasury and BEIS and is being run by the City Corporation, and will focus particularly on boosting representation at the top of these sectors. To tackle the lack of socio-economic diversity at all levels, the taskforce will: Lead an industry consultation on how government, regulators and sector bodies can incentivise firms to take action to improve socio-economic diversity; Create a membership body for financial services, where employers can benchmark against each other and share best practice on delivering socio-economic diversity at senior levels; Produce a productivity analysis, to build the business case for increasing socio-economic diversity at senior levels in financial and professional services.
- **City Giving Day** – This is an initiative of the Lord Mayor’s Appeal to celebrate and amplify the scale and breadth of Corporate Giving and volunteering across the capital is providing the blueprint for equivalent celebrations in other cities across the UK.
- **London Community Response Fund** – As part of the wider London Community Response (‘LCR’), a collaboration comprising c.67 funders led by London Funders in response to Covid 19, we established the London Community Response Fund (‘LCRF’) as a restricted fund. To date, £16.7m has been received in external donations to LCRF whilst the Bridge House Estate has committed £15.250m to the LCRF, and separately £990,369 in aligned funding. More than £27m has been distributed via 1,500 grants awarded through the LCRF since March 2020, contributing to a total of over £42m distributed through the wider LCR.



Research recently showed that **89%** of senior roles in financial services were occupied by people from **professional backgrounds** – nearly three times the UK working population, with those from **lower socio-economic backgrounds** taking **25% longer to progress**.

The **30 senior members** of the **Financial and Professional Services Socio-economic Diversity Taskforce** are committed to **tackling this inequality**.



Strategic Priorities/Outcomes

Social Mobility Strategy: Outcomes



In 2020, the City Corporation was rated **50th** out of **119 employers**, who employ over **1.1 million people** in the UK across **18 different sectors**, on social mobility in the **Social Mobility Foundation's Social Mobility Employer Index**, an improvement on the **2019 rating of 56th place**



Left: Sandrine Pluviaux and Vince Digham are two of our volunteers in the Employee Volunteering Programme

Outcome 4 - We role model and enable social mobility in the way we operate as an organisation and an employer

- **Employee Volunteering Programme** – The City Corporation has launched its new employee volunteering programme called LEAP, making volunteering more flexible in terms of time, location and cause. Based on staff feedback on the previous volunteering provision, LEAP now makes it easier to find a volunteering activity that matches staff skills and interests via the Thrive CSR Volunteering Platform. In addition to volunteering within the Square Mile and London, staff can now also volunteer with eligible organisations across the UK.
- **Social Mobility Employer Index 2020** – The Social Mobility Employer Index is run annually by the Social Mobility Foundation. It is an important bench-marking initiative that ranks Britain's employers on the actions they are being taken to ensure that they are open to accessing and progressing talent from all backgrounds. The Index now includes 172 employers across 18 different sectors, collectively representing 1.5 million employees in the UK. The City Corporation has been rated in 50th place for social mobility, an improvement on its previous rating of 56th in the 2019 Index. Based on feedback from the 2020 Index, we have entered the 2021 Index with an aim to improve further on our previous rating.
- **Philanthropy through the City Bridge Trust** – City Bridge Trust has been a long-term funder of London's Giving which supports the development of place-based giving schemes in each of London's 32 boroughs and associated peer support, learning networks and resources to enable a sustainable future for place-based giving in London. By taking an assets-based approach, the London's Giving Model brings together the voluntary, private and statutory sectors and builds on the notion that everyone has something to give – be this time, skills or money. It is breaking new ground in understanding how communities can come together from the grassroots to tackle issues such as poverty, loneliness, mental health and unemployment. One of City Bridge Trust's programmes is Bridge to Work programme which supports young disabled Londoners into work, and there were 269 beneficiaries in 2020.
- **Diversity within the City Corporation's democracy** – The Members Financial Assistance Working Party has recommended the introduction of a Members Financial Support Scheme to the Policy and Resources Committee at its meeting in June 2021. It is felt that the introduction of more comprehensive support will also have a positive impact on enhancing diversity within the Court of Common Council and address its desire that prospective candidates for election to the Court are not deterred from standing for election for any reason, including any prohibitive cost. It is a view shared by the Members Diversity Working Party and more recently by the Tackling Racism Taskforce.

Strategic Priorities/Outcomes

- Digital Skills

Digital Skills Strategy: Priorities

Priority 1 – Digital Competitiveness



- **Cyber Resilience Centre** – The SME and micro business community is particularly vulnerable to cybercrime due to the cost of cyber security, often the lack of technical understanding of how to protect their business and knowing where to get help and support in the first place. Policing is creating new partnerships with the Cyber Resilience Centre network bringing together the knowledge and experience from the private sector, academia and the police to combat cybercrime, protect business and provide a better service to support business needs. This they do by providing consistent cyber security advice, guidance and products, a range of free to paid memberships and innovative service delivery using students to provide affordable cyber security services to the SME community.

Priority 2 – Digital Creativity

- **Digital skills provision** – The City Corporation’s City Bridge Trust has funded a project by AbilityNet that mobilises and manages volunteers to help elderly residents with free support on how to use their new or existing digital devices during the COVID 19 pandemic. We also commissioned Age UK to provide face to face digital skills classes in May and June 2021, which took place on the Barbican Estate. Under the terms of our contract with Civica, the Corporation’s new Housing Management System, they have been providing digital skills workshops on our social housing estates to improve digital literacy. The City Corporation’s Library Service provided free sessions of digital support to City residents, with some residents accessing the service more than once.
- **Digital apprenticeships** – The City Corporation’s digital apprenticeship continues to be successful with 16 digital apprentices in 2020-21, and the offer was marketed during National Apprenticeship Week in February 2021 and at all staff events and training courses.
- **Digital upskilling for City Corporation staff** – The ‘Improve Your Digital Skills’ campaign was launched in 2021, encouraging staff to including digital skills training in your personal development plan, making use of the IT virtual course, IT workshops, training videos and guides. Staff can also make use of the Tech Tips Blog which is updated weekly to provide the latest information about new features in Teams and Office 365 apps.
- **future.now** – future.now is the successor to former Lord Mayor Peter Estlin’s Shaping Tomorrow’s Cities Today. future.now aims to ‘motivate people and businesses to boost their digital skills’. During the Covid-19 period, future.now have delivered their online FutureDotNow Playbook which helps people identify and address digital skills gaps, and their Essential Digital Skills framework.
- **Cyber security** – Several planned activities have been used to promote London as a cyber secure destination including strengthening a collaborative action plan with the London office for Rapid Cyber Security Advancement which makes fledgling start-ups market-ready.

9 Cyber Resilience Centres nationwide, at least one in every region in England and Wales

Student Services programme –students onboarded and student services delivered, across **30 universities**

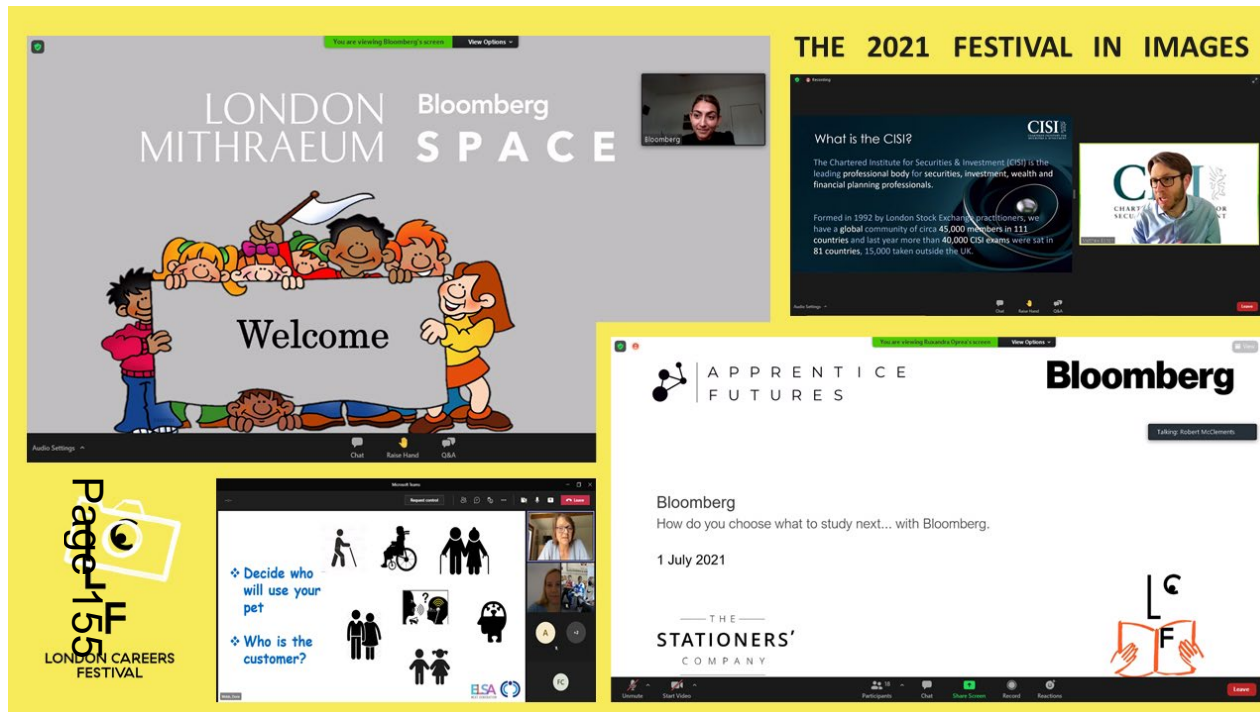
NEBRC Winner of Outstanding Cyber Security Initiative 2021 - UK Outstanding Security Performance Awards

Strategic Priorities/Outcomes

- Digital Skills

Digital Skills Strategy: Priorities

Priority 1 – Digital Competitiveness



Above: The London Careers Festival provides a range of careers experiences for young people across London to broaden their horizons.

- **Creative response of the City of London Family of Schools to adapt to the Covid-19 pandemic** – Schools reopened following Spring Term closures during which they successfully built on learnings from 2020 closures, demonstrated by an average 85% of pupils in secondary schools and 90% of pupils in primary schools who were due to be learning remotely having regular attendance, higher than the first lockdown. Forum engagement from the Family of Schools remained high and schools were closely supported by Culture Mile Learning and the Education Strategy Unit in their response.
- **London Careers Festival** – The annual London Careers Festival connects learners to the world of work with a mixture of skills fairs, workshops, business fairs and experiences of workplaces, with a strong digital element. The London Careers Festival was delivered virtually in 2021, with 45% of the scheduled sessions including creativity as a core skill. Over 14,000 pupils were booked to attend and 5 careers sessions were specifically focused on jobs in tech industries.

Priority 2 – Digital Creativity

- **Culture and Commerce Taskforce's Digital programmes** – Chaired by the Lord Mayor in partnership with the City Corporation and Culture Mile, the new Culture and Commerce Taskforce assembles leading figures from across the capital to address the massive challenges faced by the cultural and creative industries in the City, and London more widely, through better connecting the cultural and commercial sectors. The Taskforce is delivering two new programmes to support digital creativity and digital skills, led by Tech London Partners:
 - **The CreaTech Project:** This programme draws on the City as a 'test bed' for the creative sector, building a purpose-built environment for entrepreneurs and innovators in the creative industries to grow and test new technology. Currently, 5G technology is seen as the basis to unleash these creative tech experiences. For example, improved connectivity will be crucial to unlock new revenue streams such as remote events, or the use of next generation immersive and interactive applications in the videogaming and entertainment spaces. The project involved gathering Insights from best practice in existing testbeds to learn what has been achieved in particular locations and other sectors, and then developing a test site in the City, sourcing potential tech, businesses, and projects to support the new site.
 - **The Creative Digital Acceleration Programme:** This is a skills and capacity building programme which supports creative organisations to take a whole-organisational approach to embedding digital transformation and expertise at the heart of their business and use digital to accelerate growth. For some, this could mean increasing their level of more advanced digital skills such as use of more complex marketing software – attribution, AI, application developments. For others, this might be gaining more rudimentary skills such use of tools in the area of SEO, social media, digital content creation or web analytics.



Strategic Priorities/Outcomes

- Digital Skills

Digital Skills Strategy: Priorities continued

- **The TLA Createch group** – The TLA Createch group was formed to engage tech entrepreneurs in opportunities within the Digital Creative Markets and encompasses Marketing, Advertising, Design, Media (Mobile, Social, TV & Radio, Games, Film), Music and Fashion. Its purpose is to showcase and support emerging CreativeTech startups/scaleups via pitchcamps, mentoring and promotion to demonstrate the dynamism and momentum of the sector. Currently the group supports the following skills related initiatives:
 - **Digital Boost:** Its mission is to help charities and small businesses get the essential digital skills they need to grow their revenues and be more productive. Digital Boost matches organisations who need to upskill with digital experts for free one-to-one mentoring, as well as personalised recommendations for courses, workshops and resources.
 - **ScreenSkills:** ScreenSkills is the industry-led skills body for the screen industries – film, television, VFX, animation and games. It supports economic recovery and future innovation and growth across the nations and regions by investing in the skilled and inclusive workforce who are critical to the UK screen industries' global success. ScreenSkills provides insight, career development and other opportunities to help people get into the industry and progress within it.
 - **Innovate UK:** Innovate UK is part of UK Research and Innovation, a non-departmental public body funded by a grant-in-aid from the UK government. It drives productivity and economic growth by supporting businesses to develop and realise the potential of new ideas, including those from the UK's world-class research base.



Priority 3 – Digital Citizenship

- **She Can Be** – The Lord Mayor's Appeal continued its annual She Can Be event to encourage the next generation of young women to consider roles in the City. The event highlighted the skills of confidence, communication, problem solving, and initiative. The young women worked to find a solution to the problem of why women living in rural areas choose to save instead of invest their money.
- **The City of London's Adult Skills Service (ASES)** – ASES are currently delivering a range of Digital Skills and IT courses through the community-based Skills and Learning Programme. Since the end of March 2020, the service has delivered 95% of all Adult Learning courses online.



Strategic Priorities/Outcomes

- Digital Skills

Digital Skills Strategy: Priorities continued

- **Digital devices** – Mer-IT have recently received a £10,000 Community Grant from the City Corporation to tackle digital inclusion within the City. With this grant, they are distributing refurbished laptops and computers to those who do not currently have access to a device. Our Children's and Adult's Social Care services can refer their clients to Mer-IT if they need a device. Mer-IT recently allocated 30 devices to City of London Academies Trust schools, with plans to allocate 30 more for the City's benefit in the coming weeks. In parallel to the Mer-IT initiative and following on from successfully run events in 2019 and 2020, we have commissioned the charity Tech Takeback to run a pop-up event for City businesses to donate their old tech which will be refurbished and given to people in need as well as digital skills training. Additionally, The Department for Education (DfE) has provided the City Corporation with 30 laptops distributed to disadvantaged families, children and young people who do not currently have access to them through another source, such as their school.



Above: Mer-IT provide people with refurbished digital devices and the training to make best use of their new devices.

Priority 3 – Digital Citizenship

- **Internet access** – The City Corporation provided low-income residents who receive Council Tax reduction with a one off pre-loaded data allowance via a portable device, that allowed residents to connect to the internet if they had their own device. The City Corporation also provided 15GB of 4G data which allowed residents who were home schooling greater access to online learning. The Corporation used this opportunity to identify low-income residents who do not have access to a device for potential referral. There were 21 applications which were supported through this project.
- **Legal Innovation Programme with KPMG** – In November 2020, the City Corporation piloted a Legal Innovation Programme with KPMG as a 4-week virtual programme aimed at increasing innovation and tech adoption across the legal sector and arming a cohort of digital ambassadors with the skills and awareness that they need to drive innovation within their firms. The course welcomed 55 participants selected from over 80 applications. There was a total of 51 organisations represented overall including mentors, judges and lawtechs that all engaged with the programme.



- **60 digital devices** donated to students and residents via Mer-IT
- **95%** of all Adult Learning courses delivered online
- **21 low-income residents** supplied with 4G data
- **350 young women** logged on for SheCanBe

Strategic Priorities/Outcomes - Climate Action

Climate Action Strategy: Strategic actions

Action 1 – To support the achievement of net zero

- **Net Zero interim targets** – A key part of mobilisation has been to profile interim targets for Net Zero. This involved identifying targets for the end of year one, coinciding with our first comprehensive baseline since the initial study on 2018 emissions. We also set interim targets across the life span of the 2027 and 2040 net zero dates. 8. We anticipate that the year 1 programme will reduce carbon emissions to:

- 23 ktCO₂e in our own operations by end of 2022 through energy reductions (from baseline of 36 ktCO₂e)
- 1,027 ktCO₂e in our value chain by end of 2022 (from baseline of 1,014 ktCO₂e)
- 965 ktCO₂e in the Square Mile by end of 2022 (from baseline of 1,392 ktCO₂e)

Climate actions

At the City Corporation we will do this through major investment in:

- 1 Improving **energy efficiency** in investment and corporate properties
- 2 Aligning our **investment portfolio** with the Paris Agreement
- 3 Enhancing carbon removal in our **open spaces**
- 4 Protection of **our shared natural resources**
- 5 Driving net zero through our **supply chain**
- 6 Integrating **climate considerations** into all our decisions.

2 major workshops to consult with residents on the direction of the *Climate Action Strategy* in the Barbican, Golden Lane, Middlesex Street and Southwark Estates

Taking a leadership approach

What sets us apart



Climate resilience: assessing our physical risks and preparing for some unavoidable change



Science-based, full value chain greenhouse gas accounting: employment of best practice in measurement & action planning



Carbon sequestration: Assessing the potential for Open Spaces to accelerate direct CO₂ removal



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10

Action 2 – To build climate resilience

- **Development of the Climate Action Strategy** – In January 2020, the City Corporation set out on a fast-paced, cross-corporation journey to develop an ambitious Climate Action Strategy. At that point, the Corporation needed to assess the carbon footprint across both its own varied holdings, and across the Square Mile - as well as develop a plan to achieve Net Zero. We undertook an in-depth organisational and Square Mile carbon foot-printing assessment to create our pathway. Alongside this, we conducted an analysis of the climate resilience in the Square Mile across buildings, public realm and infrastructure. The pathway and analysis formed the basis of the Climate Action Strategy adopted at Court of Common Council on the 8th October 2020. Since then, fifteen costed project delivery areas have been consolidated into ten project plans. An extensive mobilisation effort was undertaken across 10 workstreams and 6 departments, for when the programme was officially launched in April 2021.



Strategic Priorities/Outcomes

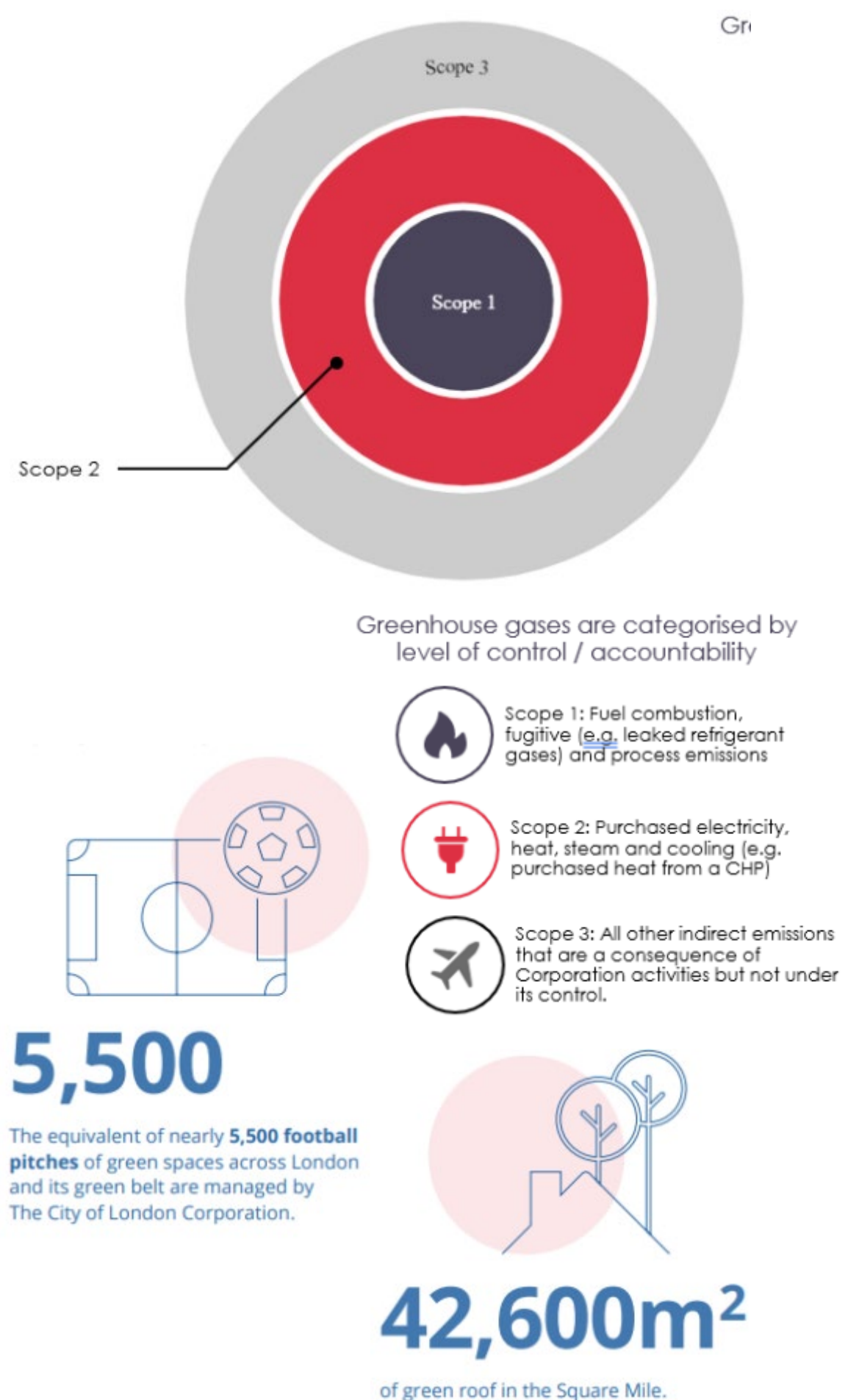
- Climate Action

Action 3 – To champion sustainable growth

- Engagement with City residents** – Preliminary engagement meetings were held with Members and residents between December 2020 and February 2021 at Barbican and Golden Lane Estates and across the Portsoken, Aldgate and Tower Wards. These meetings provided residents with an overview of the City Corporation's Climate Action Strategy and plans for housing. It also gathered examples of climate action initiatives led by residents and suggestions for reaching all residents. This consultation was followed by an estate-wide energy audit across the whole of our Housing Revenue Account Housing Portfolio. A detailed action plan will be produced that will enable the City Corporation to decarbonise its Housing Portfolio. The development of this action plan provides an opportunity for the City Surveyors and appointed consultants to engage with residents about site-specific proposals at an early stage.



We still need to **prepare** for hotter drier summers, warmer wetter winters, stronger winds, more frequent extreme weather events and rising sea levels.



Performance

This is the first year for collecting KPI data for the Social Mobility and Digital Skills Strategies. This data will be used as baseline data which will be used to compare the delivery of the actions in 2021-22. It is important to note that the COVID-19 pandemic has had a significant impact upon service delivery for several departments and institutions in the City Corporation. For this reason, it has not been possible for some of the action owners to collect data. Of the 67 actions in the Social Mobility Action Plan, it has been possible to capture data on 50 actions with KPIs assigned despite the restrictions of the pandemic. For the Digital Skills Strategy, data was captured on 19 of the 21 actions with KPIs assigned. Nevertheless, it is of note that, even for those actions where service delivery has still been possible despite the pandemic, action owners have reported that the pandemic has, in many cases, made service delivery more challenging and this data is not reflective of performance during normal service delivery. In 2021-22 it will be useful to compare the action plan performance data during a period of more normal service delivery and determine what some realistic and ambitious targets could be for 2022-23. This would then provide an overview of which actions have met their assigned targets.

Of the 67 actions in the Social Mobility Strategy, 48 were deemed to be on track and 19 actions were delayed. In the Digital Skills Strategy, 23 actions were on track and 6 action were delayed.

Corporate Performance Framework

The Corporate Performance Framework (CPF) sets out the all of the things we want to measure as an organisation in line with our Corporate Plan, so that we know what to strive to achieve for and can tell if we’re succeeding. The Key Performance Indicators (KPI) outline what we will report on quantitatively throughout the organisation, but is very much driven by data that is being collected departmentally. However, that said, there may be other data points that you are collecting at a departmental level that is relevant to you and your specific stakeholder groups.

Designed by the Corporate Strategy and Performance Team, it has been populated with a selection of outcome and output-based indicators drawn from existing strategies and business plans and supplemented by broader impact measures from national data-sets.

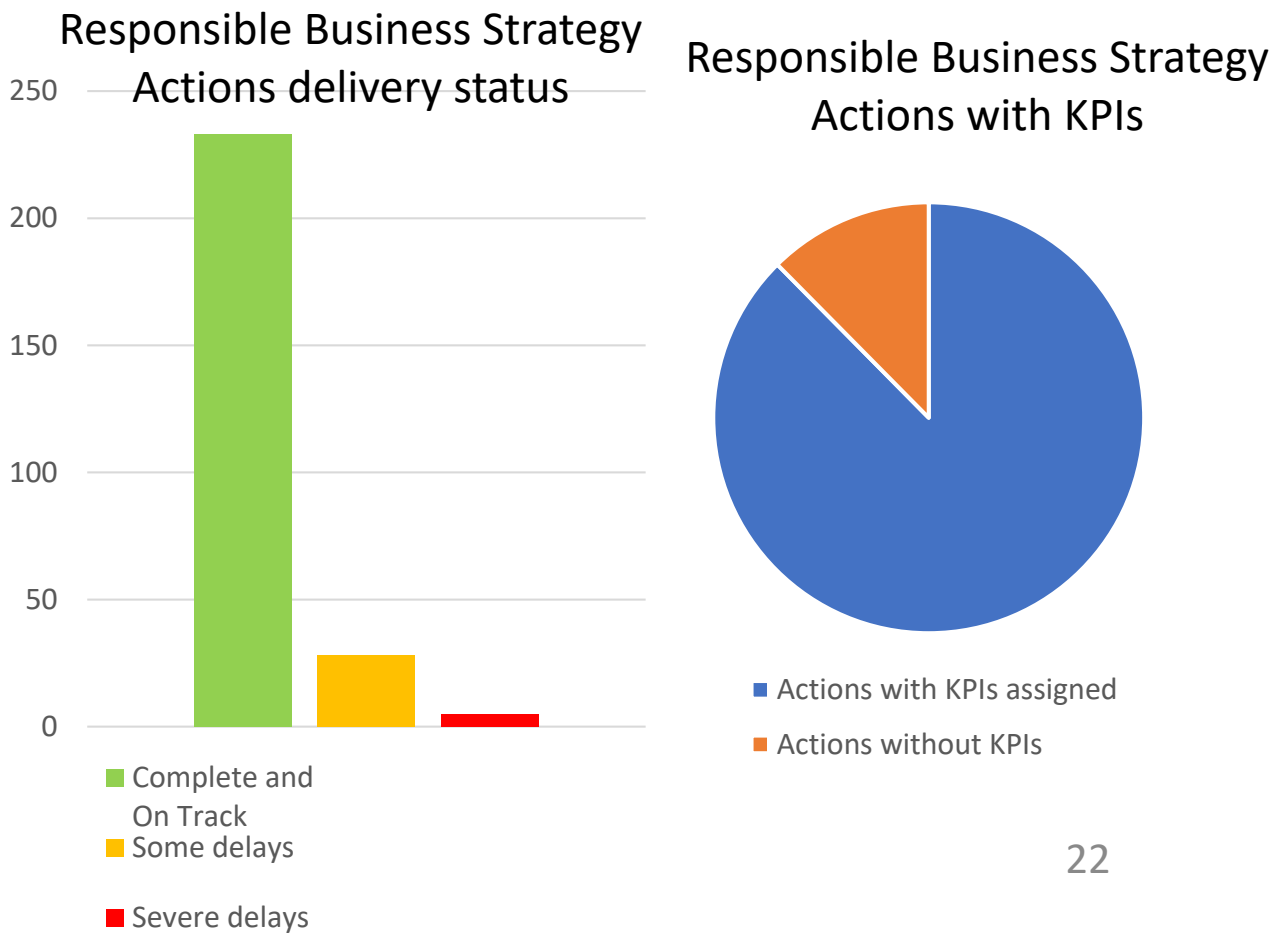
This provides a ‘basket of indicators’ of around 150 high quality KPIs (down from 339 KPIs identified in the 2019/20 business plans) that departments are being encouraged to pick from when deciding how to implement strategies and monitor business plans going forward, rather than designing their own. The CPF was approved by Chief Officers as a key element of the Corporate Plan, to be implemented during 2022 and will likely feature in the 2021-22 Social Strategies Annual Report.

Climate Action Strategy

The Climate Action Strategy does not currently have an Action Plan although this document is currently under consultation. When this is ready, we will be able to begin measuring the performance of the Climate Action Strategy against its strategic aims.

Responsible Business Strategy

We are committed to measuring the effectiveness and impact of our work against key performance indicators (KPIs), aligned to our two strategic aims. Overall, we collected data on 266 actions covering the following strategic areas: Wellbeing, Air Quality, Climate Action, Plastics, Waste, Equal Opportunities, Diversity, and Biodiversity. KPIs were set for 230 of the actions and, of the 266 actions, 233 actions were classed as either complete or ongoing and on track.

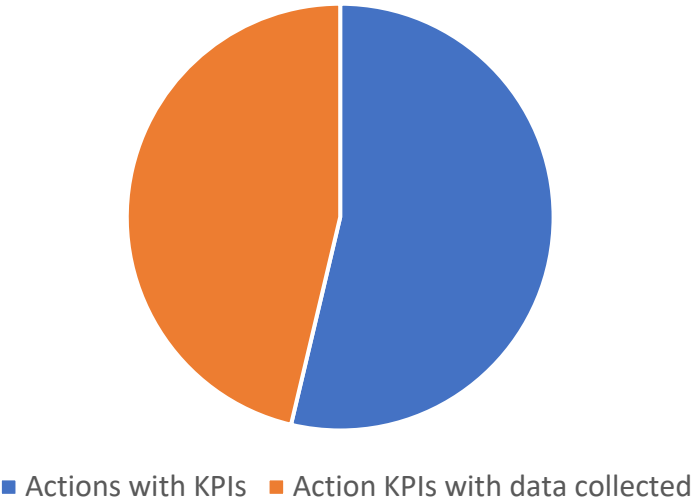


Performance continued.

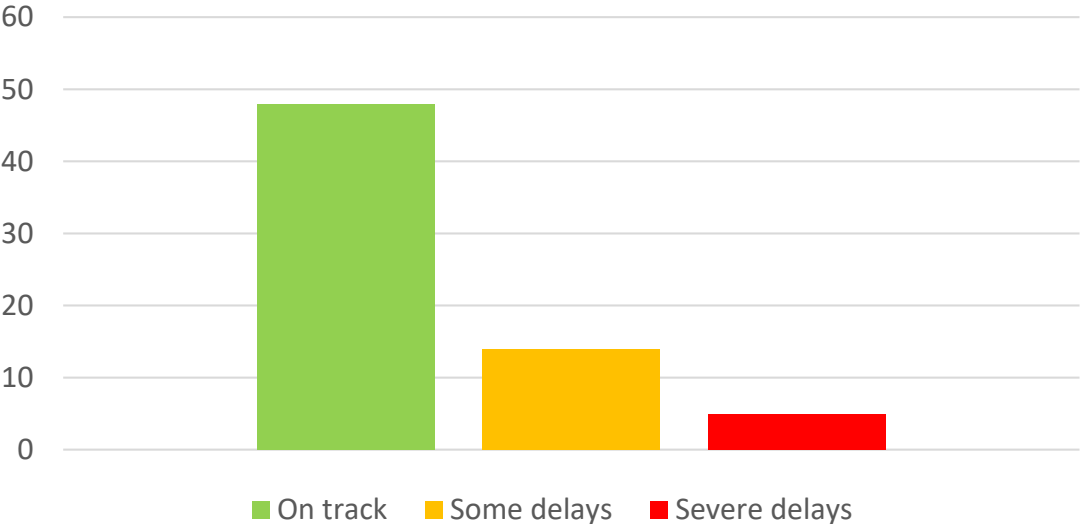
Social Mobility Strategy

We are committed to measuring the effectiveness and impact of our work against KPIs, aligned to our four outcome areas. We will continue to build on our performance framework and our journey to collecting baseline and benchmarking data, with an ambition for future reports to provide baseline and benchmark data for all 37 KPIs and our targets.

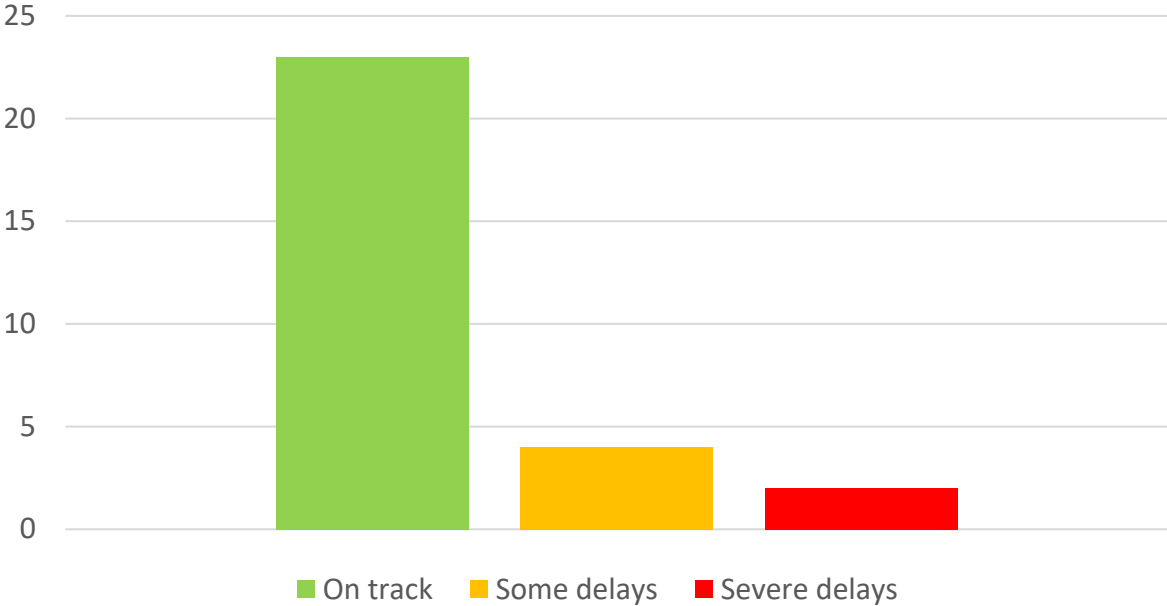
Social Mobility Strategy
baseline KPI data



Social Mobility Actions delivery status



Digital Skills Actions delivery status

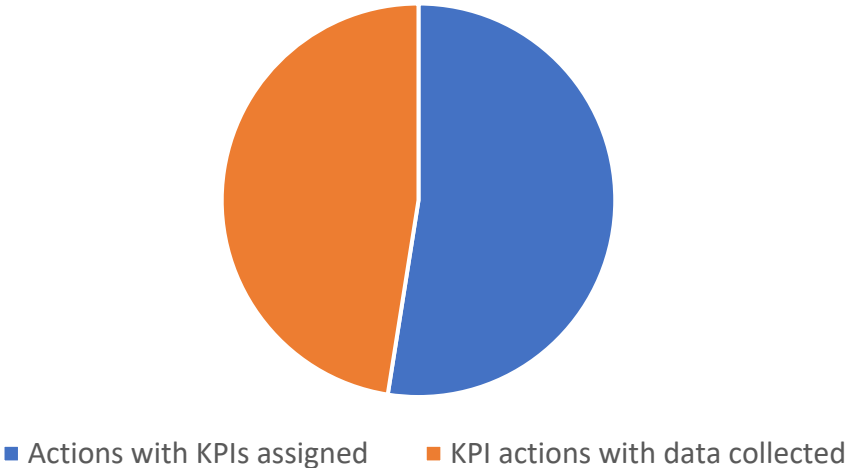


Digital Skills Strategy

Last year we designed a performance framework that committed us to measuring the effectiveness and impact of our work against key performance indicators (KPIs) in our Corporate Performance Framework (CPF) and also the KPIs of the Financial Services Skills Commission. The performance framework also enables us to clearly demonstrate our impact against our Corporate Plan for 2018-23.

In addition, strategy-specific indicators will be identified to demonstrate the strategy’s impact. The key measure of success is that our stakeholders will have the digital skills they need in order to thrive in a digital economy and society.

Digital Skills Strategy - Baseline KPI data



Future Delivery

Future Delivery

Responsible Business Strategy

The primary focus for 2022 is the successful implementation of the Government commissioned taskforce to boost socio-economic diversity at senior levels in UK financial and professional services, by encouraging employers to collect data on their workforce's socio-economic diversity. This can then be used to inform an industry consultation, the development of a peer network, and a productivity analysis.

The City and Hackney are developing the Joint Health and Wellbeing Strategy which will focus on prevention and reducing health inequality in the Square Mile. The development of the strategy will assess the impact of the four pillars: our health behaviours and lifestyle, the wider determinants of health, integrated health and social care and the communities and places we live in. Under the pillar 'the wider determinants of health', research will be conducted to understand the City's 'hidden workforce,' those in unstable work and low-income employment - often zero contract hours and agency workers. Work is already underway to gain a better insight into the east of the City where there are higher levels of deprivation. A set of health equality indicators will be established by which our Health and Wellbeing Board can measure the progress being made in the City of London.

Digital Skills Strategy

Our ambition in 2022 will continue to include exploring a series of digital skills workshops and other measures that supports residents financial and digital inclusion, helping residents to move towards a greater use of digital services, and to support confidence accessing these services and supporting them to also access financial services.

We will also ensure a compliant and effective Adult Skills and Education Service (ASES) Digital Learning Strategy, focused on enhancing the digital skills of learners and tutors, with staff and students having safe online access and effective use of ICT in teaching, learning and assessment. In addition, ASES will deliver a high quality Digital Functional Skills Qualification as well continuing to deliver the Essential Digital Skills Qualification for adult learners.

Climate Action Strategy

The next stage for the Climate Action Strategy will be to construct a strategic Action Plan, based on the learnings and feedback from the extensive stakeholder consultation exercise which has been running through 2021. This Action Plan will determine the necessary steps to ensure that the City Corporation delivers on its pledges to achieve Net Zero in 2027 and 2040.

The more detailed [Year One project plan](#) was published in April 2021; the progress of the plan is reported on a quarterly basis to Policy & Resources Committee.

The City Corporation's Skills Team will also be focusing on the development of a green skills initiative aimed at boosting skills on City construction sites, working towards the Net Zero targets outlined in the City of London Corporation's Climate Action Strategy.

Social Mobility Strategy

For our work with students, we will establish an education to business 'hub' to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools, using labour market information and industry research to target partnerships in areas of need.

Much of our efforts to promote social mobility in 2022 will also involve promoting the Fusion Skills, which are the interconnected communication, thinking, organisation and creative skills needed to succeed in education, training and employment. We will enhance, amplify and communicate learning opportunities which develop pupils' academic and fusion skills, including maintaining and growing the Find Fusion platform to include more work experience opportunities across London. To support our adult learners, we are developing a fusion skills programme for apprentices. Furthermore, we will participate in and lead national and international projects and research so that the City Corporation is known as leading innovative work in the Fusion Skills agenda.

Promotion of high quality work experience placements for pupils in the Family of Schools will be delivered through collaboration with HR, internal and external partners, the Livery Companies and using Find Fusion as the showcase platform

Our aim to ensure that ASES provides an outstanding adult education, training and apprenticeships will be enhanced with a drive to celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion, with the number of BAME learners is increased to 20% and remaining above 95% for apprenticeship completion rates.



Appendices

- Appendix A – Strategy overviews
- Appendix B – Annual Action Plans
- Appendix C – Oversight & Responsibility





Executive Summary

We are in an era when organisations are asked to look beyond their economic impact and consider the way in which they create social and environmental value. As an organisation with private, public and charitable and community sector responsibilities, and significant capabilities and commitments, we are well placed to role-model responsible business practices internally across all of our activities and externally across other organisations.

The strategy set out here states our commitment to responsible business and how we will fulfil it, set within the framework of our Corporate Plan 2018-23. We will embed responsible practices throughout the City Corporation's work to take us towards a sustainable future.

We know that we are on a journey to becoming a more responsible business and will need to build on our strengths and learn from others along the way. We will champion what we are currently doing well and celebrate, for example, our role in conservation, philanthropy and responsible procurement. Implementing this strategy provides us with further stories of change and impact to share with our wide range of partners. By openly sharing our progress, impact and learning we aspire to be a responsible business role model to other similar organisations.

Our commitment	We are committed to creating positive impact and reducing negative impact across all our activities and decisions because it is the right thing to do and will help ensure a sustainable future.	
We will achieve this by...	<p>Focusing our efforts on:</p> <ul style="list-style-type: none"> ➤ Impact achieved in pursuit of our core purpose, how we deliver our operations and how we procure our resources. ➤ Impact achieved through our advocacy and role-modelling to others. <p>Using responsible business practices through our every day work and decision making to ensure that we conduct ourselves in the most ethical and responsible ways possible.</p> <ul style="list-style-type: none"> ➤ Engaging our employees ➤ Using our convening power ➤ Connecting our communities ➤ Ensuring transparency ➤ Championing responsible investment ➤ Leading responsible procurement ➤ Preventing bribery, fraud and corruption ➤ Promoting human rights 	
To create a future where...	<p>Individuals and communities flourish</p> <p>Create and champion equal opportunities, diversity and inclusion across our organisation, and networks; and safeguard people and communities from social issues impacting London.</p> <ul style="list-style-type: none"> ➤ People's wellbeing ➤ Equal opportunities ➤ Diverse organisations 	<p>The planet is healthier</p> <p>Reduce our environmental impact across all our operations while increasing our positive impact through cleaning, greening, advocacy and influencing.</p> <ul style="list-style-type: none"> ➤ Air quality ➤ Waste ➤ Plastics and packaging ➤ Climate change ➤ Loss of biodiversity
Resulting in...	<p>An organisation that makes the right decisions</p> <p>An organisation that works collaboratively and innovatively to achieve positive impact</p> <p>An organisation that is trustworthy</p> <p>An organisation that leads the way in responsible business</p>	
Corporate Plan 2018-23 links	This strategy is one of the main mechanisms for delivering Outcome 5: Businesses are trusted and socially and environmentally responsible. It also directly supports the achievement of Outcomes 1, 2, 3, 4, 8, 11 and 12.	

Social Mobility Strategy, 2018 – 28: Potential today, success tomorrow

Executive Summary

Our definition of social mobility

The ability and opportunity for individuals, families or groups to progress within a society to reach their full potential – in terms of income, education, employment, perceived social status, housing and place/postcode.

Why us

The City of London Corporation is committed to championing social mobility throughout our work internally and with our unique combination of stakeholders spanning the private, public, charitable and community sectors across the Square Mile, the City, London, the UK and beyond. Social mobility is a key organisational priority outlined in our Corporate Plan (CP) for 2018-23, which will help to deliver our aims to contribute to a flourishing society and support a thriving economy.

Who we will work with

Our resident and worker population, businesses in the City, the charities and good causes we support through our charitable giving, our learners across our family of schools and cultural institutions, government and policy makers.

Our Vision

People enjoy a society where individuals from all socio-economic backgrounds can flourish and reach their full potential.

Our Aim

To bridge and reduce the social and economic divides that may be experienced by people during their lifetime, by maximising and promoting social mobility within businesses, organisations, central and local government and educational and cultural institutions.

Our Outcomes

Everyone can develop the skills and talent they need to thrive.

Links to CP Outcome 3

Opportunity is accessed more evenly and equally across society.

Links to CP Outcome 3

Businesses and organisations are representative and trusted.

Links to CP Outcome 8

We role model and enable social mobility in the way we operate as an organisation and employer.
Links to CP Outcome 5

Our Activities

- Prepare our learners for the jobs of the future.
- Raise educational and employment aspiration and attainment.

- Remove barriers, overcome gaps and improve access and participation in order to improve attainment.
- Support and deliver social action, social integration, networking and understand the impact of conscious and unconscious biases.

- Promote and encourage the need for and benefits of social mobility across business and government.
- Support organisations, government and policy makers to improve their own practices and leadership to facilitate social mobility.

- Identify and address barriers to employment and progression inclusively.
- Review our organisational working practices to ensure that these do not act as barriers to social mobility.
- Champion equality, diversity and inclusion.

Our Success Measures

Over the next 10 years, we will be a valued advocate and thought leader for social mobility, committing to collaboration, partnership work, innovation and longitudinal evaluation, to ensure equality of opportunity for all and the removal of structural inequalities and barriers within our own organisation and beyond. We won't just work to level the playing field, we will make it fairer too.

EXECUTIVE SUMMARY: Digital Skills Strategy at the City of London Corporation, 2018 – 23

Shaping tomorrow's City today

About us:

The City Corporation's reach extends far beyond the boundaries of the Square Mile and the City, across the private, public, charitable and community sectors. Our digital skills strategy supports the aims set out in our Corporate Plan for 2018-23 to contribute to a flourishing society, support a thriving economy and shape outstanding environments.

Our Vision:

People and businesses, across the City, London and beyond, are equipped to take full advantage of digital technologies and innovations to help themselves and their economies thrive.

Our Outcomes:

1. The City, London and the UK have the skills, talent and digital expertise they need to drive digital productivity and competitiveness.
2. People and businesses have the digital skills they need to thrive in all aspects of their lives.

Who will we work with:

- The residents, learners and workers we work with directly.
 - The businesses we support in the City, London and beyond and local, regional, central and global governments.
- The communities we support through our charitable giving, distributed mainly via City Bridge Trust.

Our priorities:

Digital Competitiveness

Digital Creativity

Digital Citizenship

Our activities:

Working with businesses we will explore the ways in which we can:

- Support digital innovation and enterprise.
- Fill the digital skills gaps and shortages that businesses identify.
- Prevent and safeguard against cyber-attacks and cyber terrorism.

[Links to Corporate Plan Outcomes 5, 6, 7, 8.](#)

Working with businesses, educators and civil society, we will consider how we can:

- Raise educational aspiration and attainment in terms of digital skills.
- Prepare our learners, for the jobs of the future, in terms of the necessary digital skills, behaviours, attitudes and competencies.

[Links to Corporate Plan Outcomes 3, 8, 10.](#)

Working with individuals and communities, we will consider how we can:

- Use digital skills to address barriers and gaps to improve access and participation.
- Use digital skills to connect the capital, enable positive transitions and provide advice and support.
- Improve cyber, digital and financial inclusion and safety.

[Links to Corporate Plan Outcomes 1, 2, 3, 4.](#)

Implementing this strategy:

We will embed collaboration, thought leadership and innovation across all aspects of our digital skills work, in order to deliver the vision, priorities, outcomes and activities set out in this strategy, developing responses and interventions to the issues and opportunities that digital skills present society and the economy. We will promote and share our learning, championing the DQ™ digital intelligence framework as part of this. We will look outwards to identify where we want to intervene and track our impact.

Definition of digital skills:

Digital skills are the set of skills, attitudes and values which will enable people to thrive and flourish in current and future digital environments.

The City of London Corporation's Climate Action Strategy 2020-2027



THROUGH THIS STRATEGY THE CITY CORPORATION COMMITS TO ACHIEVING:

- ✓ Net zero by 2027 in the City Corporation's operations
- ✓ Net zero by 2040 across the City Corporation's full value chain
- ✓ Net zero by 2040 in the Square Mile
- ✓ Climate resilience in our buildings, public spaces and infrastructure



ACROSS THE SQUARE MILE WE WILL:

- ✓ Work with all stakeholder groups to accelerate the transition to net zero
- ✓ Support SMEs to reach net zero
- ✓ Invest in making the Square Mile more resilient to extreme weather and flooding



AT THE CITY CORPORATION WE WILL DO THIS THROUGH MAJOR INVESTMENT IN:

- ✓ Improving energy efficiency at our investment and corporate properties
- ✓ Protecting our shared natural resources
- ✓ Aligning our investment portfolio with the Paris Agreement
- ✓ Driving net zero through our supply chain
- ✓ Enhancing carbon removal in our open spaces
- ✓ Integrating climate considerations into all our decisions

OUR VISION

The City of London is **Responsible, Sustainable and Competitive**

OUR AIMS



To **support** the **achievement** of **net zero**



To **build** **climate** **resilience**



To champion **sustainable** **growth**

Appendix B – Annual Action Plans

Annual action plans

In developing the strategies, we created annual action plans to ensure our visions for Responsible Business, Social Mobility and Digital Skills are converted into concrete, attainable and measurable steps. We review progress to drive efficiency and accountability within the organisation and to share ideas, opportunities and learning. The City Corporation's actions are designed to be long-term, methodical, interventions that deliver the most impact possible.

The actions for the Responsible Business Strategy are set in the context of our commitment to create a sustainable future, based upon two pillars where we can make positive social and environmental Impact.

The actions for the Social Mobility Strategy are set in the context of our daily efforts to work towards our vision of 'People enjoy a society where individuals from all socio-economic backgrounds can flourish and reach their full potential' but also our broader commitments to supporting a diverse and sustainable London within a globally-successful UK.

The actions for the Digital Skills Strategy we take are set in the context of our daily efforts to work towards our vision of 'People and businesses, across the City, London and beyond, are equipped to take advantage of digital technologies and innovations to help themselves and their economies thrive' but also our broader commitments to promoting London as a global leader with a flourishing society.

The Climate Action Strategy's actions have not yet been defined as creating the Action Plan will be the primary output from the current stakeholder engagement exercise with City residents.

Appendix C - Oversight & Responsibility

Oversight and responsibility

Social Mobility Strategy

David Farnsworth, Managing Director, Bridge House Estates, is the senior responsible officer for this strategy.

Digital Skills Strategy

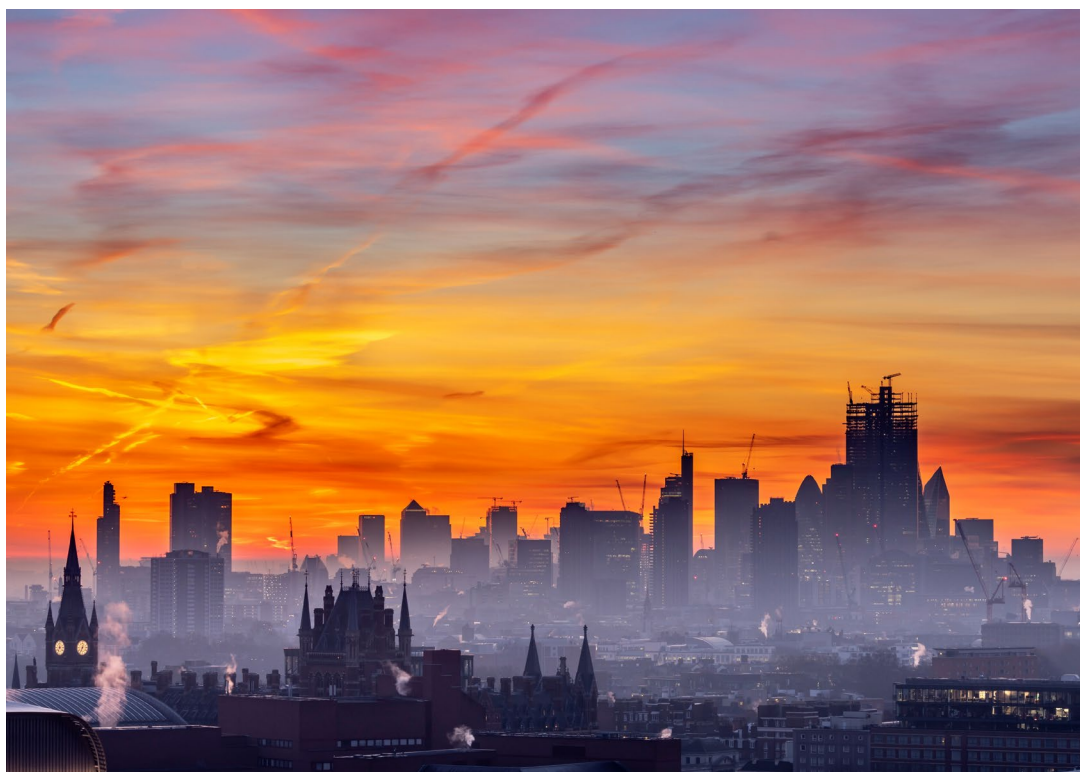
Andrew Carter, Director of the Department for Community and Children's Services, and Damian Nussbaum, Director of Innovation and Growth, are the chairs for this strategy.

Responsible Business Strategy

Caroline Al-Beyerty, the Chamberlain, and David Farnsworth, Managing Director, Bridge House Estates, are the chairs for this strategy.

Climate Action Strategy

Damian Nussbaum, Director of Innovation and Growth, is the chair for this strategy.



Oversight and responsibility

Social Cross-Corporation Working Group

David Farnsworth, Andrew Carter and Damian Nussbaum are supported in the delivery of both strategies by the Social Cross-Corporation Working Group (SCCWG), which meets on a six-weekly basis and also incorporates delivery of [the Responsible Business Strategy](#).

The SCCWG was established to replace the previous separate Implementation Groups for the Social Mobility and Digital Skills Strategies, in response to the COVID-19 epidemic and also with a view to producing a single annual report for our corporate strategies.

The SCCWG is chaired by Chris Oldham and is made up of officers from the following teams:

- Corporate Strategy and Performance
- Corporate Philanthropy and Volunteering
- City Bridge Trust
- Community and Children's Services
- Strategic Education, Skills and Culture Unit
- Innovation and Growth
- Human Resources
- Town Clerk and Chief Executive's Office.
- The Lord Mayor's Appeal
- Culture Mile Learning
- The City of London Police

Climate Action Chief Officer Group

Damian Nussbaum is supported in the delivery of the Climate Action Strategy by the newly-created Climate Action Chief Officer Group, which will meet on a six-weekly basis.

The group is made up of Chief Officers from those departments which will play a key role in delivery of the strategy.

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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