



Education Board

Date: FRIDAY, 3 DECEMBER 2021
Time: 10.00 am
Venue: HYBRID PUBLIC MEETING
COMMITTEE ROOMS 3 & 4, GUILDHALL (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 & Sheriff Nicholas Lyons
Alderman William Russell
Benjamin Murphy
Ruby Sayed
Rachel Bower
Tim Campbell
Deborah Knight
Mary Robey

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Accessing the virtual public meeting

Members of the public can observe this virtual public meeting at the below link:
<https://youtu.be/YWf75qRSSNk>

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 9 September 2021.

For Decision
(Pages 7 - 14)

4. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 15 - 16)

5. **COVID-19 UPDATE**

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

For Information

6. **YOUTH LED ENVIRONMENTAL UPDATES**

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

For Information
(Pages 17 - 20)

7. **STRATEGIC AWAY DAY REPORT**

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

For Information
(Pages 21 - 26)

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

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

For Information
(Pages 27 - 34)

Education

9. CORPORATE PARENTING AND VIRTUAL SCHOOL PRESENTATION

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

For Information

10. GOVERNOR APPOINTMENTS UPDATE

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

For Information
(Pages 35 - 50)

11. REPORT OF ACTION TAKEN: GOVERNOR APPOINTMENTS

Report of the Town Clerk.

For Information
(Pages 51 - 52)

12. EDUCATION BOARD BUDGET UPDATE

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

For Information
(Pages 53 - 56)

13. 2022/23 BUDGET ESTIMATE

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

For Decision
(Pages 57 - 62)

14. CITY PREMIUM GRANT PROPOSED ALLOCATION MODEL

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

For Decision
(Pages 63 - 72)

15. ACADEMIES DEVELOPMENT PROGRAMME UPDATE

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

For Information
(Pages 73 - 80)

Cultural & Creative Learning

16. CREATIVE COLLABORATIVES AND ARTS UPDATES

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

For Information
(Pages 81 - 84)

17. REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC AND DRAMA FOR SCHOLARSHIPS

Report of the Principal of the Guildhall School of Music and Drama.

For Decision
(Pages 85 - 90)

Skills

18. STRATEGIC ACTIVITIES UPDATE - LIVERY SKILLS INITIATIVE

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

For Information
(Pages 91 - 112)

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

20. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

21. EXCLUSION OF THE PUBLIC

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

For Decision

Part 2 - Non-Public Agenda

22. NON-PUBLIC MINUTES

To agree the non-public minutes of the meeting held on 9 September 2021.

For Decision
(Pages 113 - 118)

23. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 119 - 120)

24. **COLAT UPDATE**

The Chair to be heard.

For Information

25. **CITY OF LONDON PRIMARY ACADEMY ISLINGTON - CAPITAL FUNDING AND TEMPORARY ACCOMMODATION COSTS**

Report of the Director of Community and Children's Services - TO FOLLOW.

For Decision

26. **CITY PREMIUM GRANT EVALUATIONS 2020/21**

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

For Decision
(Pages 121 - 146)

27. **STANDARDS SCRUTINY MEETINGS OF CITY SPONSORED ACADEMIES**

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

For Information
(Pages 147 - 162)

28. **EDUCATION CHARITIES REVIEW RECOMMENDATIONS**

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

For Decision
(Pages 163 - 176)

29. **TARGET OPERATING MODEL AND GOVERNANCE REVIEW: CITY OF LONDON INDEPENDENT SCHOOLS**

Joint report of the Town Clerk and Heads of the City of London School, City of London School for Girls, and City of London Freemen's School.

For Information
(Pages 177 - 192)

- 30. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
- 31. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

Part 3 - Confidential

- 32. **CONFIDENTIAL MINUTES**

To agree the confidential minutes of the meeting held on 9 September 2021.

For Decision

- 33. **TARGET OPERATING MODEL UPDATE**

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

For Information

EDUCATION BOARD

Thursday, 9 September 2021

Minutes of the meeting of the Education Board held in committee rooms 3 & 4,
and virtually, on Thursday, 9 September 2021 at 10.00 am

Present

Members:

Caroline Haines (Chair)
Deputy Philip Woodhouse (Deputy Chairman)
Alderman Sir Peter Estlin
Alderman Robert Howard
Shravan Joshi
Benjamin Murphy
Ruby Sayed
Tim Campbell
Deborah Knight
Mary Robey

In Attendance

Officers:

Emily Garland	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Dionne Corradine	- Town Clerk's Department
Andrew Buckingham	- Town Clerk's Department
Chris Oldham	- Town Clerk's Department
Anne Bamford	- Community and Children's Services Department
Fatema Chowdhury	- Community and Children's Services Department
Natasha Hanckel-Spice	- Community and Children's Services Department
Catherine McGovern	- Community and Children's Services Department
Daniel McGrady	- Community and Children's Services Department
Gerald Mehrtens	- Community and Children's Services Department
Joshua Nkatiah	- Community and Children's Services Department
Aqib Hussain	- Chamberlain's Department
Mark Jarvis	- Chamberlain's Department
Emily Rimington	- Comptroller and City Solicitor's Department
Abigail Tinkler	- Open Spaces Department
Jenny Brown	- Headmistress, City of London School for Girls
Rachel Thompson	- Head, City Junior School
Katie Kerr	- Director of Strategic Projects, City of London School for Girls
Prince Gennuh	- Principal, City of London Academy Highgate Hill
Charlotte Heath	- Co-Headteacher, Redriff Primary School

Guests

Ann Holmes

Mark Emmerson

- Chief Executive Officer, City of London Academies Trust

With the Board's consent, the order of business was amended as follows.

1. APOLOGIES

Apologies for absence were received from Randall Anderson, Tijs Broeke, Alderman Nicholas Lyons, Rachel Bower and the Rt Hon the Lord Mayor, William Russell.

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

Alderman Sir Peter Estlin noted that he was Chair of the Association of Apprentices.

3. PUBLIC MINUTES

The public minutes and summary of the meeting held on 1 July 2021 were approved as a correct record.

At this point the Chair took the opportunity to express the Board's thanks to Daniel McGrady, outgoing Lead Policy Officer (Education, Skills & Culture), for his contribution to the Education Board over the previous three years, particularly in relation to the Tomlinson Review. The Board noted the success of the projects he had contributed to during his time at the Corporation and wished him well in his new role.

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 - CO-OPTED MEMBER APPOINTMENT PROCESS REVIEW

Members received a report of the Town Clerk regarding the Nomination Sub-Committee's proposed changes to the Co-Opted Member appointment process, including the introduction of a skills audit.

RESOLVED, that the proposed skills audit and Co-Opted Member appointment process be approved.

6. COVID-19 AND RETURN TO SCHOOL UPDATE

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

- The Education Unit were committed to ensuring that all pupils experienced as much normality and stability as possible in the return to school and remained hopeful that the upcoming academic year may experience less disruption to education, especially with most adults

having been vaccinated and those pupils aged 16 and above or Clinically Vulnerable and over 12 years of age being urged to be vaccinated.

- Schools were being contacted via their local authorities to participate in the rolling young persons' vaccine programme. The Unit would keep schools updated of any changes in Governmental directives regarding staying safe and healthy in school. By now, schools should have received extra supplies of PPE and home test kits. New lateral flow test devices were being delivered to schools that make the testing quicker and easier, requiring nasal swabs only.
- Maximising face to face attendance in education settings in the new academic year would aim to counter the detrimental impact of the last 18 months.
- There had also been changes to requirements around periods of isolation which was hoped to make organising pupils and staff a little easier.
- Face coverings were no longer recommended in education and childcare settings, but still recommended on dedicated school or college transport in line with Government expectations to wear face coverings in crowded areas when prevalence is high.
- On Saturday 21 August it was announced that CO2 monitors would be provided this term to state-funded education settings, including early years, schools and further education providers, backed by £25 million in Government funding.
- These would enable staff to identify areas where ventilation needs to be improved and provide reassurance that existing ventilation measures are working, helping balance the need for good ventilation with keeping classrooms warm over the winter period.
- Singing, wind and brass instrument playing was now permitted in the schools.
- Regarding adult learning and apprentices, 60% of adult learning courses had returned to being in person with the remainder remaining virtual for the foreseeable future.

RESOLVED, that the update be received.

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

The Director of Community and Children's Services invited representatives from the City Family of Schools to present to the Board their recent progress in relation to tackling racism.

The Co-Headteacher of Redriff Primary School provided a brief presentation outlining the school's approach to identifying and providing interventions for underachieving groups, which consisted of three waves of intervention. Members noted the success of the school's focus on improving reading in the school and that behaviour policies were being developed to aid their longer-term strategy.

A Member sought further clarification of one of the charts used in the presentation slides and it was confirmed that it represented percentages of those that were in groups of higher risk of underachieving.

Another commended the school on the steps taken to recover the previous reading standards following a temporary decrease one year but enquired what lessons could be learned from the year before this which would allow the school, as well as others, to pre-empt any future declines. It was confirmed that staff had identified previous changes in school staffing and reading routines that may have led to this and that it had been addressed in their longer-term strategy.

The Principal of the City of London Academy, Highgate Hill then offered a presentation to the Board highlighting concerns regarding the English Literature curriculum offered across Key Stages 3 and 4 (KS3 and KS4) and how the school was working to address this. Students within the schools had identified a lack of diversity in the pieces studied which led to the school inviting the student body to suggest alternative books for inclusion in the KS3 curriculum. Members noted that KS4 curriculum pieces were currently restricted by the AQA Board.

One Member raised the question of how the Board could offer support to the City Family of Schools in helping influence the literature choices made by examining bodies. It was added that this issue had received a significant amount of media coverage recently as many people felt the amount of diverse content in exams had been reduced over recent years. Officers welcomed any support the Board were able to provide in this area.

While Members were supportive of the school's approach of engaging the student voice in diversifying curriculum, some raised concerns of relying on this method too much. They felt that curriculum should be decided by those with a wealth of experience in the subject matter, which in this case would be the relevant examining bodies. It was further highlighted that curriculum pieces should be selected due to their high quality and the opportunity they create for young people to learn and be challenged on a variety of topics, and not purely because of the diversity of the author. There was however a recognition that there was a lack of BAME authors featured in KS4 curriculum. Concerns were also raised around localised curriculums as this could lead to children from disadvantaged areas not having access to the same English literature as those from privileged areas, furthering any inequalities.

The Principal thanked Members for their feedback on this matter and assured the Board that this would be taken into consideration in future planning.

The Chair thanked both guests, on behalf of the Board, for their presentations.

RESOLVED, that the presentations be received.

8. EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE

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

The Board were reminded of the upcoming away day, scheduled for Monday 11 October 2021, and that the agenda would be circulated shortly.

The Chair thanked the Lord Mayor for his recent activities in supporting educational skills and representing the Corporation at relevant events.

The Chair also reminded those who wished to attend any listed events to contact the Education Unit. Calendar invitations were due to be sent to Members' City email addresses shortly.

RESOLVED, that the report be noted.

9. 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.

10. GOVERNOR APPOINTMENTS UPDATE

The Chair requested that Item 10 and Item 11 be considered together.

11. REPORT OF ACTION TAKEN: GOVERNOR APPOINTMENTS

Members received a report of the Director of Community & Children's Services regarding an update on Governor Appointments and a report of the Town Clerk regarding a Governor Appointment that was ratified under urgency procedures.

The Clerk began by offering a clarification that the appointment of the Chair of the City Academy Hackney was ratified by the Town Clerk in consultation with the Chair and Deputy Chair, rather than approved by them as it stated in the report at Item 10.

The Board noted that all appointments were now up to date and officers thanked the Clerks of the relevant Local Governing Bodies for providing prompt updates.

A Member informed the Board that, contrary to the report, Jonny McIntosh was an elected Parent Governor at the City of London Academy, Shoreditch Park.

A Member of the Board, also Chair of City of London Primary Academy Islington, informed the Board that the school had recently been awarded the honour of 'Governing Board of the Year' at the Islington Education Awards 2021. The Chair, on behalf of the Board, congratulated the Governing Body on this achievement.

RESOLVED, that the report be noted.

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

Members received a report of the Director of Open Spaces providing an overview of the Open Spaces learning programme from 2019 to 2021, highlighting how it adapted and engaged audiences throughout the pandemic.

Highlights included:

- A series of activity sheets, designed to help those with limited resources, having been delivered via food banks
- Virtual Epping Forest exploration sessions for young refugees, and
- Adapted Covid-safe outdoor only programmes for schools which placed an emphasis on improving mental health during lockdown.

RESOLVED, that the report be noted.

13. LONDON CAREERS FESTIVAL 2021 EVALUATION

Members received a report of the Director of Community and Children's Services regarding an evaluation of the London Careers Festival 2021.

Officers gave a brief presentation outlining the key outcomes of the festival which included:

- Over 20,000 bookings were made and, with many bookings being for large numbers of students, it could be estimated that the number of children with bookings reached around 50,000 in total. No cancellations were received.
- 55 webinars took place with over 50 employers involved.
- 181 schools engaged with the festival, with 25% of these being from outside of London.
- Feedback received had been very positive, with many being complimentary of the virtual environment.

The Board congratulated officers on the success of the virtual event and noted that plans were underway for the 2022 festival, with hopes for a hybrid format which would allow three days to be dedicated to engaging in person attendees and a further three days to take place virtually, allowing a wider outreach.

A Member suggested that the feedback forms should be split into separate forms relevant to each stakeholder, to gain more meaningful results. The Chair confirmed that it was recognised that there were some areas for improvement in evaluation techniques but that officers were already working to develop these for the following year.

RESOLVED, that the report and presentation be noted.

14. SOCIAL STRATEGIES 2020-21 ANNUAL REPORT

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

The Board were reminded that reporting on these strategies was not a statutory requirement but that officers volunteered to provide meaningful evaluation of their progress to Members. They noted that ongoing work resulting from the Tackling Racism Taskforce recommendations complemented the strategies well.

Members were reminded that the upcoming away day would focus on issues surrounding social mobility.

RESOLVED, that the report be noted.

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

There were no questions.

16. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

There were two items of urgent business.

Outreach Programme

A Member informed the Board of a recent meeting with the Senior Outreach Officer at St Anne's College, Oxford about trialling a new higher education outreach programme at the City of London Academy Southwark. The Board would be kept updated as this progressed.

Livery in Education 2021 Booklet

The Chair reminded the Board that the latest edition of the Livery in Education 2021 Booklet and offered copies to those present at the meeting. Those unable to attend in person would receive a copy either by post or in their Guildhall pigeonhole.

17. 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.

18. NON-PUBLIC MINUTES

The non-public minutes of the meeting held on 1 July 2021 were approved as a correct record.

19. **NON-PUBLIC OUTSTANDING ACTIONS**

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

RESOLVED, that the report be noted.

21. **SIXTH FORM STRATEGY UPDATE**

The Chair invited the Chief Executive of CoLAT to address the Board, providing an update on the CoLAT Sixth Form Strategy.

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

Members received a report of the Heads of the City of London School for Girls and City of London School providing an update on the progress of the City Junior School.

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

Members received a report of the Director of Community and Children's Services regarding the standards scrutiny meetings of City Sponsored Academies.

23. **2021 RESULTS DATA FOR THE FAMILY OF SCHOOLS**

Members received a report of the Director of Community and Children's Services regarding the 2021 results data for the Family of Schools.

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

There were no questions.

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

There was one item of non-public urgent business.

The meeting ended at 12.39 pm

Chair

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

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: 03/12/2021
Subject: Youth led environmental updates	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 8, 11 and 12
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Anne Bamford, Strategic Education and Skills Director	

Summary

This report updates Members on several initiatives underway around youth engagement in environmental projects including in circular economy, biodiversity, and climate action. Verbal reports were presented by young people to the Education Board.

Recommendation(s)

Members are asked to:

- Note the activities currently underway in our schools

Main Report

Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).
2. The City of London has a Climate Action Strategy 2020-2027. This strategy promotes working with the creative and educational sector partners to deliver sustainable initiatives.
3. The Community Strategy of the City Corporation sets the following priority, namely, "[develop a City] which protects, promotes and enhances our environment".
4. The Strategy details the following sustainability-related matters:
 - Greenhouse Gas emissions / energy consumption
 - Water consumption

- Waste and recycling
 - Transport
 - Biodiversity, nature conservation and greening
 - Noise, land and water pollution
 - Air quality
 - Responsible consumption (including circular economy)
5. All of the above issues are being considered in the schools. Young people are interested in making a difference to the environment and keen to be involved in, or lead, environmental projects.
 6. The majority of the City's academies are in school buildings that have been built or renovated recently and so are based on sustainable design principles.

Current examples

7. A number of environmental projects and initiatives are underway within our schools at both the primary and secondary level.
8. The school curriculum focuses on environmental issues, especially in the sciences, geography, art and design and food sciences.
9. In the primary schools, Forest School programmes are operating. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions in natural environments. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Forest school trained practitioners work with the children to explore the environment. It originated from the *friluftsliv*, or free air life, in Scandinavia where Forest School began.
10. Working in partnership with the Ellen Macarthur Foundation <https://ellenmacarthurfoundation.org/> it was arranged for some secondary students to attend the Leadership in Global Change (LIGC) 'Climate and Nature' summer school, hosted by the University of Oxford. LIGC draws upon the enthusiasm and support of a large number of experts from the Environmental Change Institute and School of Geography and Environment from the University of Oxford and many people in government, business and the community working on climate and sustainability.
11. The City of London School have hosted a 'MockCOP' to coincide with COP 26 in Glasgow. When the COP26 conference would have been running last year, over 330 youth delegates representing over 140 countries gathered online at Mock COP26. The conference culminated with a global declaration to world leaders covering six important themes: climate education, climate justice, climate-resilient livelihoods, physical and mental health, nationally determined contributions and biodiversity.
12. In the summer, Epping Forest and Open Spaces will host an Environmental Day and picnic for the primary school pupils. The aim with the Primary Environmental

Day at Epping Forest is to bring as many children as possible from the City of London Primary Schools (there are seven of these including the prep sections in our independent schools) for an environmental day to Epping Forest in the summer term. Many of our primary schools are in highly urban and high-rise settings and have been involved in Forest School learning over the past few years. Several of the schools have Forest School practitioners who can also be workshop leaders. Epping Forest is relatively easy for the schools to get to, given the access from the train and as long as they apply well in advance, the schools can get free travel. The initial ideas for the programme include the children undertaking some workshops with the Forest School, learning and environment teams once they arrive. There would be a pause for lunch. The children could bring their own packed lunches from school, and they would all enjoy a picnic together. In the afternoon there would be a brief 'ceremony' where each school would be presented with a sapling to plant in their school gardens and care for it over the years to come.

Conclusions and recommendations

13. Members of the Education Board have been updated on some examples of current environmental projects underway in the Family of Schools as well as upcoming activities.

Key Data

Verbal reports from students.

Corporate & Strategic Implications

N/A. This report is for information only.

Anne Bamford

Strategic Education and Skills Director
Department of Community and Children's Services

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Committee(s) Education Board	Dated: 03/12/2021
Subject: Strategic Away Day Report	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Anne Bamford, Strategic Education and Skills Director	

Summary

This report updates Members on the Education Board away day which took the theme of 'social mobility' to re-examine the nature and impact of the three strategies - Education, Cultural and Creative Learning, and Skills. The away day was held at Newham Collegiate Sixth Form (NCS) and benefitted from the inputs from three external speakers, the Chair of Education Board, the Strategic Education and Skills Director, and the Principal, and the Head Boy and Head Girl from NCS. Members of the Education Board attended virtually and in person.

Recommendation(s)

Members are asked to:

- Note the summary of the away day outcomes
- Consider the recommendations made

Main Report

Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).
2. Prior to the restrictions caused by the pandemic, it had been the case that the Education Board had annual away days to provide the opportunity for Board members to consider strategic aspects in greater depth.

3. The theme for deep investigation at this year's Education Board Away Day was social mobility.

Current Position

4. The away day was held at Newham Collegiate Sixth Form (NCS) and benefitted from the inputs from three external speakers, the Chair of Education Board, the Strategic Education and Skills Director, and the Principal, and the Head Boy and Head Girl from NCS. Members of the Education Board attended virtually and in person.
5. The meeting was opened by the Education Board Chair, Caroline Haines with provocations from NCS's Principal, Mouhssin Ismail with very thoughtful input from the Head Boy and Head Girl of NCS.
6. The Strategic Education and Skills Director, Anne Bamford set the strategic context and reminded members of the outcomes of the mid-term review and the questions asked in regard to social mobility.
7. The challenge was set in terms of 'What does social mobility mean in terms of our aims, outcomes and impact?'
8. The following chart outlines the main concepts associated with a shared understanding of social mobility:



9. The members considered the City's strategic direction while ensuring the definitions remain suitably broad, inclusive and relevant to partners' day-to-day work.

10. The members reiterated that a clarity of definition enables better measurement and reporting of impact.
11. Social mobility was further defined as the ability and opportunity for individuals, families or groups to progress within a society to reach their full potential - in terms of education, employment and access to skills, and access to opportunities to be creative and to engage fully in the cultural life of the City and community.
12. It was acknowledged that the Education Strategy Unit played a leading role in the delivery these strategies, particularly with the Social Mobility and Digital Skills Strategy.
13. Several particular initiatives were highlighted including: the Find Fusion platform to signpost creative learning and work experience opportunities; the London Careers Festival which was hosted digitally, and which over 20,000 pupils participated in; the Adult Skills and Education Service digital skills courses and their new traineeship programme to upskill young people aged between 19-24 with employability skills; and, the Evolve programme to promote careers in the film industry to young people from underrepresented backgrounds.
14. Frances Darlington-Pollock, from The Equalities Trust provided evidence of the link between income inequality and levels of social mobility and looked at structural features within England that might contribute to less social mobility such as selective and independent schools, housing and healthcare amongst other factors. Members discussed in detail the implications for stakeholders and specifically focused on how impact measurement could be improved to ensure there is a sustainable, positive impact. There was also a call to not hold university places as the only way to progress as other pathways are important in society, but rather normalise range of pathways and stop contributing to a 'sorting attitude'. As summarised by one member, "There is a lack of appreciation of other pathways. It is like a game of snakes and ladders. Students need to be supported to not miss opportunities and to bounce back from snakes." Better education leads to better, more equal countries. Reforming the education system would improve the quality of life for everyone in UK. Flourishing and social mobility is not just linked to earning but wellness too.
15. Members reflected on the role of extra-curricular activities to broaden experiences and develop fusion skills.
16. Members reflected on the importance of the use of language to create opportunities.
17. It was raised that alumni networks could be more effectively used in schools to boost social mobility.
18. The importance of impact measurement was highlighted, especially gathering current and longitudinal data and case studies.
19. Members pointed out that many of these issues have existed for some time and there seems to be little change. Also that it is not consistent across area and so pupils who attend a good school are fortunate while other students miss out. The question was raised, "How do we break through those barriers to save the same conversations later?"

20. It was suggested that there are models around the world that work better such as in Germany, The Netherlands and Scandinavian countries.
21. The point was made that equity of opportunity at all stages of life should be emphasised.
22. Maria Adebawale-Schwarte, CEO, Foundation for Future London presented a provocation on the role of culture and creative learning in boosting social mobility. Members discussed the interplay of 'in school' and 'outside of school' opportunities and the broad curriculum. Consideration was also given on how culture and creative learning could be boosted in our skills programmes including with apprentices and adult learners. The case was made for the connection between creativity and economic development. The creative industries have often not been seen as diverse. There is a skills shortage in the creative industries and all people that can be part of it. The question was raised, "How do we bring young people to understand the value of creative schools and how we can support them in the industry?"
23. Members suggested the importance of conversations with parents and carers in changing attitudes towards the importance of arts and culture and the availability of careers in the Creative Industries. The point was made that the fusion skills help those involved to understand that creativity can help thrive in all industries.
24. The arts can also assist with championing diverse voices recognising wide forms of knowledge and skills and different pathways into successful life chances.
25. The members commented also on the importance of the arts in stimulating curiosity and that this is transferable to elevating and challenging expectation.
26. A member also noted the therapeutic benefit of the arts and commented that the arts need to be seen as a basic expectation of a quality education offer not as a 'nice to have'.
27. Members commented about the importance of involving young people in the arts in the broadest sense possible. People are inspired by the range of opportunities offered. The City has considerable arts and cultural offers, and all children should be supported to access these offers. The comment was made that the arts, "Can be life changing". The connection was made between the arts and enhanced social mobility, because ambition is so important in whatever sphere you have. The arts also stimulate higher academic achievement.
28. James Adeleke, CEO Generation Success provided insight into the challenges facing young job seekers and emphasised the importance of a programme of preparation, support and ongoing additionality to build diversity. Discussions focused on the importance of oracy and the fusion skills. It was also noted that providing particular additional support might be needed at key transition points to boost social mobility, such as from early years into school, primary school into secondary school, and secondary school in further study and work.
29. A member reinforced the significance of points of transition in people's lives. Support is needed at multiple stages in young people's lives. Ongoing work with young people is needed to assist their development of resilience to face any challenges that life may bring to them whatever that may be.

Conclusions and recommendations

30. The following recommendations were made for consideration:

- a) That in all future Education Board decisions, the social mobility impact, both positive and negative, be considered.
- b) That impact measurement includes better tracking of data including data over time and improved case studies to report on progress more accurately towards achieving social mobility goals over time and on catalytic impact.
- c) That alumni networks be established to assist in providing mentoring support, boosting aspiration and modelling social mobility pathways.
- d) That focus be given to key transition points in children's lives to ensure that activities have the most impact.

31. The members of Education Board commented on the value of the opportunity for deep discussions that occurred at the Away Day.

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

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Committee(s) Education Board	Dated: 03/12/2021
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/A
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Catherine McGovern, Business Administration and Events Assistant	

Summary

This report updates Members on recent events and activities delivered across the three strategies overseen by the Education Board: Education, Cultural and Creative Learning, and Skills. A calendar of meetings, forums and events for the 2021/22 academic year is included in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Note the update on Autumn events and activities across the three strategy areas;
- Note the calendar of forums and events over the 2021/22 academic year in **Appendix 1**.

Main Report

Background

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

Current Position

Education

2. Family of School's Black History Month Activities

The City of London Family of Schools have been celebrating Black History Month in a number of ways, including, through cultural and creative activities, engagement with the local community, engagement with parents, exploring relevant resources, accessing inspirational talks, literature, discussions, newsletters, assemblies & lessons and exploring foods from different cultures. Redriff Primary School saw music, singing, carnival inspired dance, artwork, drama, poetry and writing from across the whole school – exploring and celebrating Black History Month. In The City of London Academy Highbury Grove, Key Stage 3 pupils were tasked with researching a black explorer. They looked at where the explorer was from and what they achieved in order to make a poster from this. Also, pupils found out lots of interesting information about how parts of the world were discovered and presented this to their peers in their classrooms. The City of London Academy Southwark have also been celebrating in numerous ways, including a 'Forgotten Heroes' display in their Atrium, film nights, food from local businesses, debates for all year groups, Black History Month short stories in Reading and some fantastic mini talent showcases. These activities have helped to bring the school and the local community together and help pupils explore Black History Month in an engaging way.

Cultural and Creative Learning

3. Culture Mile Learning: Teacher CPD sessions

In September and October, Culture Mile Learning (CML) ran a series of free CPD sessions for primary and secondary teachers aimed at helping them embed Black history, art, and culture into their teaching all year round. Two introductory sessions were provided by The Black Curriculum and focused on exploring racial literacy, decolonising pedagogy, and language use to support teachers to gain confidence in their approach and in establishing their classroom as an anti-racist, decolonised space. Primary teachers were then offered a session based on the Museum of London's new online resource, Black Londoners through time which centred on enhancing their subject knowledge of London's Black history, sharing ideas for creative activities to engage and inspire pupils as well as practical tips and techniques to develop critical thinking and historical enquiry skills. For secondary teachers, a session based on CML's Our Stories films was provided exploring the themes of representation, language, safe spaces and activism raised in them. In addition, a bespoke session was created for and delivered in partnership with Eastside Community Heritage to the primary schools in the City Family of Schools on using oral history collections in the classroom. This session used the Museum of London's Windrush collections as its starting point and was a part of CML's

ongoing curriculum enhancement work with these schools. 56 teachers benefited from the sessions.

Skills

4. Ed-EN Conference

ED-EN HUB is an Erasmus+ project co-financed by the European Union and developed by a consortium made up of 8 institutions from 5 different European countries. This international cooperation alliance will allow the development of tools and methodologies towards the creation of synergies between educational institutions and enterprises. On 28-29 October, The Education Unit welcomed 34 in-person attendees to Guildhall and 41 virtually, via Zoom. Day One of the conference was spent updating on the progress of the project and to discuss potential issues. On Day Two, external stakeholders from various educational institutions and business were invited to provide detailed feedback and review of the work to date. Vital discussions took place from three expert panels covering assessment and skills measurement, education, and enterprise experts.

Proposals

Upcoming

5. Introduction to Safeguarding and

Advanced Safeguarding Governors' Training (virtual) - 8 December 2020

The Introduction to Safeguarding training will take place between 8:30-9:45am and the Advanced Safeguarding training will take place between 10-12pm. The training sessions will be delivered by an independent Safeguarding Consultant. Governors and Designated Safeguarding Leads who have not had training or where the training occurred more than two years ago should attend the appropriate session, with the Introduction to Safeguarding course being best for those governors new to safeguarding or requiring an update and the Advanced Safeguarding course being more suitable for those governors with existing experience in safeguarding roles or taking on additional safeguarding responsibilities such as safeguarding lead governors or staff taking on statutory safeguarding roles.

6. CISI Level 2 qualification in Fundamentals of Financial Services

26 Pupils from the City's Family of Schools have registered to complete a Level 2 qualification in Fundamentals of Financial Services. This is a professional qualification funded by the City of London Corporation and delivered by CISI (Chartered Institute for Securities & Investment). Pupils will learn about the professional sector and commonly used financial products, such as shares, bonds and insurance and it will provide them with an understanding of financial terminology. The qualification also offers pupils free CISI Student membership – through which they can become associated with a Chartered professional body

and take advantage of an extensive range of benefits including networking and development opportunities, events with industry leaders and access to a progression pathway. The programme formally launches from 17 November 2021.

7. The calendar of forums and events over the 2021/22 academic year is included in **Appendix 1**.

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

Members of the Education Board have been updated on recent events and activities across their three strategy areas as well as upcoming events and activities over the 2021/22 academic year

Appendix 1 – Calendar of Forums and Events over the 2021/22 Academic Year

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

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

Events and Meetings 2020/21	Date	Time	Location
September			
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	Carpenter's Hall
Autumn Half Term			
November			
CoLAT Scrutiny Meetings (Standards)	01/11/2021	Various timings	TBC
CoLAT Scrutiny Meetings (Standards)	02/11/2021	Various timings	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			
Chair of Governors Forum (Autumn)	01/12/2021	08:30 - 10:30	Virtual
Education Board	03/12/2021	10:00 - 12:00	Committee Room 3 & 4
Governor training: Introduction to Safeguarding	08/12/2021	08:30 - 09:45	Virtual
Governor Training: Advanced Safeguarding	08/12/2021	10:00 - 12:00	Virtual
CoLAT Finance & Ops and Audit & Risk	09/12/2021	09:00 - 11:00	Virtual
CoLAT Trust Board	16/12/2021	09:00 - 11:00	Virtual
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
Cultural and Creative Learning Forum (Spring)	25/01/2022	08:30 - 10:00	TBC
City School's Concert workshops	Various	Various	Various - in schools



Last updated – 10 November 2021

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

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

February

Chess Tournament - Training workshop 1	01/02/2022	13:30 - 15:30	Virtual
CoLAT Standard and Accountability	02/02/2022	09:00 - 11:00	TBC
Education Board	03/02/2022	10:00 - 12:00	TBC
City School's Concert Rehearsal Day	TBC	All day	TBC
City School's Music Concert	04/02/2021	All day	City of London School
Partnerships Forum (Spring)	08/02/2022	08:30 - 10:00	TBC
Chess Tournament - Training workshop 2	08/02/2022	13:30 - 15:30	Virtual

Spring Half Term

Chair of Governors Forum (Spring)	22/02/2022	08:30 - 10:30	TBC
Chess Tournament	23/02/2022	12:00 - 16:00	Livery Hall
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
Education Board Dinner	09/10/2022	TBC	Salter's Hall
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
CoLAT Scrutiny Meetings (Finance)	24/06/2022	TBC	TBC



Last updated – 10 November 2021

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

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

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
City Schools Subject Dinner	Cancelled	Cancelled	Cancelled
Prefects Dinner	Cancelled	Cancelled	Cancelled

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	03/12/2021
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: Anne Bamford (Strategic Education and Skills Director)	

Summary

This report asks Members to note the appointments of governors to the Local Governing Bodies of City of London Academies Trust. The current governing body membership of the City Family of Schools is attached in **Appendix One**.

Recommendation(s)

Members are asked to note the report and to approach CoLAT to request details of the processes underway to fill governor vacancies, especially in schools with vacancies. Clerking services to schools to be more coordinated and to update on governor changes and vacancies.

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.

Current Position

2. School governors play a vital role in education.
3. The governing board plans the strategic direction of a school, makes sure public money is well spent, and holds school leadership to account.
4. There appears to be an ongoing difficulty in securing full governing bodies in the academies. Currently, there are in excess of 14 vacancies, including more than three governor vacancies in schools that are in the Ofsted inspection window.

5. There are a further three governors whose term of office has expired and another 11 governors whose terms is due to expire within two months.
6. There seems to be challenges in Academy sponsors in getting up to date information from the clerks of Local Governing Bodies (LGBs) on the current membership.
7. There are different names on the government's Get Information about Schools (GIAS) website and the schools' websites.
8. A number of the vacancies relate to parent governors and as noted previously in earlier governor updates, it is a requirement that there are at least two parents on each LGB.

Proposals

9. Effective governor succession planning is a requirement and when it is in place, it can promote stability and provide evidence of a skills-based approach to assuring good governance. Succession planning can enhance the school's links with community and boost diversity and talent on the governing body.
10. Members could consider sharing expertise across the system (including across the Family of Schools) to help to prevent trust boards stagnating or individuals gaining too much power and influence solely through their length of service.
11. It is recommended that CoLAT undertake a full review of all expiry dates on terms of office, and also the basis of appointment (co-opted etc) to link with the terms of reference in each case.
12. Moreover, it is recommended that each year in January CoLAT Chairs of Governors identify upcoming vacancies on LGBs and identify skill requirements of the Board.
13. That from January to March each year the Chairs of Governors commence the recruitment process for governor vacancies and COL Education Unit are informed of governor vacancies and advertise to Court of Common Council and Governors for Schools. CoLAT also advertise through their networks and systems and within local communities.
14. Between March and May each year, CoLAT produce an Annual Governance Report including notice of governor vacancies so that the Education Board can consider nominations.
15. Governors are approved in meetings in June and July to ensure that full governing bodies are in place for the first meeting at the start of the academic year. (See **Appendix Two** for the proposed annual cycle for governance).

Options

16. This report is for discussion only.

Key Data

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

Corporate & Strategic Implications

18. A sound governance framework sets out the shared purpose, vision and values of the trust and enables the trust to develop an agreed strategy to implement its purpose.
19. Effective Local Governing Bodies and Governor Boards in all schools ensures oversight and monitoring of performance along the way and ensures accountability for delivering its mission.

Conclusion

This report updates Members on new governor appointments within the City Family of Schools. Three of the CoLAT LGBs have existing or pending vacancies. The list of governors across the Family of Schools is included in **Appendix One**.

Appendix

Appendix One: The list of governors across the Family of Schools

Appendix Two: Proposed annual governance cycle

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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
VACANT	Policy and Resources Committee appointee	VACANT
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
VACANT	Staff Governor (Teaching)	VACANT
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

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.

Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring Sept2025
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring September 2025
VACANT	To be appointed by the Trust Board	VACANT

Southwark Local Governing Body²

Name	Basis of Appointment	Term of Office
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 and Joanna James	Head teacher Redriff – Ex Officio	During term of office as Head teacher of Redriff Primary School
Sarah Parbhu	Head teacher Galleywall – Ex Officio	During term of office as Head teacher of Galleywall Primary School
Jane Stokes	Community Governor	4 years expiring November 2024
VACANT	Staff Governor (teaching)	VACANT
VACANT	Staff Governor (non-teaching)	VACANT
VACANT	Parent Governor (elected)	VACANT

City of London Academy Shoreditch Park³

Name	Basis of Appointment	Term of Office
Nathan Maisey	Staff Governor (Teaching)	Expires October 2022
Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023

²The 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.

³ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

Ryan Shorthouse	Appointed by the Trust Board	4 years expiring July 2024
Sheila Scales/Harris	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
VACANT	Appointed by the Trust Board	VACANT
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)	VACANT

City of London Academy Highgate Hill⁴

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
Katrina Jenkins	Parent Governor (elected)	3 years expiring 31 December 2021
Shireen Fraser	Appointed by the Trust Board	4 years expiring December 2023
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring August 2024
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring August 2024
Valerie Bossman-Quarshie	Appointed by the Trust Board	4 years expiring August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring August 2024
Simon Turner	Appointed by the Trust Board	4 years expiring August 2024
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 Grove⁵

Name	Basis of Appointment	Term of Office
VACANT	Appointed by the Trust Board	VACANT
Neale Coleman	Parent Governor	3 years expiring August 2023 (Term renewal to be agreed by the

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

⁵ LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

		Chair of the Trust Board under delegated authority)
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley ⁶	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 Aug2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring Aug 2023
Rachel Sherman	Appointed by the Trust Board	Expired October 2021
Colette Bowe	Appointed by the Trust Board	Expiring August 2022
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
Nicholas Durack	Co-opted	4 years expiring August 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 ⁷	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
Reshma Bhudia	Parent Governor (elected)	4 years expiring December 2022
Arunasalam Pirapaharan	Parent Governor (elected)	2 years expiring January 2022

⁶ Corporation employee

⁷ City Corporation employee.

City of London Academy Islington⁸

Name	Basis of Appointment	Term of Office
Russell Wilmer (Chair)	Appointed by the Trust Board	4 Years expired 31 August 2021
VACANT	Appointed by the Trust Board	VACANT
Ron Zeghibe	Appointed by the Trust Board	4 Years expired 31 August 2021
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 30 September 2022
VACANT	Appointed by the Trust Board	VACANT
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 Laurie	Appointed by the Trust Board	4 years expiring 31 August 2024
Samantha Hobbs	Parent Governor	4 years expiring July 2025
Akbarur Rahman	Parent Governor	4 years expiring July 2025
Sonia Jacob	Principal	During term of appointment as Principal
VACANT	Staff Governor	VACANT

The City Academy, Hackney⁹

Name	Basis of Appointment	Term of Office
Oleander Ogbetu	Parent Governor	4 years expired 12 July 2021
Mark Essex	Appointed by the Trust Board	4 years expired 27 September 2021
VACANT	Appointed by the Trust Board	VACANT
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
VACANT	Appointed by the Trust Board	VACANT
VACANT	Staff Governor	VACANT
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

⁸ Part of the City of London Academies Trust effective from 1 September 2020

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

Toby Skailes	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

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 (Deputy Chair)	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 (Deputy Chair)	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	VACANT
3x Common Councillor Vacancy		VACANT

City of London Freemen'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

Deputy Kevin Everett	Commoner	4 years expiring July 2023
Michael Hudson (Deputy Chair)	Commoner	4 years expiring July 2023
Graham Packham	Commoner	4 years expiring July 2024
Deputy Roger Chadwick	Commoner	4 years expiring July 2025
3 x Common Councillor vacancies	CCC to appoint	VACANT
3 x Co-opted Vacancy	Board of Governors to appoint	VACANT

Local Authority Maintained School

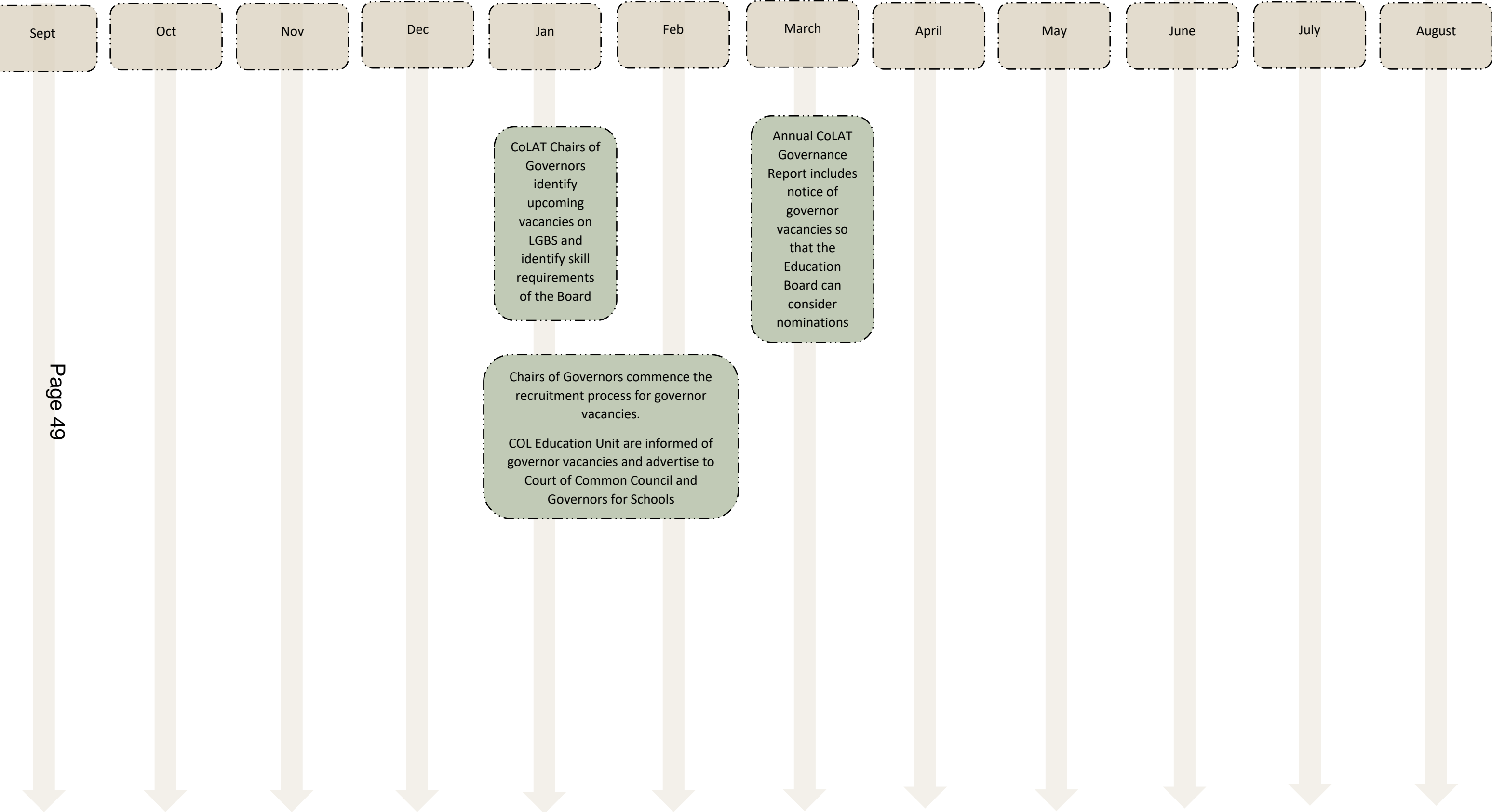
The Aldgate School

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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Proposed governor
recruitment cycle

Appendix 2: Proposed Annual Governance Cycle



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Committee: Education Board	Date: 3 December 2021
Subject: Report of action taken under delegated authority or urgency powers	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	See Background Reports
Does this proposal require extra revenue and/or capital spending?	See Background Reports
If so, how much?	See Background Reports
What is the source of Funding?	See Background Reports
Has this Funding Source been agreed with the Chamberlain's Department?	See Background Reports
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 actions taken since the last meeting of the Committee.

Main Report

1. Since the last meeting of the Committee, approval has been given under urgency procedures or delegated authority arrangements, pursuant to Standing Order No. 41, as follows: -

Urgent Action: City of London Academy Islington Local Governing Body Appointment

As per the Sponsorship Agreement with 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.

The Chair of Governors is responsible for ensuring the effective functioning of the Governing Body and has a vital role in setting the expectations for the standards of governance. It is the Chair's role to give the Governing Body clear leadership and direction, keeping it focused on its core functions and encouraging the Governing Body to work together as an effective team. In practice, the Chair of Governors will work very closely with the Principal of the school in addressing strategic and operational challenges as well as driving forward a clear vision for continued improvement, exceptional education and the wellbeing and safety of pupils and staff. The Chair of

Governors may make decisions independently where this authority is delegated by the Governing Body.

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 Board. This academic year, the October Education Board meeting was replaced by an Education Board Away Day with the next meeting of Education Board due to occur on 3 December 2021, and therefore the decision was required before the next committee meeting so that the position could be filled with effect from 1 September 2021.

Urgent approval was therefore sought and granted by the Town Clerk, in consultation with the Chair and Deputy Chairman of the Education Board, for the appointment of Russell Willmer as Chair of the City of London Academy Islington LGB.

Conclusion

2. In accordance with Standing Order 41 (a) and 41 (b), Members are asked to note the recent decisions taken by the Town Clerk in consultation with the Chair and Deputy Chairman.
3. Copies of background papers concerning this decision are available from Emily Garland on request.

Emily Garland

Town Clerk's Department

E: emily.garland@cityoflondon.gov.uk

Committee(s)	Dated:
Education Board	3/12/2021
Subject: Education Board Budget Update 2020.21	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Anne Bamford (Strategic Education and Skills Director)	

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 full year outturn position for the 2021/22 financial year as at Period 7 (P7) is of a small overspend of £9k on a overall budget of £2.587m as set out in the table on the next page.

Proposals

3. This report is for information only.

Options

4. This report is for information only.

Key Data

<u>2021/22 Budget</u>		<u>Actuals and Commitments 21/22</u>	<u>Current Balance</u>	<u>Outturn 21/22</u>
<u>Local Risk</u>				
£				
359,000	SALARIES	271,302	87,698	371,971
47,000	Leadership, governance and projects	19,980	27,020	45,000
10,000	Enrichment (Fusion) Events for Pupils	3,075	6,925	10,000
57,000	EDUCATION STRATEGY	23,055	33,945	55,000
41,000	Leadership, governance and projects	14,315	26,685	39,500
70,000	Fusion Skills Programme	17,473	52,527	70,000
20,000	London Careers Festival ¹	11,273	8,727	20,000
131,000	SKILLS STRATEGY	43,061	87,939	129,500
26,000	Leadership, governance and projects	16,236	9,764	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	263,486	19,514	283,000
10,000	CENTRAL EDUCATION UNIT	7,857	2,143	10,000
840,000		608,761	231,239	849,471
<u>Central Risk</u>				
£				
250,000	COLA Southwark	215,000	0	215,000
250,000	COLA Islington	250,000	0	250,000
250,000	The City Academy, Hackney	250,000	0	250,000
100,000	Redriff	99,000	0	99,000
60,000	Galleywall	60,000	0	60,000
40,000	COL Primary Academy Islington	40,000	0	40,000
200,000	COLA Highgate Hill	200,000	0	200,000
140,000	COLA Shoreditch Park	140,000	0	140,000
250,000	COLA Highbury Grove	250,000	0	250,000
150,000	Newham Collegiate Sixth Form	150,000	0	150,000
40,000	Leadership and standards	0	76,000	76,000
1,730,000	CITY PREMIUM GRANTS (ACADEMIES)	1,654,000	76,000	1,730,000
7,000	Safeguarding Review (PIP Funding)	7,000	0	7,000
10,000	Feasibility Study (PIP Funding)	0	10,000	10,000
17,000	PIP FUNDING	7,000	10,000	17,000
1,747,000		1,661,000	86,000	1,747,000
2,587,000		2,269,671	317,239	2,596,471

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

Corporate & Strategic Implications

5. This report is for information only.

Conclusion

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

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Strategic Education and Skills Director

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Mark Jarvis

Head of Finance

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Committee(s): Education Board – For decision	Dated: 03/12/21
Subject: Revenue Budgets 2022/23	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3,7,8
Does this proposal require extra revenue and/or capital spending?	N
Report of: Director of Community & Children's Services and the Chamberlain	For Decision

Summary

This report is the annual submission of the revenue budgets overseen by your Committee. In particular it seeks approval to the provisional revenue budget for 2022/23, for subsequent submission to the Finance Committee. The proposed budget for 2022/23 has been prepared within the resource envelope allocated to each Director by Resource Allocation Sub Committee.

A detailed breakdown of the budget will be presented to this Committee in January 2022 similar to the process adopted in the past for the Board to have an oversight of expenditure.

The provisional nature of the revenue budgets particularly recognises that further revisions may arise from the necessary realignment of funds resulting from decisions at Policy & Resources Committee.

Table 1 Summary	Original Budget 2021/22	Latest Approved Budget 2021/22	Original Budget 2022/23	Movement Original 2021/22 to Original Budget 2022/23
	£'000	£'000	£'000	£'000
Local Risk	(786)	(840)	(789)	(3)
Central Risk	(1,730)	(1,747)	(2,182)	(452)
Total Net Expenditure	(2,516)	(2,587)	(2,971)	(455)

Overall, the 2022/23 provisional revenue budget totals £2.9m, an increase of £455,000 when compared with the Original Budget for 2021/22. The main reasons for this increase are:

- 2022/23 local risk budgets include 2% increase for inflation amounting to £16,000 which has been offset by 2% efficiency savings.
- Reduction in Academy grants envelope of £316,000 to a total of £1,414,000 as agreed by the Schools Funding Model
- Additional resources of up to £768,000 subject to Policy and Resources Committee approval as part of the Schools Funding Model to support implementation of an annual strategic plan for education projects and partnership working which will support the City independent schools and the City of London Academies Trust academies.

Recommendations

Members are asked to:

- Review the provisional 2022/23 revenue budget to ensure that it reflects the Committee's objectives and, if so, approve the budget for submission to the Finance Committee;
- Authorise the Chamberlain to revise these budgets to allow for further implications arising from the agreement by this Committee of specific allocations of funding to Academies and Central Support Services;
- Agree that minor amendments for 2021/22 and 2022/23 budgets arising during budget setting be delegated to the Chamberlain.

Main Report

Introduction

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporation's vision and strategic objectives in this area. The Board will also have responsibility for distributing funds allocated to it for educational purposes. In addition it will be responsible for the City Corporation's role as an academy sponsor.
2. This report sets out the proposed revenue budgets for 2022/23. The revenue budget management arrangements are to:
 - Provide a clear distinction between local risk and central risk.
 - Place responsibility for budgetary control on departmental Chief Officers
 - Apply a cash limit policy to Chief Officers' budgets
3. The budget has been analysed by service expenditure and compared with the latest approved budget for the current year.
4. The report also compares the current year's budget with the forecast outturn.

Strategic Objectives

5. The Education Board has oversight over the delivery of three City Corporation strategies, namely: the Education Strategy 2019-2023, the Skills Strategy 2018-2023, and the Cultural and Creative Learning Strategy 2018-2023. Whilst standing alone as three distinct strategic areas, these strategies overlap and interconnect to deliver one vision for the City Corporation: To prepare people to flourish in a

rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.

6. The strategies can also be broken down into their individual strategic objectives:

Education

- Deliver a changed focus and approach to developing skills, knowledge and competencies based on harnessing talent and developing skills for 21st Century success.
- Deliver academic excellence in teaching and learning to improve academic attainment and progress.
- Drive equality of opportunity through a proactive approach to promoting social mobility and inclusion, as well as good health and wellbeing.
- Deliver a comprehensive strategy for skills and careers development in the Family of Schools.
- Provide a high quality cultural and creative offer for all pupils from early years to post-16, delivering sustained education in and through the arts and culture.

Skills

- Deliver a changed approach for adult learners, focused on the development of critical skills, knowledge and competencies to meet the challenges of the rapidly changing world of work.
- Continue to improve the quality of teaching and learning in adult education, training and apprenticeships.
- Improve the learning experience and learning outcomes for adult learners impacted by educational and social disadvantage.
- Link learning at all stages with real-world application, improving the transition of learners at critical stages in education and training.
- Forge and maintain dynamic relationships with our City, UK and international partners in industry, higher education, further education, the cultural sector and local communities.

Cultural and Creative Learning

- Create connected routes for pupils and teachers to access the cultural and heritage offer in the City, providing opportunities for creative and cultural experiences to enrich learning.
- Support our cultural organisations to appeal to wider audiences through outreach and learning initiatives and working outdoors.
- Deliver a distinctive City Corporation education and skills offer based on the development of Fusion Skills, in part developed through creative learning and participating in arts and culture.
- Ensure young people have the knowledge, skills and networks to prepare them for careers in the arts, cultural, creative and hybrid sectors.

Proposed Revenue Budget for 2022/23

7. The proposed Revenue Budget for 2022/23 is shown in Table 2 analysed between:

- Local Risk budgets – these are budgets deemed to be largely within the Chief Officer's control.
 - Central Risk budgets – these are budgets comprising specific items where a Chief Officer manages the underlying service, but where the eventual financial outturn can be strongly influenced by external factors outside of his/her control or are budget/s of a corporate nature (e.g. interest on balances and rent incomes from investment properties).
8. The provisional 2022/23 budgets, under the control of the Director of Community & Children's Services being presented to your Committee, have been prepared in accordance with guidelines agreed by the Policy and Resources and Finance Committees.

TABLE 2 COMMUNITY & CHILDREN'S SERVICES SUMMARY – CITY'S CASH						
Analysis of Service Expenditure	Local or Central Risk	Actual 2020-21 £'000	Original Budget 2021-22 £'000	Original Budget 2022-23 £'000	Movement 2021-22 to 2022-23 £'000	Para Ref
EXPENDITURE						
Employees	L	(461)	(325)	(412)	(87)	
Supplies and Services	L	(937)	(461)	(377)	84	
City Premium Grants	C	(2,060)	(1,730)	(1,414)	316	9
Partnership Project Grants	C	0	0	(384)	(384)	10
Strategic Project Grants	C	0	0	(384)	(384)	10
TOTAL NET EXPENDITURE		(3,458)	(2,516)	(2,971)	(455)	

9. Reduction of £316,000 in relation to the City Premium Grants to Academies as agreed by P&R Committee in May 2021 as part of the overall Schools Funding Model.
10. Additional resources allocated subject to P&R Committee approval as part of the Schools Funding Model to support implementation of an annual strategic plan for educational projects and partnership working which will support the City independent schools and the City of London Academy Trust's academies. The total amount of budget was £768,000 of which £384,000 will be used for Partnership project grants and the remaining £384,000 to be used towards Strategic Project grants.

Revenue Budget 2021/22

11. The forecast outturn for the current year is showing a small overspend when compared with the Latest Approved Budget of £2,516k due to pressures within the salary budget. These have been addressed as part of the TOM review and the savings will be made from 2022/23. **Appendix 1** shows the movement between the Original Budget 2021/22 and the Latest Approved Budget 2021/22.

Draft Capital and Supplementary Revenue Budgets

1. The latest estimated costs of the Committee's current approved capital and supplementary revenue projects are summarised in the Table below.

Project	Exp. Pre 01/04/21 £'000	2021/22 £'000	2022/23 £'000	2023/24 £'000	Later Years £'000	Total £'000
Authority to start work						
City of London Academy Islington New Build	16,324	5,715	-	-	-	22,039
City of London Academy Islington Temporary School	228	510	-	-	-	738
TOTAL EDUCATION BOARD	16,552	6,225	-	-	-	22,777

2. The new build academy school project has now achieved practical completion and the School has been in occupation since September 2021. This project was funded by the Department for Education in the main however P&R Committee agreed in June 2018 to fund elements of the school build not covered by the DfE but which officers and members felt were essential. In addition, Court of Common Council approved underwriting further funding towards the cost of the school build. The costs of the temporary school in Islington are being met by the City (that is, from City's Cash reserves).
3. The latest Capital and Supplementary Revenue Project forecast expenditure on approved schemes will be presented to the Court of Common Council for formal approval in March 2022.

Appendices

- Appendix 1 – 2021/22 Original Budget and Latest Approved Budget

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Appendix 1: Movement between 2021/22 Original Book Budget and 2021/22 Latest Approved Budget

	£'000
Original Budget 2021/22	(2,516)
Increase in Central risk base budget due to the Priorities Investment Pot carry forward from 2020/21	(17)
Increase in budget for centrally funded apprentice and Covid heros	(19)
Allocation from Polivy Innovation Fund to support delivery of a workshop under Culture and Commerce Taskforce	(5)
Increase in Local Risk budget due to carry forward from 2020/21	(30)
Latest Approved Budget	(2,587)

Committee(s) Education Board	Dated: 03/12/2021
Subject: City Premium Grant Proposed Allocation Model	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8 and 10
Does this proposal require extra revenue and/or capital spending?	Potentially, subject to a decision of RASC
If so, how much?	Subject to a decision of RASC
What is the source of Funding?	Subject to a decision of RASC
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Decision
Report author(s): Anne Bamford, Strategic Education and Skills Director	

Summary

This report outlines a proposed model for allocation of the City Premium Grant from April 2022 and onwards on an annual basis.

Recommendation(s)

Members of the Education Board are asked to:

- Agree to the proposed changes to the allocation, management and accountability of the City Schools Premium grants.
- Agree moving to a more streamlined online system for project proposals, monitoring, evaluation and for tracking the impact of the projects funded.

Main Report

Background

1. The grant, that is now referred to as the City Premium Grant, was first agreed by Education Board on 24 June 2014. Each Academy was allocated a grant of £150,000 and Redriff Primary £50,000. The grant allocated to each school is to be additional money and should be used to make a difference and add value to the educational offer already provided at the school.
2. In 2017, Education Board approved a proposed budget increase of £1,021K to £2,325K. The majority of this increase (£930K) consisted of increase in 'City Premium Grant' funding to schools on the basis of £250,000 for each full

secondary school and £100,000 for each full primary school. This increase also reflects the fact that there were to be eight schools in the CoLAT by April 2018.

3. In 2018/19 the Policy and Resources Committee considered a report of the Director of Community and Children's Services, together with a resolution from the Education Board, concerning the proposed education budget for 2018/19 to include a sum for the academies, what is now referred to as the City Premium Grant.
4. It was agreed that the grant would increase the impact the Education Board has on school outcomes and therefore on the disadvantaged communities they serve. According to the established procedures, schools must produce a high quality bid for the funds and are required to report via half-termly impact meetings to the Strategic Director Education and Skills and the CEO of the Trust, and annually to the Education Board.
5. The funding is termed the 'City Premium Grant' and is the key factor in City of London sponsored academies showing the best progress of any academies group in 2015/16. (TES and Sutton Report on Chain effects – 2016)
6. 'The City Premium Grant' allows our schools to excel beyond the national expected averages. The impact on outcomes is due to the support offered by the City of London Corporation as sponsor through governance, leadership ethos and through the extra resources provided that enable impactful raising achievement interventions.
7. In 2019, Sir Mike Tomlinson was commissioned by the Policy & Resources Committee and Education Board to conduct a review into the City's spend on education provision. The scope was agreed as follows:
 - i) To review grant funding provided by the City of London Corporation for its Family of Schools, consulting the affiliated Working Party, Members, officers, Chairs of Governors and Principals of those schools as necessary;
 - ii) To assess and report on the impact of such funding and how it correlates to the City of London Corporation's strategic priorities;
 - iii) To provide recommendations to the Working Party on the method of City grant funding that will optimise impact for recipient children whilst respecting the City of London Corporation's historical links; and
 - iv) To report to Policy & Resources and the Education Board the recommendations as approved by the Working Party.
8. A joint Working Party was constituted to consult on the independent review and to approve the final recommendations of the review, for reporting to the Policy & Resources Committee and Education Board. It included Members from the Policy & Resources Committee, Education Board and Finance Committee.
9. The final Review was submitted to the Education Board in January 2020 and to the Policy & Resources Committee in February 2020. All recommendations were supported, and a number were able to be implemented immediately by the relevant departments (listed later in the report). However, the more

substantive issue within the review concerned the need for a comprehensive policy and funding model to underpin the City Corporation's grant funding of schools.

10. In January 2021, it was recommended that change occurred in the method of funding the Family of Schools to a three-tiered 'donut' model, including consideration on the balance of funding between academies and independent schools.
11. In May 2021, Members considered a joint report of the Director of Community and Children's Services and the Chamberlain concerning the City Corporation's funding of education. It was agreed that the Board approve the implications of the need-based funding policy for grant funding to the City of London Academies Trust academies, within the approved budget envelope; and to discuss the overall funding policy in terms of the implications for the Education Strategy 2019-23.
12. The Education Board, in considering the decision at paragraph 4 above, consulted with the Board of Trustees of the City of London Academies Trust, a separate legal entity, to discuss the implications of the grants to the City of London Academies Trust academies in line with the Trust's local strategic plan and charitable objects.

Proposed model

13. The City Premium Grant is an annual grant to City Corporation's sponsored academies and special grants around strategic and partnership projects across the Family of Schools. Decisions on the grant are delegated to the City Corporation's Education Board with operational responsibility owned by the Education Strategy Unit.
14. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23). The City Corporation is committed to deliver a tripartite of strategies focused on education and learning. These strategies share a common vision: "To prepare people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work".
15. The City Premium Grant is an annual grant to provide financial support to academies towards programmes and activities which will deliver the aims of the strategies, in particular:
 - Developing pupils' Fusion Skills (e.g. oral communication, collaboration and teamwork, initiative, problem solving, creativity).
 - Improving teaching and learning practices.
 - Driving equality of opportunity by promoting social mobility and good health and wellbeing.
 - Providing opportunities for pupils to experience the world of work.
 - Providing opportunities for pupils to access culture, and for teachers to use culture and creativity as tools in teaching and learning.

16. As a basic principle, the City Premium Grant is to support 'additionality' to the education offer. This means that the City Premium Grant should not be used to fund basic school needs, capital purchases or routine school staffing. For example: building works, computer hardware, software and telephony, staffing, basic stationary such as paper and pens, and school meals cannot be included in a school's bid. Instead, the grant should be used for resources or activities which are 'additional' to those already provided under regular day-to-day circumstances, for example: bespoke projects for targeted groups of pupils, trips and visits, Continued Professional Development (CPD) for teachers, additional staffing for revision sessions, additional arts and cultural provisions, offers to broaden the curriculum, and resources to enrich aspects of the curriculum.

Process for funds distribution

17. From April 2022, the City Premium Grant will be divided in three separate funding streams.

1) **City Premium Grant: Disadvantaged Pupils Grant**

- This is an amount based on the number of pupil premium or equivalent (PP) pupils in each sponsored academy.
- The amount per school is calculated each December based on the census return for the school. Note that this will be calculated on the current year's number of PP and applied to the funding agreed in March each year for the following academic year. So, for example, if the 2021 census showed that School X had 220 PP in December 2021, this figure would be used to calculate the amount that the school will be allocated for the 2022-23 academic year.
- Schools will be informed of their allocation in December and have to present a costed plan for how the money will be used for the next academic year before February. A digital form will be provided for this purpose.
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
- The funds should be in the school's accounts by May or June before the start of the new academic year.

2) **City Premium Grant: Partnerships Grant**

- Every December, a single amount will be agreed and released as a competitive partnership grant.
- Across the Family of Schools (including academies, schools and independent schools), collaborations will be encouraged to apply for grants on a digital form.
- All grants need to involve at least two or more schools and can involve all the Family of Schools.

- Bids can look to address particular skills, issues, needs, priorities, subject/s, learning phase/s, projects, staff development goals, youth generated learning, curriculum goals and so on.
- Bids can be small or up to the full amount of the grant for any given year.
- We warmly welcome bids developed by teachers or even by students.
- A panel will judge the bids and make recommendations to Education Board
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
- Depending on the nature of the bid, the funds should be in CoLAT's or the schools' accounts by May or June before the start of the new academic year, based on the proportion indicated per school in the bid proposal.

3) **City Premium Grant: Strategic Grant**

- Every December, a single amount will be agreed and released as a strategic grant.
- The strategic grant will be linked to a core general priority identified across all the Family of Schools (including academies, schools and independent schools) and directly linked to the tripartite group of strategies. For example, pupil wellbeing could be identified as a priority, or SEND, or the performance of boys, or environmental education and so on.
- The strategic priority area will be based on a combination of need identified, the views of the Heads and other forums, and through evidence from the Education Strategy Unit.
- All grants need to involve at least two or more schools and can involve all the Family of Schools.

- 4) A paper will make recommendations to Education Board.
- 5) Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and of the strategies and if so, will approve the release of funds.
- 6) Depending on the nature of the proposal agreed, the funds may be held centrally to support delivery, released to CoLAT, or to the schools' accounts by May or June before the start of the new academic year, based on the proportion indicated per school in the bid proposal.

Accountability

18. While Academies are responsible for their own financial management, they are subject to public standards of accountability. Therefore, as with all funds, governors hold the accountability function and the responsibility for ensuring

appropriate spend complies with the financial accountability framework and assurance arrangements. Governors have been advised to ensure that the standards as set out in the Financial Management and Governance Self-Assessment (FMGS) are applied.

19. In the intention of reducing bureaucracy and creating a more streamlined model of impact measurement, from April, it is proposed that the bidding system, reporting updates and impact reporting will be moved to a digital system enabling better tracking by the teachers, the schools, and the City of London Academy Trust (CoLAT). It will also enable clearer overall impact reporting and reporting by specific groups of pupils or programmes.
20. The schools will use this system to outline the project to be supported through the grant, their target audience and the educational outcomes expected.
21. The online system will also be used during the project and at the end of the project to monitor, evaluate and track impact of the projects funded.
22. A summary outline of the administration process for the grants is contained in **Appendix One.**

Conclusions and recommendations

23. Members of the Education Board are asked to:
 - Agree to the proposed changes to the allocation, management and accountability of the City Schools Premium grants.
 - Agree moving to a more streamlined online system for project proposals, monitoring, evaluation and for tracking the impact of the projects funded.

Key Data

24. While the overall budget envelope and principles of distribution will remain consistent the specific funds in each area of funding may vary for year to year.

Corporate & Strategic Implications

25. As a basic principle, the City Premium Grant is to support 'additionality' to the education offer. This additionality is targeted to ensuring the schools as organisations of the City of London meet or exceed the City's Corporate and Strategic goals.
26. The accurate measurement of impact and clear reporting enables the City Corporation to monitor the effectiveness of its organisations.

Appendix

Appendix One: City Premium Grant FAQ and Funding Cycle

Anne Bamford

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Appendix One

City Premium Grant to City of London Academies

Frequently Asked Questions

What is the City Premium Grant?

- The City Premium Grant is an annual grant to City Corporation's sponsored academies and special grants around strategic and partnership projects across the Family of Schools. Decisions on the grant are delegated to the City Corporation's Education Board with operational responsibility owned by the Education Strategy Unit.

What is the purpose of the City Premium Grant?

- The City Corporation is committed to deliver a tripartite of strategies¹ focused on education and learning. These strategies share a common vision: "To prepare people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work".
- The City Premium Grant is an annual grant to provide financial support to academies towards programmes and activities which will deliver the aims of the strategies, in particular:
 - Developing pupils' Fusion Skills (e.g. oral communication, collaboration and teamwork, initiative, problem solving, creativity).
 - Improving teaching and learning practices.
 - Driving equality of opportunity by promoting social mobility and good health and wellbeing.
 - Providing opportunities for pupils to experience the world of work.
 - Providing opportunities for pupils to access culture, and for teachers to use culture and creativity as tools in teaching and learning.

What can the City Premium Grant be used for?

- As a basic principle, the City Premium Grant is to support '**additionality**' to the education offer.
- This means that the City Premium Grant should not be used to fund basic school needs, capital purchases or routine school staffing. For example: building works, computer hardware, software and telephony, staffing, basic stationary such as paper and pens, and school meals cannot be included in the school's bid.
- Instead, the grant should be used for resources or activities which are '**additional**' to those already provided under regular day-to-day circumstances, for example: bespoke projects for targeted groups of pupils, trips and visits, Continued Professional Development (CPD) for teachers, additional staffing for revision sessions, additional arts and cultural provisions, offers to broaden the curriculum, and resources to enrich aspects of the curriculum.

How are the funds received?

- From March 2022, the City Premium Grant will be divided in **three** separate funding streams.
 - 1) City Premium Grant: Disadvantaged Pupils Grant**
 - This is an amount based on the number of pupil premium or equivalent (PP) pupils in each sponsored academy.
 - The amount per school is calculated each December based on the census return for the school. Note that this will be calculated on the current year's number of PP and applied to the funding agreed in March each year for the following academic year. So, for example, if the 2021 census showed that school X had 220 PP in December 2021, this figure would be used to calculate the amount that the school will be allocated for the 2022-23 academic year.
 - Schools will be informed of their allocation in December and have to present a costed plan for how the money will be used for the next academic year before February. A digital form will be provided for this purpose.
 - Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
 - The funds should be in the school's accounts by May or June before the start of the new academic year.
 - 2) City Premium Grant: Partnerships Grant**
 - Every December, a single amount will be agreed and released as a competitive partnership grant.
 - Across the Family of Schools (including academies, schools and independent schools), collaborations will be encouraged to apply for grants on a digital form.

¹ The Education Strategy 2019-23, The Skills Strategy 2019-23 and The Cultural and Creative Learning Strategy 2019-23.

- All grants need to involve at least two or more schools and can involve all the Family of Schools.
- They can be to address particular skills, issues, needs, priorities, subject/s, learning phase/s, projects, staff development goals, youth generated learning, curriculum goals and so on.
- Bids can be small or up to the full amount of the grant for anyone year.
- We warmly welcome bids developed by teachers or even by students.
- A panel will judge the bids and make recommendations to Education Board
- Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and if so, will approve the release of funds.
- Depending on the nature of the bid, the funds should be in CoLAT's or the schools' accounts by May or June before the start of the new academic year, based on the proportion indicated per school in the bid proposal.

3) City Premium Grant: Strategic Grant

- Every December, a single amount will be agreed and released as a strategic grant.
- The strategic grant will be linked to a core general priority identified across all the Family of Schools (including academies, schools and independent schools) and directly linked to the tripartite group of strategies. For example, pupil wellbeing could be identified as a priority, or SEND, or the performance of boys, or environmental education and so on.
- The strategic priority area will be based on a combination of need identified, the views of the Heads and other forums, and through evidence from the Education Strategy Unit.
- All grants need to involve at least two or more schools and can involve all the Family of Schools.

4) A paper will make recommendations to Education Board.

5) Education Board will decide if the proposed plan meets the goals and intended outcomes of the City Premium Grant and of the strategies and if so, will approve the release of funds.

6) Depending on the nature of the proposal agreed, the funds may be held centrally to support delivery, released to CoLAT, or to the schools' accounts by May or June before the start of the new academic year, based on the proportion indicated per school in the bid proposal.

How much can I receive?

- The size of the grants will vary from year to year in each of the three grants, but the overall envelope of funds will be the same or greater.
- Based on PP numbers some schools may receive more than they have in previous years and others may receive less.
- All schools in the Family of Schools can apply to the partnership and strategic grants as well as their dedicated school grant.

Do we need to be accountable?

- Yes, no matter what grant you are applying for you will be required to complete the digital application forms and also answer fully the digital impact reporting and evaluation.
- Failure to be accountable or to evidence outcomes and impact may result in the school being ineligible for applying for additional funds the following year. Support will be provided to assist with ensuring schools focus on impact and value for money in their decision making and reporting.

What happens if we change our minds or don't spend all the money?

- If it is necessary to change the scope and nature of what you proposed in your bids, there will be a digital form to complete to indicate the changes. You will need to complete this variation form for any significant changes.
- The grant money should have separate account references in your accounts to make reporting easier.
- Any unspent monies will be re-claimed centrally and reallocated to areas of need following the final reporting.
- The City of London also reserves the right to claw-back significant underspends against the grants at the end of each financial year.

Who can I contact for support?

- If you have any queries on the City Premium Grant process and/or require support completing the application form and/or evaluating the impact of the activities/projects, please contact the Education Strategy Unit which can support you to benefit from external expertise if required.

What is the timeline of the process?

Grant type	Who can apply?	When to apply?	When will I know the results?	When do I need to finalise the impact evaluation?
City Premium Grant: Disadvantaged Pupils Grant	Academies only	December when you will be told the amount for your school. You will have six weeks to complete the online application form	March , following the decision by Education Board. You should receive the funds into the school's accounts by May or June	October
City Premium Grant: Partnerships Grant	All the Family of Schools	December when you will be told the overall grant size that can be applied for. You will have six weeks to form a collaborative partnership and complete the online application form.	March , following the decision by Education Board. You should receive the funds into CoLAT or the school's accounts by May or June	October
City Premium Grant: Strategic Grant	All the Family of Schools	December when you will be told the overall grant size that can be applied for and also the strategic theme. You will have six weeks to complete the online application form if you want your school to be part of the agreed strategic initiative/s	March , following the decision by Education Board. You should receive the funds into CoLAT or the school's accounts by May or June or the grant may be held centrally to deliver the strategic grant depending on the nature of grant proposed.	October

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Committee:	Dated:
Education Board	03/12/2021
Subject: Academies Development Programme - Update	Public
Contribute to a flourishing society	3 & 4
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	
Report of: Andrew Carter, Director of Community and Children's Services	For information
Report authors: Gerald Mehrtens, Director of Academy Development	

Summary

This report is to update the Education board on the progress of the Academies Development Programme, since it was last reported to this board on 1 July 2021.

The City of London Corporation (CoLC) now sponsors 10 academies, all within the City of London Academies Trust (CoLAT), from a mixture of Free School applications, an existing academy joining, an academy conversion, and the two previously City co-sponsored academies joining CoLAT in September 2020. Of the six academies embarked on capital builds, four have completed with a further two capital builds in progress.

Regarding Newham Collegiate Sixth Form (NCS) capital build, planning permission has been achieved, the contractor has been appointed, with the legal agreements (S106) currently being concluded for planning determination to formally be issued. With the current state of the construction industry, and with delays to date, the Department for Education (DfE) will need to approve an uplift in the budget to remain within the present design. If the DfE are able to get into contract before the new year current projects are delayed delivery of the scheme in quarter 2, 2023.

Regarding the City of London Academy (COLA) Highgate Hill capital build, early works are nearly completed with conclusion of the legal agreements (S106) expected within the next few weeks. Delays in the contractor being able to provide a compliant fire design, and finalising costs, has resulted in being unable to proceed with demolition. Current projected completion of the build is a delay until late 2022/early 2023. Also, approval of an uplift in the budget will be required to remain within the present design.

With regards to the two recently completed capital build scheme, City of London Primary Academy Islington (COLPAI) and City of London Academy (COLA) Shoreditch Park, opening events were held on 1 October 2021 and 26 November 2021 respectively.

With regards to the two previously co-sponsored City academies which joined CoLAT in September 2020, confirmation has now received that TCAH has also been struck off the Companies Register with the dissolution date of the Company being 12 October 2021.

The work of the Academies Development Programme to date has achieved the CoLC now sponsoring 10 academies, all within the City of London Academies Trust. On completion of the capital build programme a total capital investment in excess of £96m, and when the academies are operating at full occupancy, in excess of 9,000 pupils being educated in City sponsored academies each academic year.

Recommendations

Members are asked to:

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

Main Report

Background

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

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

• The City of London Academy (Southwark)	September 2003
• Redriff Primary – City of London Academy	September 2014
• Galleywall Primary, City of London Academy	September 2016
• City of London Primary Academy Islington	September 2017
• City of London Academy Highgate Hill	September 2017
• City of London Academy Shoreditch Park	September 2017
• City of London Academy Highbury Grove	December 2017
• Newham Collegiate Sixth Form, City of London Academy	January 2018
• City of London Academy Islington	September 2020
• The City Academy Hackney	September 2020
6. There are 6 academy capital builds within the Academies Development Programme with present projections showing a capital investment in excess of £96.5m. from a variety of funding sources, notably the DfE, LB Hackney, LB Islington and CoLC. This figure does not include the significant funding for temporary accommodation for COLA Shoreditch Park and COLPAI, nor the uplift of budget needed for NCS and COLA Highgate Hill capital builds.

Current Position

7. Of the six academies embarked on capital builds, four have completed with a further two capital builds in progress.
8. Regarding NCS capital build, planning permission has been achieved, the contractor has been appointed and currently concluding the legal agreements (S106) for planning determination to formally be issued. The legal process is taking longer than anticipated in working with London Borough of Newham (LB Newham) regarding some of their requirements. The DfE are considering the contractor's request for an uplift to the budget due to the cost of materials, which is hoped will be concluded soon but inevitably is adding some time to the project. If the DfE are able to get into contract before the new year it is projected delivery of the scheme will be Quarter 2 2023. The key risk presently is the costs against the budget and the impact of the market, which the DfE are progressing internally. Also, there is a risk with LB Newham in terms of approvals to undertake works to the Library as despite early dialogue of the works, LB Newham they have recently stated that they are going to undertake some works that could clash with the lift position. In addition, squatters have moved into the former East Ham Police Station building and whilst the DfE are already dealing with this, there is a time and cost risk attached to this issue. The next steps for this capital build are the DfE to resolve budget against costs situation, secure additional funding approval and entering into the build contract for delivery stage.
9. Regarding COLA Highgate Hill capital build, planning permission has been achieved, early works are nearing completion and the S106 agreement is expected to be completed within the next few weeks. However due to the delays in the contractor being unable to provide and submit a compliant fire design until the beginning of November, and finalising costs, has resulted in being unable to

proceed with demolition until the DfE have cost certainty. This has in turn led to a delay in the contract start and completion date, now projected as late 2022/early 2023. Discussions are beginning now with school about how the DfE deliver requisite accommodation for September 22 until completion. The Main risk is financial approval for the revised budget which is being sought as soon as costs confirmed. Next steps for this capital build are secure additional funding approval, complete S106 agreement, and the DfE to get into contract, or extension of early works contract, to get on site as soon as possible. The board may wish to consider how progress on both these remaining capital builds, and their risks, are regularly monitored and reported to the board.

10. In terms of the broader risks, the projected changing demand for pupil places across London is showing areas of surplus school places with the majority of London local authorities having to seek reduction of the Pupil Admission Numbers for some secondary schools in the coming years, Pupil Place Planning being the subject of a separate report to this board 8 July 2021. Also, there is increasing competition as schools improve the provision they offer. CoLAT will wish to consider these in terms of the City's academies ability to fill its places and/or further expansion. The current occupancy for City academies is attached as Appendix 1.

Corporate & Strategic Implications

11. Strategic implications

This proposal delivers on the following strategic objectives of the CoLC:

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

12. Legal implications

Contained within the report

13. Financial implications

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

this is the subject of a separate report to Policy and Resources committee on 16 December 2021.

14. Risk implications

The risks are detailed in paragraphs 8, 9, & 10 of the report,

Conclusion

15. Ten academies are now sponsored by the CoLC within the City of London Academies Trust (CoLAT), six of which are judged as 'Outstanding' by Ofsted. The work of the Academies Development Programme will see on completion of the remaining capital builds a total capital investment in excess £96m, and when the academies are operating at full occupancy, over 9,000 pupils being educated in City sponsored academies each academic year.
16. For the two remaining capital builds in progress, risks on delays for completion, budget to match costs of design, and therefore potential for compromises in the completed capital builds should value engineering need to be undertaken to bring builds within budget, and the board may wish to consider how progress on both these remaining capital builds, and their risks, are regularly monitored and reported on to this board. The board will also note the broader issue of reducing demand for school places in future years, as reported to this board on 1 July 2021.
17. The academy development programme through the CoLC's sponsorship of CoLAT has been an ambitious expansion of the City's support for education consistent with the CoLC's commitment in its Education Strategy. These ambitions remain consistent with those of CoLAT. The contents of this report evidence the significant progress that has been made in contributing this ambition.

Appendices

- Appendix 1 - City of London Academies occupancy table

Background Papers

- *Academies Development Programme - Update, Education Board, 18 March 2020*
- *Academies Development Programme - Update, Education Board, 1 July 2021*
- *Pupil Places and Progress Planning report, Education Board, 1 July 2021*

Gerald Mehrtens

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		PAN	<i>If full</i>	Primary	Secondary	Post-16	Total	Notes
CAH		190	1,250		955	207	1,162	300 post-16 per funding agreement
GAL		60	360	335			335	Up to year 5
HGA		240	1,250		1,000	117	1,117	150 post-16 per funding agreement
HHA		140	700		638		638	
IPA		60	240	219			219	Up to Year 4 but with PAN reduced to 30 for two successive years
ISL		165	925		796	88	884	100 post-16 per funding agreement
NCS		300	600			658	658	
RED		60	510	503			503	PAN increased to 90 for three successive years
SOU		240	1,600		1,192	376	1,568	400 post-16
SPA		180	740		712		712	PAN reduced to 100 for two successive years
			8,175				7,796	

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Committee(s) Education Board	Dated: 03/12/2021
Subject: Creative Collaboratives and arts updates	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 8, 11 and 12
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Anne Bamford, Strategic Education and Skills Director	

Summary

This report updates Members on the Creative Collaborative initiative underway to boost Cultural and Creative Learning in our schools and with young people.

Recommendation(s)

Members are asked to:

- Note the activities currently underway.

Main Report

Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).
2. The City of London's strategy on Cultural and Creative Learning aims to:
 - Create connected routes for pupils and teachers to access the cultural and heritage offer in the City, providing opportunities for creative and cultural experiences to enrich learning.
 - Deliver a distinctive City Corporation education and skills offer where all learners receive education both in and through the arts.
 - Support our cultural organisations to appeal to wider audiences through outreach and learning initiatives and working outdoors.

- Deliver a distinctive education and skills offer based on the development of Fusion Skills, in part developed through creative learning and participating in arts and culture.
- Ensure young people have the knowledge, skills and networks to prepare them for careers in the arts, cultural, creative and hybrid sectors.

Creativity Collaborative

3. Arts Council England (ACE) 'Creativity Collaborative' programme aims to build a national network of schools that will work together to explore and test approaches to embed teaching for creativity across the curriculum. The Creativity Collaboratives model is driven by school-led improvement underpinned by teaching for creativity; that is explicitly using pedagogies and practices that cultivate creativity in children and young people.
4. In July 2021, four primary and four secondary schools from the City of London Family of Schools working in close partnership with Culture Mile Learning (CML), made an application to become a Creativity Collaborative. The schools involved were:
 - City of London Academy Highgate Hill
 - Galleywall Primary City of London Academy
 - Redriff Primary City of London Academy
 - City of London Primary Academy Islington
 - City of London Academy Southwark
 - City of London Academy Highbury Grove
 - City of London Academy Islington
 - The Aldgate School
5. The focus for the Creativity Collaborative was how teaching with cultural artefacts and alongside creative practitioners enables pupils to develop the communication, collaboration, critical thinking and problem-solving skills that enable creative thinking. The development of pupils' oracy skills was also fundamental to the approach.
6. Unfortunately, the application was unsuccessful. The feedback received from ACE about the proposal commended it on account of its strong partnership - both primary and secondary schools as well as cultural institutions and its strong line of enquiry. The main area of comparative weakness – it was considered overall to be strong – was the perceived lack of breadth of its cross-curricular ambition. ACE also referenced how competitive the process was for London applicants given that they are committed to spending 80% of their funding outside of London.
7. The schools and CML reported that the application process had served to help crystallise and clarify their work moving forward. Through the process the schools have formed strong bonds with each other and with CML. They are therefore keen to continue the proposed work maximising the networks already formed. They have a vision as a group of schools to act as a 'Creative Hub' at the centre of the family of schools, as the leaders or the 'movers and shakers' in this work.

8. The focus of the work moving forward will be:
- To develop oracy skills to enhance creative thinking. The schools are engaging with the Voice21 programme developing oracy across the curriculum. The schools involved will appoint oracy Champions and receive high quality CPD in this area, as well as benchmarking their oracy progress.
 - To further strengthen the networks of teachers to share, co-create and reflect together on curriculum enhancement through creativity.
 - To share and maximise the work carried out with expert creative practitioners, maximising the use of CML partners and networks.
 - To develop the concept of 'Beautiful Work'. This is based around the idea that young people deserve to work with authentic, quality resources, and that high quality work deserves to be showcased to authentic audiences.
 - As a group of schools in partnership with CML, schools have access to a wide range of cultural resources and working together they can create opportunities for showcasing work.
9. The schools and CML are currently identifying key individuals in each school for each area. They will collaborate on this work through the development of a planning structure which consists of 4 groups:
- Oracy Leads
 - Art Leads
 - Primary curriculum enhancement
 - Secondary curriculum enhancement
10. The oracy work will commence in January 2022. The work for the other groups is already underway.

Conclusions and recommendations

11. Members of the Education Board have been updated on some examples of Cultural and Creative Learning projects underway in the Family of Schools.

Corporate & Strategic Implications

N/A. This report is for information only.

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Committee(s): Education Board – for decision Policy & Resources Committee – for decision	Dated: 3 December 2021 16 December 2021
Subject: Review of funding to the Guildhall School of Music & Drama for scholarships	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 7, 8
Does this proposal require extra revenue and/or capital spending?	N (represents a continuation of existing funding)
If so, how much?	£30,000 pa
What is the source of Funding?	City's Cash
Has this Funding Source been agreed with the Chamberlain's Department?	Y/N
Report of: the Principal, Guildhall School of Music & Drama	For Decision
Report authors: Group Accountant, Guildhall School & Head of Development, Guildhall School	

Summary

This report reviews the City Corporation's payment of £30,000 per annum to the Guildhall School of Music and Drama (the School), as part of the implementation of the City Corporation's Grants Service Based Review. This payment has historically been used to fund scholarships. This report demonstrates the impact of the funds on the School and on the scholarship recipients in 2021/22. Members are asked to note the report on the use of funds in 2021/22 and to agree to continue the annual payment for the financial years 2022/23 & 23/24.

Recommendations

Members are asked to:

- Review and approve as satisfactory the submission of the School's impact report on the use of the £30,000 grant in 2021/22;
- Approve the grant continuation to 2022/23 and 2023/24 on the basis of this satisfactory submission.

Main Report

Background

1. A one-off grant payment of £30,000 for 2005/06 was approved by the Finance Grants Sub-Committee in May 2005 to The Guildhall School Trust (the Trust) (Charity No. 1082472, Company No. 04041975) to go towards the cost of UK and EU bursaries. A £30,000 payment has been made annually for scholarships since then, into the School's account via journal payment, rather than the Guildhall School Trust's account.
2. The annual payment has been used for scholarships, going into the School's scholarships account and was awarded as an unrestricted award to help attract the best artists to the School and London.

Current position

3. The environment in which the School operates has changed significantly since 2005. Tuition fees for home students are now three times higher at £9,250 and the School has closer to 1,100 FTE when compared to around 800 in 2005. The School's competitors are in a position where they can offer both full fee and maintenance scholarships in order to attract and secure the best talent.
4. The Covid-19 pandemic and Brexit has had a negative impact on recruitment from the EU and around the world, making the need for Scholarship funding greater than ever. While the grant from the City is clearly targeted at students from the UK and will be a significant support to them, having this will enable the School to free up funds from other donors to support other students in genuine need.
5. The School awarded £3.465m in Scholarships (both fee and maintenance awards based on merit) for the 2021/22 Academic Year, and anticipated a similar level of need in 2022/23. In a highly competitive market place any Scholarship offer is an important one.

Proposal

6. This report requests that the City Corporation approves the renewal of the 2-year funding commitment to the School of £30,000 p.a. for scholarships for the financial years 2022/23 and 2023/24.
7. It is also proposed that the School reports back annually to the Education Board on the number of Scholarships awarded and the impact of the £30,000 grant.

Implications

8. As the £30,000 payment is made from the City's Cash Finance account, and would continue to be made out of that account, there are no financial implications for the Education Board's budget.

Conclusion

9. This paper reviews the Guildhall School's use of the £30,000 grant from the City's Cash for UK Scholarship support in 2021/22 and asks Members to approve the renewal of the grant for 2022/23 and 2023/24, subject to the receipt of a further impact report in Autumn 2022.

Appendices

- Appendix 1 – Use and impact of the 2021/22 allocation & recommendations

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Committee(s) Education Board	Dated: 03/12/2021
Subject: Strategic Activities Update - Livery Skills Initiative	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3,5, 7, 8, 10
Does this proposal require extra revenue and/or capital spending?	No it has attracted £18 million in support from the European Social Fund
If so, how much?	£18 million
What is the source of Funding?	European Social Fund
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Anne Bamford, Strategic Education and Skills Director	

Summary

This report updates Members on the recent survey of skills activity in the Livery Companies and on the successful bid to deliver a major skills and employment programme for young people and those people facing more challenges to education and employment called Connecting Communities. A brief presentation on Connecting Communities is included as **Appendix 1**.

Recommendation(s)

Members are asked to:

- Note the update on findings from the Livery Skills Initiative survey and its implication in terms of the Skills Strategy 2019-2023
- Note the commencement of the Connecting Communities project and its implications for staffing and activity in the Education Strategy Unit (ESU)

Main Report

Background

1. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23).
2. On Wednesday 21 April 2021, the Livery Committee hosted the Liveries Skills Initiative to drive employment support for young people. The pandemic has highlighted the need for young people, not just to reconnect with traditional school education, but also to be given additional opportunities to consider their career options, learn new skills, and discover again what will be involved in life at work after lockdown. With hundreds of years of experience between the Livery Companies, Guilds, City & Guilds, the Livery Committee, and the City of London Corporation, a meeting was held to determine ways of collaboratively boosting skills development at this time.

3. An initial survey was sent out to all Liveries and Guilds to gather information on their skills provision, which came back with an impressive 97% response rate. The survey showed the significant contribution the liveries are already making. For example, 76% of Liveries spend over £10,000 per year on skills development with 19% of Liveries spending more than £100,000 per year supporting skills. The estimated value of expenditure on skills development by the Liveries is more than £7.9 million annually. The Livery Companies have more than 3,562 strong and regular links with business.
4. Subsequently, an update paper went to Education Board on Thursday July 1, 2021, that outlined the results of the second survey of the Liveries. The second survey provided details of specifically what programmes were occurring now to develop skills and the sorts of activities that the Liveries would support going forward. Survey responses showed a large range of activity currently occurring and considerable keenness to do much more to support education, skills development, and lifelong learning.
5. The Liveries have a long and prestigious history of high impact in terms of skills development. Apprenticeships in England can be traced back to the medieval craft guilds, originating from the custom of upper-class parents sending children away to live with host families. By the Tudor period, despite overall numbers being quite small, apprenticeships were a desirable form of training.
6. The Liveries provide the ecosystem to broaden influences and support people to do well in life. This ecosystem includes, amongst many aspects, the following:
 - a) Methodologies and practices that structure interactions, connections and build relationships and networks between different people and organisations.
 - b) Resources and programmes (including digital) that build new skills and capabilities.
 - c) Spaces and places which create the cultural conditions for strong relationships and bonds to form.
 - d) Members of influence who are committed to bringing about change through service, care, dedication, and mentoring.
 - e) Expertise, knowledge, and involvement dispersed across a wide range of discipline and in specialist fields within these wider disciplines.

Current Position

7. In June, a bid was submitted to the European Social Fund to try to secure up to four employment officers to help coordinate and lead the work going forward. This bid was successful. A summary of the key aspects of the bid are contained in Appendix One.
8. Connecting Communities is a community-based programme designed to help central-London residents to access high quality employment and training opportunities.
9. Central London has been hit hard by the coronavirus pandemic. The capital has seen the highest number of jobs lost as a result of the pandemic, and the largest increase in unemployment of any region. While the economy is recovering, tens of thousands of central London residents are unemployed or inactive, and looking for decent work and training opportunities.

10. Managed by Central London Forward, the programme will be delivered by local authorities across central London and the employment and skills organisation Ingeus UK. It will provide support both for unemployed and inactive residents across the 12 central London boroughs: Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth and Westminster.
11. The key aspects of the programme include:
 - The creation of both a physical and a virtual hub to provide immediate support to young people aged 16-25 years and people facing challenges of all ages to move into education, pre-employment training and employment.
 - Bringing positive skills impact now and into the future for young people post the pandemic.
12. There are already a number of initiatives and programmes operated by the Liveries which are impactful and connect young people and business. Connecting Communities aims to join these initiatives into a more coherent and easily accessible offer and linked through the Liveries Committee.
13. The Liveries are uniquely placed to address these challenges and to do so, would not only help countless people but will in turn boost the relevance and impact of the Livery movement securing it now and into the future.
14. A feature of the project will also be a focus on unlocking the potential with SMEs and microbusinesses which will boost employment in these groups and also the access to talent and skills.
15. The £18m programme is funded by Greater London Authority (GLA) and the European Social Fund. It will run from January 2022 to June 2023. We will aim to engage with 15,000 residents, and to support a minimum of 8,000 people into work.
16. Participation in Connecting Communities is voluntary and engaging with the programme will not affect resident's benefit status.
17. To be eligible to take part in Connecting Communities participants must be:
 - Aged 18 or over;
 - Living in Camden, the City of London, Hackney, Haringey, Islington, Kensington and Chelsea, Lambeth, Lewisham, Southwark, Tower Hamlets, Wandsworth or Westminster;
 - Unemployed (i.e. out of work and in receipt of Universal Credit, JSA or health related benefits) or inactive (i.e. out of work but not in receipt of any benefits or receiving non active benefits such as carers allowance);
 - Not currently engaged on other ESF provision, Job Centre Plus programmes such as Restart, JETS or the Work and Health Programme.

Options

N/A

Key Data

See presentation on Connecting Communities **Appendix 1**

See Livery Survey summary data report **Appendix 2**

Corporate & Strategic Implications

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

Financial and resource implications

19. A total budget of £18 million has been secured for Connecting Communities of which the ESU will receive £ £669,000 to deliver the programmes outcomes and impacts over the next 18 months. The proposal does not seek additional funds or resources from the City Corporation at this stage. Connecting Communities also aims to support the Livery Companies to make better, more joined-up use of the existing £7.9 million currently dedicated on an annual basis to skills development work. There is also the potential to work more closely with business partners and the Liveries to gain access to wider funding opportunities possible through the recently released government white paper “Skills for Jobs”¹ which focusses on post-16 education reform.
20. There are some officer resource implications in terms of management and implementation time.

Legal implications

21. Connecting Communities is being managed through Central London Forward. Central London Forward (CLF) is a partnership of the 12 central London local authorities. They work together with their member authorities and with other stakeholders to support inclusive and sustainable growth in central London; so that our economy thrives, and our residents benefit from the opportunities this creates. CLF deliver large scale employment and skills programmes across central London.
22. The governance of the Livery Skills Initiative is with the Livery Committee. The collaboration partners, including the Livery are separate legal entities with their own decision-making processes.

Risk implications

23. There are risk implications of not completing the important and urgent recommended actions, and people failing to secure the skills they need to secure good jobs.
24. There are contractual risk implications associated with not meeting the targets outlines by the European Social Fund contract with Central London Forward in regard to Connecting Communities.

1

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

Equalities implications

25. Not every young person has access to a breadth of developmental relationships and life experiences, which facilitate and broker routes into employment. The least advantaged tend to not have access to networks, mentors, advocates, work experience opportunities, careers advice, and family support in the same way as their more advantaged peers. For example, only 46% of young people from low-income families take part in extracurricular activities, compared with 66% from higher income families and young people who attend private schools are twice as likely to get internships in London compared to state educated children. They are not supported to access potential pathways or understand how to reach their goals. There is a disconnect between what they learn in school and their aspirations and opportunities later in life. For example, in 1997, 42 per cent of 16-17 year old students were studying and working. By 2014 this figure had declined to 18 per cent.
26. A more equitable society is based on realising the potential of all people. This requires strong networks of support and trust. The Liveries could leverage that trusted network. They could use their connections to boost opportunities for structured work experience, internships, and employment. Young adults who have 'four or more employer contacts' are five times more likely to be in employment or training than those who have little or no contact with employers.
27. An equitable society is one where all people have access to meaningful and valued pathways, and opportunities to flourish and achieve success. There should be multiple pathways and routes in and out of learning throughout life, which is of benefit to us all.
28. This initiative has the potential to make a significant contribution to a flourishing society giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, it supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring the more individuals can reach their potential and secure good work. It shows that collaborative working can make the core city institutions even better connected and responsive to changed needs. It builds individual and systemic resilience by enabling structures which can be mobilised in the shorter-term but are able to continue in a sustainable manner for the longer term.

Climate or Security Implications

29. There are no immediate Climate or Security implications.

Conclusion

Members of the Education Board have been updated on the recent survey of skills activity in the Livery Companies and on the successful bid to deliver a major skills and employment programme for young people and those people facing more challenges to education and employment called Connecting Communities.

Appendices

- **Appendix 1** – Presentation on Connecting Communities
- **Appendix 2** – Livery Survey summary data report

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CLF CONNECTING COMMUNITIES

Jon Smith, Senior Contracts Manager

**Anne Bamford, Strategic Education
and Skills Director**

Introduction: Connecting Communities

Aims:

- **Provide a wide range of services for people of working age**
- **Promote gender equality and equal opportunities**
- **Promote sustainable and equality employment**
- **Promote social justice by combating poverty and any discrimination**
- **Provide help for those who find work but need continued support**

Connecting Communities will help identify and overcome the barriers people might face when moving into work, and help you to achieve your potential.

The objectives are to:

- **Ensure people have greater exposure to, and are better prepared for, the world of work by increasing the number and diversity of businesses prepared to support people's career journeys.**
- **Improve relationships and understanding of London's employment opportunities generating the connection between London's school, colleges and youth sectors with liveries, employers, particularly SMEs and micro-businesses.**
- **Enable people to have the fusion skills needed for success in the world of work.**
- **To identify, create and support employment skills and work opportunities for young people.**
- **To provide a single point of contact for information, both online and in person for liveries, education and training providers and people seeking support**
- **To support the SME community to utilize Government training and work programmes.**

RESOURCING



Total Funding Allocation: £18 million (averaging at £668,138 per borough)



Staff Costs per Borough **including on-costs**: £477,241.56. This is based on 1 FTE Business Manager @ £60,000, 4 FTE Caseworkers @ £50,000, 1 Employer Engagement Lead @ £50,000, 1 Administrator @ £30,000.



Staff and Participant Costs per Borough - £190,896 – these are split across a Flexible Support Fund to help participants with essential costs relating to moving towards or into work, ILM salary costs, childcare provision for lone parents, and ICT equipment for staff.

CONNECTING COMMUNITIES IS A MATCH FUNDED (WITH THE DWP FUNDED JETS CONTRACT) ESF PROJECT DESIGNED TO DELIVER THE FOLLOWING OUTPUTS:

- Engage with 15,000 unemployed or economically inactive participants (50% male, 50% female).
- Support a minimum of 6,000 participants into sustainable employment (with 40% sustaining employment at 6 months)
- Support a minimum of 2,000 participants into education or training
- Support 750 programme leavers into supported job search activities on leaving the programme.
- These figures will be split between the JETS programme and the 12 Boroughs with individual Boroughs responsible for 8.35% of the contract targets

WHO IS ELIGIBLE?

Any individual not currently on mainstream provision is eligible for the programme, providing they have the right to recourse of public funds and other associated criteria required by ESF.



The contract duration is 21 months, 15 months for delivery and 6 months for the provision of in-work support and collection of evidence (sustained employment etc).

These participants are comprised of 3 ESF participant groups:

- 1.1 – Participants closest to the labour market (6,000 starts)
- 1.2 – Participants between the ages of 18 and 24 years and not in education, training or employment (NEETS) (6,000 starts)
- 1.4 - Participants furthest from the labour market (3,000 starts)



Recruitment

We are currently recruiting for the roles:

- Business Manager (£60,000 inclusive of on-costs)
- Case Worker x4 (£50,000 inclusive of on-costs)
- Employer Engagement Officer (£50,000 inclusive of on-costs)
- Administrator (£30,000 inclusive of on costs)

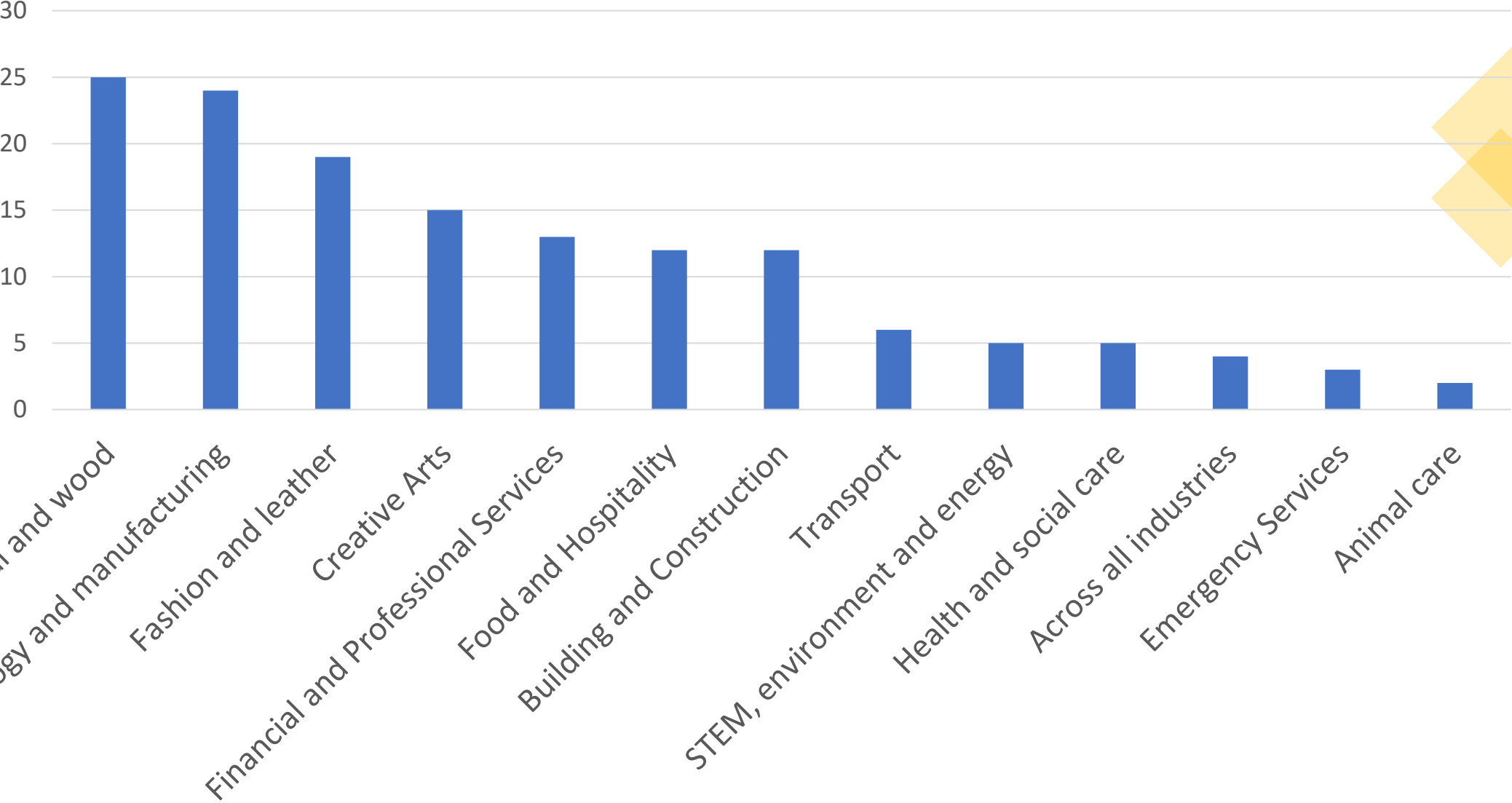
Interviews have occurred. The hope is to have the roles in post by early January.



Appendix Two Livery Survey Findings

November 2021

Livery Industry Groupings



Current Livery activity

Page 103

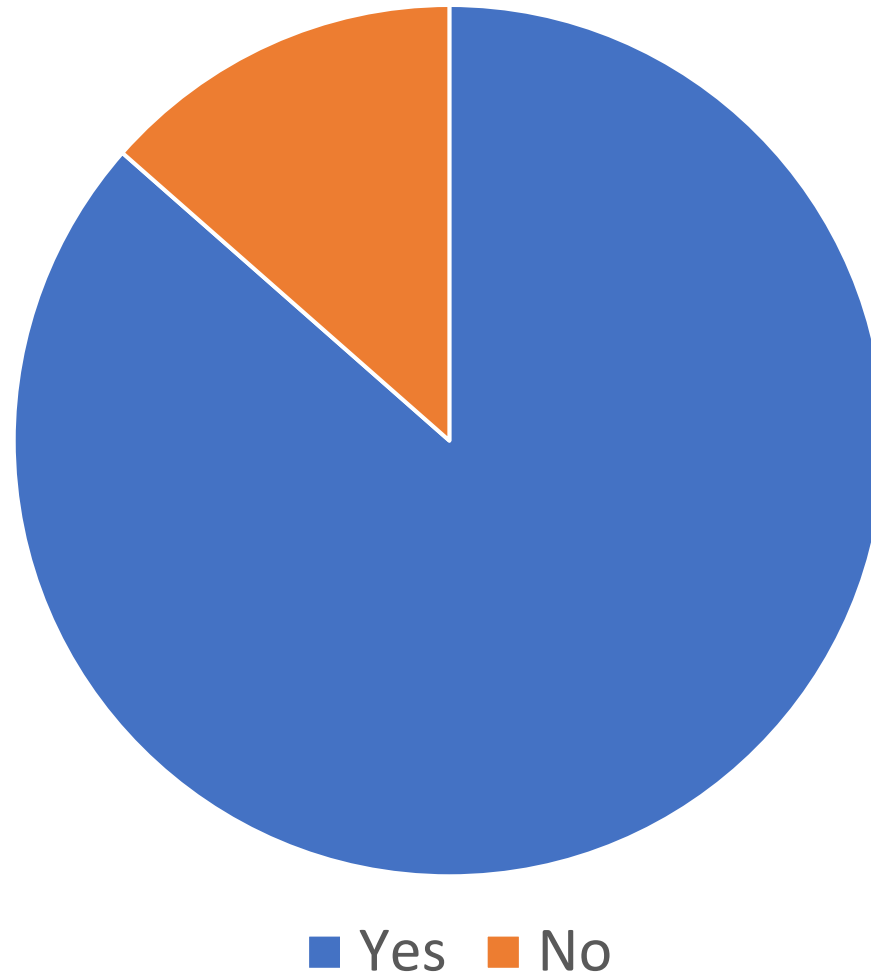
There are more than 25 pages of examples and extensive websites showing the existing activity. The existing activity can be summarised as:

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

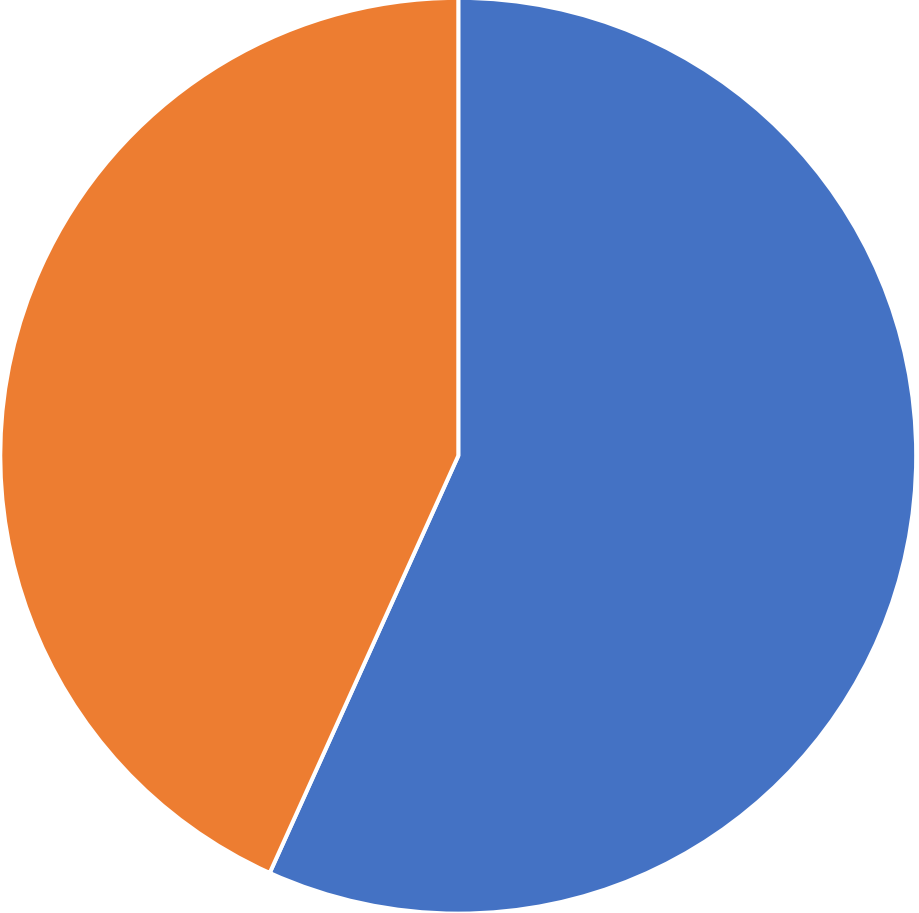
Moving into the world of work programmes: Including pre-training and training programmes, apprenticeships, industry assessments and accreditation, and bursaries and mentoring.

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

Support for coordinated access to government thinking and funding



Desire to learn more about City and Guilds

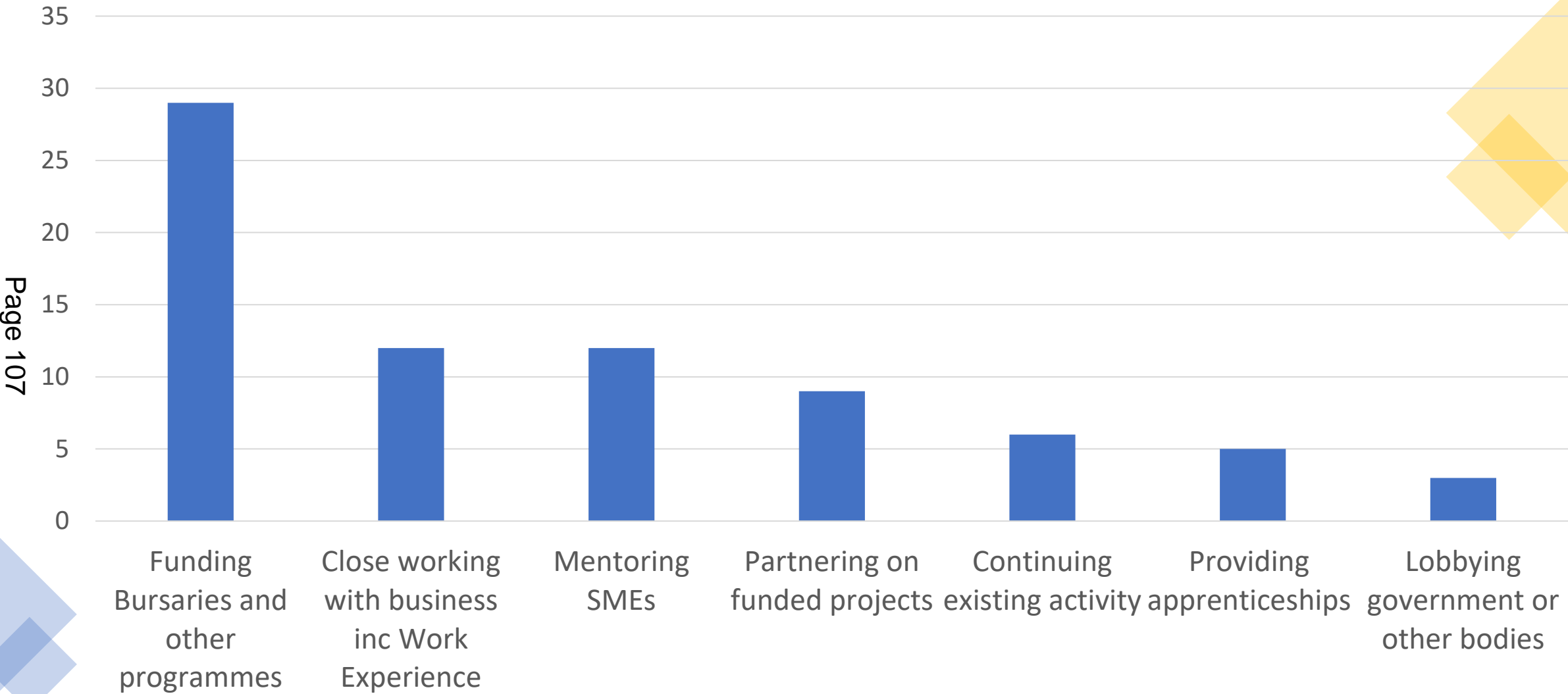


■ yes ■ No

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

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

Activities that the Liveries are keen to be involved in



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