



Education Board

Date: THURSDAY, 3 FEBRUARY 2022
Time: 10.00am
Venue: COMMITTEE ROOMS - 2ND FLOOR WEST WING, 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 Sir William Russell
Benjamin Murphy
Ruby Sayed
Rachel Bower
Tim Campbell
Deborah Knight
Mary Robey

Enquiries: Rhiannon Leary
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Accessing the virtual public meeting
Members of the public can observe this virtual public meeting at the link below:

<https://youtu.be/reYltRDO0P4>

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 non-public summary of the meeting held on 3 December 2021.

For Decision
(Pages 7 - 18)
4. **OUTSTANDING ACTIONS**
Report of the Town Clerk.

For Information
(Pages 19 - 20)
5. **CO-OPTED MEMBER TERM EXTENSION/NOMINATIONS**
The Chair to be heard.

For Decision
6. **COVID-19 UPDATE**
The Director of Community and Children's Services to be heard.

For Information
7. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS 2020/21 ANNUAL REPORT**
Report from the Director of Community and Children's Services.

For Decision
(Pages 21 - 30)
8. **EDUCATION BOARD BUDGET UPDATE**
A joint report of the Director of Community and Children's Services and the Chamberlain.

For Information
(Pages 31 - 34)

9. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE**
Report of the Director of Community and Children's Services.

For Information
(Pages 35 - 42)

Education

10. **TACKLING RACISM TASKFORCE ACTION PLAN**
Report from the Director of Community and Children's Services.

For Information
(Pages 43 - 46)

11. **GOVERNOR APPOINTMENTS UPDATE**
Director of Community and Children's services.

For Decision
(Pages 47 - 58)

12. **CITY PREMIUM GRANT UPDATE - JANUARY**
Report of the Director of Community and Children's Services.

For Information
(Pages 59 - 62)

13. **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY**
Report of the Director of Community and Children's Services.

For Information
(Pages 63 - 80)

Cultural & Creative Learning

14. **CULTURE MILE LEARNING (CML) CASE FOR INVESTMENT 2022/23**
Report of the Director of the Museum of London.
Appendices 1-7 attached.

For Decision
(Pages 81 - 134)

Skills

15. **LONDON CAREERS FESTIVAL**
The Director of Community and Children's Services to be heard.

For Information

16. **REPORT OF CONNECTING COMMUNITIES (LIVERY)**
Report of the Director of Community and Children's Services.

For Information
(Pages 135 - 148)

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

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

19. **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

20. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 3 December 2021.

For Decision
(Pages 149 - 152)

21. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 153 - 154)

22. **CITY JUNIOR SCHOOL**

Report of the Head of City Junior School.

For Information
(Pages 155 - 160)

23. **ACADEMIES BUILDINGS AND EXPANSION PROGRAMME UPDATE**

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

For Information
(Pages 161 - 170)

24. **CHAIRS' UPDATE**

The Chairs of the City Junior School, CoLAT, CLSF, CLS and CLSG to be heard.

For Information

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

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

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EDUCATION BOARD

Friday, 3 December 2021

Minutes of the meeting of the Education Board held in Committee Rooms 3 and 4, Guildhall and virtually on Friday, 3 December 2021 at 10.00 am

Present

Members:

Caroline Haines (Chair)	Alderman & Sheriff Nicholas Lyons
Deputy Philip Woodhouse (Deputy Chairman)	Benjamin Murphy
Randall Anderson	Ruby Sayed
Alderman Sir Peter Estlin	Rachel Bower
Shravan Joshi	Tim Campbell

In Attendance

Officers:

Emily Garland	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Andrew Buckingham	- Town Clerk's Department
Emma Cunningham	- Town Clerk's Department
Anne Bamford	- Community and Children's Services Department
Catherine McGovern	- Community and Children's Services Department
Gerald Mehrtens	- Community and Children's Services Department
Vasima Patel	- Community and Children's Services Department
Andrew Russell	- Community and Children's Services Department
Mark Jarvis	- Chamberlain's Department
Emily Rimington	- Comptroller and City Solicitor's Department
James Gibson	- Chief Operating Officer's Department
Jack Joslin	- The City Bridge Trust
Caroline Hawley	- Guildhall School of Music and Drama
Graeme Hood	- Barbican Centre and Guildhall School of Music and Drama

Guests:

Mark Emmerson	- City of London Academies Trust
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1. APOLOGIES

Apologies for absence were received from Tijs Broeke, Alderman Robert Howard and Alderman William Russell. Advance notice was given that Ruby Sayed would be arriving to the meeting late, and that Tim Campbell needed to depart the meeting early.

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

There were no declarations.

3. **PUBLIC MINUTES**

The public minutes and summary of the meeting held on 9 September 2021 were approved as a correct record.

4. **OUTSTANDING ACTIONS**

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

The Chair highlighted that a report on environmental updates was expected later in the agenda and therefore action 7/2021/P could be marked as completed.

RESOLVED, that the report be noted.

5. **COVID-19 UPDATE**

The Director of Community and Children's Services was heard relative to the COVID-19 and return to school update. Members were advised that the Prime Minister had announced new temporary measures following the emergence of the Omicron variant of Covid-19 in the UK as follows:

- Schools had been asked to set up asymptomatic test sites on secondary school sites in the first week of January. Tests, PPE, and funding to support the workforce would be provided.
- Ofsted had confirmed that secondary schools would not be inspected, unless there were urgent concerns, during the first week of schools' return in January.
- Face coverings were to be worn in communal areas in all settings for staff, visitors and pupils or students in year 7 and above, unless exempt, and pupils or students (in year 7 or above) were to continue to wear face coverings on public and dedicated school transport unless exempt.
- All eligible staff and students aged 12 and over were to be encouraged to take up the offer of the vaccine, including boosters.
- The control measures set out in the guidance, and health and safety legislation applied equally to state and independent schools.
- Ofqual confirmed contingency arrangements to support students in the event that exams in England cannot go ahead next year due to the pandemic. The government intended for exams to take place next summer but if they were not able to continue safely or fairly, due to the pandemic, contingency arrangements would be in place to ensure that schools and colleges were well prepared to enable students to achieve their qualifications. Following a consultation, the Department for Education and Ofqual, the qualifications regulator, had confirmed that students would receive teacher assessed grades based on a range of their work, similar to this summer. Ofqual had published guidance for teachers on how they should collect evidence of students' work during the academic year.

RESOLVED, that the update be received.

6. YOUTH LED ENVIRONMENTAL UPDATES

The Director of Community and Children's Services invited pupils from the City of London Academy Highbury Grove and City of London School to present to the Board their recent involvement in environmental initiatives.

Two Year 12 students from the City of London Academy Highbury Grove (CoLAHG) began by presenting to the Board a report they had written reflecting on a weekend trip to Wytham Woods in July 2021, as part of the Leadership in Global Change Climate and Nature summer school. They recounted their environmental and nature discoveries during their visit to the University of Oxford's research woods at Wytham as well as highlighting a variety of lectures and experiences they had the opportunity to partake in, led by expert researchers.

This was followed by a presentation from two pupils (Year 6 and 8) from the City of London School (CLS) informing the Board of the work of the School's Eco-Schools Committee, a group of 30 pupils (led by the faculty Eco-Schools Coordinator) who met weekly to increase awareness of environmental issues and reduce the negative environmental impact of the school. The group were aiming to gain the Green Flag Award for their efforts across ten areas: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste and water. Members heard about their 2021-22 initiatives so far including leading educational assemblies, writing informational articles in the School's paper, holding a pupil-led mock COP conference, providing updates on social media, completing an environmental review of the School to measure its current environmental impact, and partaking in the Lord Mayor's Show with an environmental focused float. Future plans included tree planting at the School's sports ground, repurposing plants from the Lord Mayor's Show on the School site and holding discussions with architects.

A Member asked the pupils of CLS what the most upsetting or surprising findings of their environmental review of the School were, to which it was confirmed that the pupils found that the School was currently unable to produce its own energy which prompted them to make this one of their goals.

The Deputy Chair suggested that their presentations and updates be uploaded to the Livery Committee website in the hope that this may prompt greater Livery support of their initiatives. It was agreed that this would be arranged outside of the meeting.

The Chair asked the students of CoLHG if, before attending the summer school, they were aware of the potential damage that animals themselves could have on their environment, of which it was clarified that they were surprised to learn this.

Students of CoLHG were asked by officers whether they had had the opportunity to discuss their experiences with other students and if so, whether they thought there was further interest amongst the student body. The students

explained that the report had been shared on the school website and that they had informally shared their thoughts with others. They highlighted that the Academy had a pupil-led climate change focused group 'Footprint' and that they felt several of these pupils would be interested in becoming involved in future opportunities.

The Deputy Chair enquired as to how the pupils of CoLHG found out about the opportunity to attend the summer school. It was confirmed that their teacher had been alerted to its existence due to the Academy's previous work in environmental initiatives and applied for funding from the City for five students to attend. The Deputy Chair enquired as to how further opportunities could be arranged, to which officers confirmed that it was initially planned to trial these initiatives in the schools and, depending on their success, expand these to others within the Family of Schools in due course.

The Eco-Schools Coordinator of CLS added that the City's partnership forum was very helpful in allowing these opportunities to be shared with teachers who were then able to look at implementation.

RESOLVED, that the presentations be received.

7. STRATEGIC AWAY DAY REPORT

Members received a report of the Director of Community and Children's Services providing a summary of outcomes from the Board's Away Day held on 11 October 2021 and focusing on the theme of social mobility.

The Chair reminded the Board of a recent email circulation which contained a video showcasing Newham Collegiate Sixth Form, which had been the venue for the away day, in relation to social mobility. Members also noted that the upcoming Education Board dinner, also focusing on social mobility, would take place on 9 May 2022 and feature Lord Woolley as principal guest.

RESOLVED, that the report be noted.

8. EDUCATION, CULTURAL & 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 Chair took the opportunity to congratulate the Education Unit's Business Administration and Events Apprentice on her final assessment grade and achievement of the City's Apprentice of the Year.

Members were reminded to contact the Education Unit if they wished to attend any of the upcoming events listed in the report.

RESOLVED, that the report be noted.

9. CORPORATE PARENTING AND VIRTUAL SCHOOL PRESENTATION

Members received a presentation of the Director of Community and Children's Services regarding the virtual school and corporate parenting.

The Virtual School Head gave a presentation providing an overview of their contribution to the Corporation's Afghan Education Project, spanning four weeks and accommodating over 250 young migrants from Afghanistan. The project was deemed a success and resulted in all young people being enrolled into City schools. The Board congratulated and thanked officers for their hard work and commitment to the project.

A Member highlighted an issue that one of the academies had experienced with specialist support for the Afghan students. There had been issues with the originally provided staff having stopped attending the school, resulting in parents having to offer volunteer support and a general lack of sufficient trauma and language support. Officers thanked the Member for bringing this to their attention - they confirmed that short-term support should be being provided and agreed to look into this outside of the meeting.

The Chief Executive of CoLAT added that other academy staff also felt that there was limited support available although it was clarified that this was largely due to funding not being able to be adjusted to accommodate the new children until the new year.

Another Member highlighted that, in their experience within the academies, it appeared that translation support would be most beneficial to staff, noting that there were currently long waiting lists of over 12 months for such support.

The Board also noted that following the success of the Virtual School, officers were now in process of finding school places for Afghan children aged 16-17 and going forward would shift focus to adult education.

RESOLVED, that the presentation 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 Strategic Education and Skills Director began by highlighting the importance of timely succession planning for Governor appointments due to the Local Governing Bodies' (LGB) vital role in education. It was also noted that information on the academies' websites was not always accurate. As there were several current and upcoming vacancies, a reminder was offered to Clerks of these bodies to ensure that the appointment process was being completed in a timely and accurate fashion.

The Chair asked that Members of the Board be on the lookout for potential suitable candidates for these appointments so that they may be approached to apply.

A Member asked if a document outlining the requirements and expectations of a LGB Governor existed and whether it could be shared with Board Members. The Chief Executive of CoLAT confirmed that a Governor handbook existed, and officers agreed to ensure that this was circulated.

Another Member also highlighted the importance of identifying skills gaps within the LGB Memberships and the Chief Executive of CoLAT confirmed that skills audits were regularly undertaken by the LGBs and that currently there appeared to be a gap in the area of HR and property expertise. The Member offered to provide contacts for those working in the HR industry and suggested that other City contacts were utilised to source those with the appropriate knowledge and experience. The Chief Executive of CoLAT confirmed that a Governance dedicated officer would be joining the CoLAT team in the new year to assist with this process.

RESOLVED, that the report be noted.

12. EDUCATION BOARD BUDGET UPDATE

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

Members noted that the previously reported predicted overspend had been successfully minimised by officers and that efforts would continue to bring this to a balanced budget.

RESOLVED, that the report be noted.

13. 2022/23 BUDGET ESTIMATE

Members received a joint report of the Director of Community and Children's Services and the Chamberlain regarding the provisional revenue budget for 2022/23.

RESOLVED, that:

- The provisional 2022/23 revenue budget be approved for submission to the Finance Committee;
- The Chamberlain be authorised 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; and
- Minor amendments for 2021/22 and 2022/23 budgets arising during budget setting be delegated to the Chamberlain.

14. CITY PREMIUM GRANT PROPOSED ALLOCATION MODEL

Members received a report of the Director of Community and Children's Services outlining a proposed model for allocation of the City Premium Grant from April 2022 onwards.

The Strategic Education and Skills Director outlined the model and how it would be divided into three separate funding streams: disadvantaged pupils grant, partnerships grant and strategic grant.

The Chair clarified that anything within the strategic grant division would be subject to high-quality data monitoring the need, and likely focus on social mobility. Should this be approved by the Board and Policy & Resources subsequently, the Education Unit would inform all schools of the change.

RESOLVED, that the Board approve:

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

15. **ACADEMIES DEVELOPMENT PROGRAMME UPDATE**

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

The following points were noted:

- Since 2013 the City had increased the number of academies it sponsored from three disparate academies to ten with the City of London Academies Trust (CoLAT) being established in 2016. Together they had a total capital investment in excess of £96 million and, when operating at full capacity, enabled over 9,000 students to be educated by the City.
- The support of the Chief Executives and chief officers of the four local authorities in which these academies were located had been essential, and well received, in making the decisions required to reach this point.
- On a recent tour of the City of London Primary Academy Islington site with the Chair of Policy and Resources they had reflected on the decision to take on a poorly performing school in our neighbouring borough, and the decision to close a Catholic girls' school to open a non-denomination co-ed academy on the same site. Both had raised concerns politically and organisationally at the time but had resulted in success.
- In terms of challenges going forward, the report provided details of the two remaining capital builds that remained in progress, detailing 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 will wish to consider how progress on these remaining capital builds are regularly monitored and reported on to this board. It was recognised that there were difficulties here due to the Department for Education leading the build and the need to balance remaining in budget and achieving outstanding educational facilities.

- And finally, there remained a broader issue of reducing demand for school places in future years, as reported on 1 July 2021. Appendix 1 displayed the present occupancy of the City Academies. Some of these numbers showed impressive change, such as the City of London Academy Highgate Hill application numbers previously being around 50 but now improved to having more applications than places, whereas some Academies were still struggling to fill places.

The Chair took the opportunity to highlight that this would be the Academy Development Director's last Education Board meeting before leaving the Corporation and expressed the Board's thanks for his support to the Board and the academies over the previous years.

The Chief Executive of CoLAT affirmed that these decisions had proven challenging over the years but that the Director's support in achieving this had been invaluable. Future challenges would continue to be tackled by the CoLAT team including discussions currently taking place surrounding the issue of pupil places and occupancy.

RESOLVED, that the report be noted.

16. CREATIVE COLLABORATIVES AND ARTS UPDATES

Members received a report of the Director of Community and Children's Services providing an update on the Creative Collaborative initiative.

Members noted that the Education Unit had not been successful in their application for a grant from Arts Council to support this initiative, but that all those involved were keen to continue with the original plans through other means. In particular, the initiative would include a focus on oracy.

A Member offered their support in providing connections between the Education Unit and Speakers Trust, an organisation that had previously expressed an interest in working with the City to improve oracy across the Family of Schools.

RESOLVED, that the report be noted.

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

Members considered a report of the Principal of the Guildhall School of Music & Drama (GSMD) regarding a review of funding to the Guildhall School Trust for Scholarships for 2022/23 and 2023/24.

The Board noted the emphasis on reference to these as scholarships rather than bursaries given that they were awarded on merit rather than any means-tested requirement; the GSMD website outlined the differences in these and how to apply for each.

It was clarified that the confidential watermark on Appendix 1 had been included in error, and that the information included was in fact able to be shared

publicly. The Chair thanked the Guildhall School of Music & Drama for fulfilling the Board's request to implement anonymous reporting.

A Member however felt that individuals were still able to be identified from the information included in the Appendix and suggested it be reclassified as non-public. The Town Clerk, alongside officers at GSMD, agreed to review this.

RESOLVED, that:-

- The School's impact report on the use of the £30,000 grant in 21/22 be approved as satisfactory; and
- Continuation of the grant to 2022/23 and 2023/24, to be approved by Policy & Resources, be endorsed.

18. STRATEGIC ACTIVITIES UPDATE - LIVERY SKILLS INITIATIVE

Members received a report of the Director of Community and Children's Services providing an update on the Livery Skills Initiative.

The Board noted that a European Social Fund grant had been received to assist with the Connecting Communities project that aimed at helping those over 18 and not currently in education or employment to enter a suitable pathway. This was due to commence in January 2022. Members were asked to signpost the project to any suitable candidates.

The Chair thanked officers for their efforts in getting the project resourced so swiftly.

A Member enquired as to the marketing plan for ensuring this was advertised more widely. It was confirmed that there had been unforeseen delays in beginning their work on marketing due to the requirements of sourcing funding and staffing resource but that it was planned for it to be advertised as widely as possible. One method of achieving this was to be sharing on the Livery Link website.

RESOLVED, that the report be noted.

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

There were no questions.

20. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

There was one item of urgent business.

Outreach Programme

The Chair asked a Member if there was an update on St Anne's College, Oxford trial of a new higher education outreach programme at the City of London Academy Southwark, which they had informed the Board about at the previous meeting. It was confirmed that there had been no progress to date, as other more pressing issues had taken priority, but that it would be a focus in the new year.

21. **EXCLUSION OF THE PUBLIC**

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

22. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 9 September 2021 were approved as a correct record.

23. **NON-PUBLIC OUTSTANDING ACTIONS**

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

RESOLVED, that the report be noted.

24. **COLAT UPDATE**

The Chair invited the Chief Executive of CoLAT to address the Board, providing an update on the Trust and its progress since the last meeting.

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

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

This item had been withdrawn.

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

Members considered a report of the Director of Community and Children's Services regarding the City Premium Grant Evaluations 2020/21.

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

Members received a report of the Director of Community and Children's Services regarding standards scrutiny meetings of the City of London Corporation's sponsored academies held in November 2021.

28. **EDUCATION CHARITIES REVIEW RECOMMENDATIONS**

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

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

Members received a joint report of the Town Clerk and the Heads of the City of London School, City of London School for Girls and City of London Freeman's School regarding proposals resulting from the Governance Review and Target Operating Model implementation.

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

There were no questions.

31. **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 urgent non-public business.

Outgoing Clerk

The Chair took the opportunity to express hers and the Board's thanks to the outgoing Clerk for her support over the previous year and wished her well in her new role within the Corporation.

32. **CONFIDENTIAL MINUTES**

The confidential minutes of the meeting held on 9 September 2021 were approved as a correct record.

33. **TARGET OPERATING MODEL UPDATE**

Members received a report of the Director of Community and Children's Services providing updates on implementation of the Target Operating Model.

The meeting ended at 12.29 pm.

Chair

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

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Education Board – Public Outstanding Actions

Action Number	Date	Action	Officer responsible	Progress Update
7/2021/P	1 July 2021	Officers in the Education Unit and Open Spaces to collaboratively progress a gap analysis in area of biodiversity to guide decision making and develop a checklist appropriate for use by the schools.	Education Unit and Open Spaces	Ongoing
01/2022/P	3 February 2022	Annual review of Terms of Reference	Town Clerk	On hold until Governance review concludes.
02/2022/P	3 February 2022	Education Board – Detailed Budget	Strategic Education and Skills Director	To be reported at the meeting scheduled for 28 April 2022

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: 03/02/2022
Subject: Education, Cultural and Creative Learning and Skills 2020/21 Annual 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

At its meeting on 23 July 2020, the Education Board approved the Annual Action Plan for the Education, Cultural and Creative Learning and Skills Strategies spanning the 2020/21 Academic Year. At that meeting, Members resolved to receive an Annual Report at the end of the academic year outlining how the Action Plan was delivered and the impact of the year's activities.

Recommendation(s)

Members are asked to note the Education, Cultural and Creative Learning and Skills Strategies Annual Report.

Main Report

Background

1. The Education Board have strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills Strategies. The Annual Report reports on the outputs, cost, evaluation and impact of each of the high-level actions in the 2020/21 Annual Action Plan.
2. The 2020-21 annual report is once again impacted by Covid-19 with considerable need to vary activities and be adaptive and responsive to rapidly changing situations.
3. It should be noted that in response to suggestions made by Education Board, this annual report is now presented in the form of a succinct summary.

Annual Report Summary

4. In addition to the activity reported in this Annual Report that was outlined in the Annual Action plan 2020-21, the Education Strategy Unit (ESU) has been directly involved in the delivery of outcomes and impacts within wider City of London priority areas. In particular, the ESU made a significant contribution to impact in the following areas:

- a) The Mid-term strategy review: A detailed consultative mid-term strategy review occurred. The results of this review highlighted achievements especially in terms of greater partnership working, clarity of vision, collaboration and impact. It made some suggestions for ongoing focus on social mobility and fusion skills.
 - b) Under the targeting Operating Model (TOM) there was a review of the staffing and workings of the ESU and as a result there have been changes and efficiencies in structure and staffing to ensure that the ESU is able to continue to deliver with partners an ambitious and innovative vision for the future. The changes resulted in some short and medium-term staffing shortages, but despite this, the ESU was able to meet and surpass the major strategic Key Performance Indicators throughout 2020-21.
 - c) Education and cultural and creative learning featured significantly in the Tackling Racism Taskforce. In particular, good practice from the Education sector and skills sector were able to be shared more broadly with the taskforce. The taskforce recommendations have been effectively encompassed in forward plans with focus on ensuring inclusive practices at all levels.
 - d) The strategy areas under the Education Board were highly significant on delivering the outcomes and impacts of the *Social Strategies: Responsible Business, Social Mobility and Digital Skills Strategies, and featuring the Climate Action Strategy* especially in terms of preparing young people for apprenticeships, employment or further education; transformative learning in music, drama, and the arts, with pathways to the creative industries via employment and education; support with education, skills and job searching; providing digital devices to people at risk of digital exclusion; and, establishing an education to business 'hub' to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools, using labour market information and industry research to target partnerships in areas of need.
 - e) Youth activation and environmental education to make a positive contribution in tackling climate change; involve the energy and enthusiasm of young people to drive social inclusion and fight the climate emergency which has the potential to worsen existing social inequalities; promote inclusive engagement with climate and environmental issues; and ensure that the environment is embedded in learning curricula at all levels and across all disciplines.
5. The Annual Report includes indicative costs for each strategic area from both Local Risk (service budget) and Central Risk (grant funding to City sponsored academies). The costs do not include the salaries of permanent staff in the Education Unit but do include fixed-term staff working on time-limited projects. It should be noted that the 2020/21 Academic Year straddles two financial years (2020/21 and 2021/22).

6. Strategic Goal: Deliver exceptional quality education in the Family of Schools that meets the challenges and skills requirements now and, in the future

Outputs	Summary of impact
Leadership and Accountability	<ul style="list-style-type: none"> The Education Strategy Unit (ESU) continued regular and sustained support to the Family of Schools over

<ul style="list-style-type: none"> • 6 Headteachers' Forums for Headteachers in the Family of Schools. • 51 people attended the Family of Schools virtual City Schools' Conference (part 1 – November) to participate in discussions with 3 expert speakers and 4 panel members. 84 people attended the Family of Schools virtual City Schools' Conference (part 2 – June) to participate in discussions with 12 expert speakers. In November 2020 the conference themes focused on the themes of Resolve, Resilience and Return. The second part of the conference also had to be held remotely in June 2021 and focused on Reimagining and Reform. • Completion of school performance, safeguarding and finance scrutiny meetings. • Continued expert support for safeguarding practices across the Family of Schools through the Designated Safeguarding Leads forum and overview. • Embedding a utilisation of the Fischer Family Trust (FFT) school data and target-setting dashboards for state-funded City schools, City of London Academies Trust (CoLAT) and the Education Strategy Unit (ESU). • Monitored school place planning and admission arrangements. • Review of Sixth Form provisions and monitoring and oversight of Sixth Form offers across the Family of Schools. • A new Partnerships Forum was begun and embedded across the family of schools. This complemented the existing Skills Forum and Cultural and Creative Learning Forum. 	<p>the lockdown period including through forums, briefings and grant support. Schools reported feeling well-supported by the City Corporation during the COVID-19 pandemic.</p> <ul style="list-style-type: none"> • The Headteachers' Forum provided a platform for communication, identifying areas for collaboration, and connecting schools to relevant external partnerships. The Forum has evolved into a discursive school-led platform. • The City Schools' Conference had relevant and applicable content and attendees stated that they agreed that they could apply the content to their work in the school. • The Scrutiny Meeting process, led by CoLAT, is now fully embedded and streamlined and is enabling effective challenge and support to City sponsored academies and informs grant-funding processes. • Academies are being supported to use data effectively and for school-improvement initiatives. The implementation of school data dashboards enabled greater monitoring of impact and improved target-setting and intervention planning. • School census data for 2020/21 shows that City state-funded schools are reaching target communities and supporting pupils from a diverse range of backgrounds and starting points. There is some indication of reducing disadvantage in primary schools.
<p>Teaching and Learning (£1.734m)</p> <ul style="list-style-type: none"> • In financial year 2020/21, the Education Board awarded 	<ul style="list-style-type: none"> • The City Premium Grant (CPG) is supporting schools to enhance and

<p>£2,294,123 in City Premium Grants (CPG) to the City of London Corporation's 10 sponsored academies.</p> <ul style="list-style-type: none"> • Additional grants were supported to support extraordinary mental health and wellbeing needs which arose in children and young people, in families and in the school workforce as a result of the extra stress caused by the pandemic and periods of isolation and lockdown. £320,000 was approved to help improve the mental health and wellbeing to pupils and staff within the schools. • The majority of funding is being spent on (in order) One-to-one or small group interventions; support for pupils at risk of exclusion; staff training targeted at various levels of the staff body; future pathways interventions aimed to equipping pupils with a roadmap beyond secondary education; interventions to support pupils' physical wellbeing, including sports and outdoor activities; additional music interventions; online and home learning support; and, wellbeing and mental health interventions included the recruitment of staff into wellbeing-focused roles as well as directly educating pupils and parents about mental health • Pupils across the Family of Schools were supported to take practice Medic and Law examinations to support entry into university for these courses. • Additional moneys were sought and received to support increased needs for computers and web access to support remote learning. 	<p>enrich teaching and learning across the academies. Academies were able to the use the grant-funding to offset the negative impact of COVID-19 school closures on staff, pupils and families.</p> <ul style="list-style-type: none"> • The sudden school closures and immediate shift to online teaching and learning for the majority of pupils meant that some CPG funded projects could not go ahead as planned. In the majority of cases, schools could deliver the projects to the original bid description by altering the delivery models. A number of projects were underspent where activity could not go ahead at all. Some projects were not in the original bids and represent a repurposed use of the funding. • There is evidence of continued professional development (CPD) being used to effectively to ensure teachers engage in lifelong learning and the proportion of CPG funding on this area and teacher wellbeing has increased since the previous year. • While once again in 2020-21 external examinations were cancelled Centre Assessed Grades (CAGs) showed improvements in the results for the second consecutive year. • Permanent exclusion rates have fallen significantly across the secondary academies. The majority of secondary academies also experienced a fall in temporary exclusions. In two academies, fixed term exclusions have increased, with one being a significant increase. Primary academies continue to have no exclusions. • Covid has posed difficulty for pupils progressing into further education and employment with pupils, for example having to undertake virtual rather than actual work experience and many pupils experiencing concerns regarding their future
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	<p>pathways. Additional support in this area has resulted in the schools being able to maintain their excellent rates of school leavers going into university and apprenticeships and to have very low numbers of pupils not in education or training (NEETs).</p> <ul style="list-style-type: none"> • Sporting and outdoors activities were very important to help pupils adjust to returning to school and also to boost health and wellbeing and social relationships post lockdowns. These along with cultural activities were highly valued by both pupils and staff and greatly assisted in pupils adjusting back to school life, forming friendships and less school absences. • Music, especially group singing and the instrumental learning, had to be particularly curtailed under Covid-19 restrictions. Additional musical offers, including virtual music lessons enabled pupils to continue to develop their love of music and to continue their music progression. • Schools are well-equipped with the necessary resources to support robust remote learning. Schools are able to quickly pivot to remote learning as needed and all children have been supported to ensure that they are able to fully access and interact with this provision. This has included the provision of hardware, software, subscriptions and training. Support has also been in place to ensure vulnerable learners and families are engaging in learning and regular communication has occurred between school and homes.
<p>Governance (£100)</p> <ul style="list-style-type: none"> • 53 governor bookings across five governor training sessions in school performance, finance, risk assessment, risk assurance and safeguarding (both basic and advanced). 	<ul style="list-style-type: none"> • All governor training sessions were held remotely. Governors commented that remote training worked effectively and was more flexible. • Governors who attended governor training are up to date with latest statutory requirements and good practice.

<ul style="list-style-type: none"> 6 Chair of Governors Forums to drive best practice in school governance. 	<ul style="list-style-type: none"> While the attendance at the governor training session on Risk Assurance was very high, some governor training sessions are not well attended. Attendance is especially important at statutory training sessions and where updated training is required every second year (such as in finance, schools' standards and safeguarding training). Certificates for governor training were introduced and improved record keeping of which governors have attended which training (training logs).
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7. Strategic Goal: High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

Outputs	Summary of impact
Strategic Leadership <ul style="list-style-type: none"> 3 Skills Forum meetings delivered. 14/14 schools have a staff representative, and 9/14 Schools have a governor representative on the Skills Forum. 	<ul style="list-style-type: none"> The Skills Forum enables sharing best practice, leadership development, and partnership building to ensure there is a clear strategy for work-related learning delivered in the Family of Schools.
World-of-work Experiences for Pupils <ul style="list-style-type: none"> Delivery of the virtual London Careers Festival (LCF) 2021. <ul style="list-style-type: none"> Over 21,000 bookings for LCF 181 different schools and sixth form colleges registered for the Festival. 127 organisations hosting events. 55 webinar style sessions were delivered. Over 150 different career and skills-related resources were shared with schools and pupils via the LCF website. 23 young people took part in the Culture Mile Learning Online Mentoring Programme. 16 young people took part in the Culture Mile Learning hybrid work experience programme 90 students between the ages of 13 to 18 across six schools completed the Fusion Futures programmes to 	<ul style="list-style-type: none"> The Virtual London Careers Festival provided a platform for Livery Companies, businesses, cultural organisations, and a multitude of professionals across a range of sectors to connect with pupils in the Family of Schools and across London. 87% of young people said LCF helped them to think about their future. 88% of teachers said they would recommend LCF to other teachers and schools. 69% of partner organisations offering sessions in LCF were new to the festival in 2021. 92% of partners commented that they are 'very likely' to offer experiences for young people in the London Careers Festival next year Specialist SEND session were offered in the 2021 LCF. The SEND

develop their fusion skills in preparation for moving into work or further education.	sessions delivered were highly popular amongst schools and the general SEND network.
Industry Partnerships <ul style="list-style-type: none"> 127 organisations hosted webinars or provided resources for the London Careers Festival. 221 businesses supported the Fusion Skills development work. 91 Charities and NGOs. Partners came from 18 countries. The City of London were awarded a three-year Erasmus+ European Grant to undertake a project called Ed-En Hub to build closer working between Education and Enterprise (September 2020). The City of London, through Central London Forward were awarded a 20-month European Social Fund and GLA funded Grant to undertake a project called Connecting Communities to provide education and employment opportunities to people aged 18-25 and people, of all ages not in full-time education or employment (July 2021). A new City of London and Liveries Education Network meeting has been established. Two major surveys were conducted with liveries regarding their skills offer. This resulted in strong support from the Liveries and the Livery Committee and the formation of the Livery Skills Group to forge a long-term and sustainable skills and employment offer across the liveries. 	<ul style="list-style-type: none"> 57% of young people said LCF helped them to think about their future. This was down from the year before but in part this was due to a higher percentage of younger pupils answering the survey. 56% of young people said that LCF helped them to think about new careers. Culture Mile Learning (CML) delivered an Online Mentoring Programme proving that pupils who have barriers to everyday learning can be inspired by employers and build their skills and aspirations through online mentoring. The reach and impact of partnership-working continues to exceed expectations which can be seen from the levels of engagement in London Careers Festival, the Education Board Dinner, the Prefects Dinner and the City Schools' Conference. The City of London through the Education Strategy Unit are now core partners in bids totally £19 million to encourage closer working between education and enterprise, including in Central London for the benefit of young people and to boost lifelong skills learning. The Livery Companies have become highly supportive and substantial partners in boosting the skills of young people with collectively more than £8million per year on skills initiatives and immeasurable in-kind support and access to employers and networks of support.

8. Strategic Goal: Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer

Outputs	Summary of impact
Strategic Leadership	

<ul style="list-style-type: none"> • 3 Cultural and Creative Learning Forum meetings delivered. • 14/14 schools have a staff representative and 11/14 schools have a governor representative on the Cultural and Creative Learning Forum. 	<ul style="list-style-type: none"> • The Cultural and Creative Learning Forum provides a platform for the Family of Schools and Culture Mile Learning to work in partnership to lead the delivery of cultural and creative learning. The Forum is an effective information point for schools to hear about upcoming opportunities.
<p>Cultural Learning Experiences for Pupils</p> <ul style="list-style-type: none"> • 9,355 Play Packs in total were distributed across 10 boroughs to families during the COVID-19 lockdown. • 4 Cultural Curriculum projects took place as a collaboration between Culture Mile Learning and the Family of Schools. • 930 pupils from 26 schools across 11 London boroughs took part in the Young City Poets Programme delivered by the National Literacy Trust. • 1000+ pupils from Early Years to Key Stage 4 across 10 of the City Family of Schools took part in the virtual art exhibition/artwork project • The Find Fusion website provides access to 108 learning enrichment opportunities. • An innovative Summer School Programme for young people aged 16-17 years occurred in August 2021 as part of the Culture and Commerce Taskforce. 	<ul style="list-style-type: none"> • The Family of Schools responded creatively to the challenges of COVID-19 and remotely engaged several pupils in cultural and creative learning during school closures. • There is strong progress towards a Cultural Curriculum across the Family of Schools supported by Culture Mile Learning. Three Schemes of Work have been developed with associated CPD as a pilot model which can now scale and grow. • 10 young people participated in the five day Culture and Commerce Taskforce summer school and developed innovative ways to promote creative careers for young people. The programme involved 6 expert tutors and 7 creative professionals over the programme and a film was produced highlighting their efforts. The young people presented at a launch event. Their plans and ideas will be put into action in 2022.
<p>Sector Partnerships</p> <ul style="list-style-type: none"> • 8 schools and Culture Mile Learning (CML) applied to be part of the Arts Council Creative Collaboratives project. • Working in partnership with Foundation for Future London (East Bank). • A collaboratively film project called 'Evolve' was completed in partnership with Westminster Council and the London Borough of Lewisham. (£5K impact funding was secured to support the completion of the project). 	<ul style="list-style-type: none"> • External grant bids were made but on this occasion were not successful. • Foundation for Future London enhanced local re-engagement via 40 small culture and creative grants. • The Evolve film was completed and has now been widely distributed to promote diverse young people to enter the broader film industry in the UK including in 'back of house' roles where there is a current labour shortage. A number of major film and media companies including

	Warner Bros, Pinewood Studios and Bloomberg are supporting the distribution of the film.
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9. Strategic Goal: Deliver high quality adult education, training and apprenticeships.

Outputs	Summary of impact
<ul style="list-style-type: none"> 84 adult learning courses were delivered benefiting 339 learners with 654 enrolments. 151 apprentices accessed training (of which 118 were City Corporation employees and 33 are non-City employees). 	<ul style="list-style-type: none"> 88% of all ACL courses were provided online and 100% of internally provided apprenticeship training, which were due to be delivered over the 2020-21 academic year. 95.1% of adult learners enrolled on courses remained on the course throughout its full duration which is a marginal increase from last year. 23% of enrolments on adult learning were accredited £221,000 of additional funding was secured to deliver learning programmes in various accredited courses, £100,000 is carried over to 2021/22 AY £30,000 of additional funding was secured to provide enhanced IT equipment for tutors and learners

10. Strategic Goal: Learning experiences promote the development of 21st century Fusion Skills through programmes that are a mix of academic, creative, digital and emotional learning

Outputs	Summary of impact
Fusion Skills Development for Pupils <ul style="list-style-type: none"> Pupils continued to book onto Education Board funded events over 2020/21. These events continued to be adversely impacted by the need to cancel some events due to Covid 19 and other events were virtual 	<ul style="list-style-type: none"> Pupils in the Family of Schools have been able to use and develop their Fusion Skills through a range of Education Board funded events. Fusion has galvanised interest and supported partners to develop their own responses to the Fusion Programme and its aims. Partners across sectors have engaged in the design of a Fusion website which connects learners to learning opportunities across education, cultural learning and work-related learning. This have paved the way for development over 2020/21. The level of enthusiasm and interest from partners to drive the Fusion Skills agenda forward continues to surpass expectations.

Options

N/A

Key Data

Embedded in the report.

Corporate & Strategic Implications

11. N/A. This report is for information only.

Conclusion

12. The Education Board are committed to ensuring that the delivery of its strategies is focused on impact (Goal Six of the Education Strategy). The findings from the Annual Report will inform the ongoing activity in the 2021/22 Action Plan.

Anne Bamford

Strategic Education and Skills Director

Department of Community and Children's Services

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Committee(s)	Dated:
Education Board	03/02/2022
Subject: Education Board Budget Update 2021/22	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 and The Chamberlain.	For Information
Report author: Louise Said (Senior Accountant)	

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 9 (P9) is of a small overspend of £6k on an 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	338,020	20,980	371,700
37,000	Leadership, governance and projects	20,430	16,570	35,000
10,000	Enrichment (Fusion) Events for Pupils	1,555	8,445	10,000
47,000	EDUCATION STRATEGY	21,985	25,015	45,000
40,000	Leadership, governance and projects	15,950	24,050	38,500
70,000	Fusion Skills Programme	14,336	55,664	70,000
20,000	London Careers Festival ¹	11,289	8,711	20,000
130,000	SKILLS STRATEGY	41,575	88,425	128,500
27,000	Leadership, governance and projects	26,236	764	27,000
247,000	Culture Mile Learning	247,000	0	247,000
10,000	Support to pupil performances and exhibitions	7,700	2,300	10,000
284,000	CULTURAL & CREATIVE LEARNING STRATEGY	280,936	3,064	284,000
20,000	CENTRAL EDUCATION UNIT	16,380	3,620	17,000
840,000		698,896	141,104	846,200
<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	21,550	54,550	76,000
1,730,000	CITY PREMIUM GRANTS (ACADEMIES)	1,675,550	54,550	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		1,682,550	64,550	1,747,000
2,587,000		2,381,446	205,654	2,593,200

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 2021/22 financial year

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Committee(s) Education Board	Dated: 03/02/2021
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, Projects Officer	

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. City' Schools Conference - Tuesday 23 November

On Tuesday 23 November, the Education Strategy Unit hosted the City Schools Conference in the Livery Hall. They partnered with the Foundation for Education Development (FED) to celebrate 150 years of State Education in England. 48 participants from the Family of Schools and beyond were split into 4 workstreams to discuss thought provoking topics involving future plans, developing

frameworks, equality and inclusion and sustaining excellent education. This was followed by a reception in The Crypts with a jazz ensemble played by pupils from Shoreditch Park Academy. Finally, a celebration of the 150th anniversary of State Education in England included keynote speeches from Alderman and Sheriff Nicholas Lyons, Professor Dame Alison Peacock and Robin Walker MP. FED ambassadors interviewed Sir Michael Barber on his new book '1988-2021: How Seventeen Secretaries of State for Education, through Thirty Years of Constant Change, Enabled the System to Improve' They also announced winners of the '150 Years - 150 Words' poetry competition. The conference was a success with an attendance of 125 participants.

3. Introduction to Safeguarding and

Advanced Safeguarding Governors' Training (virtual) - 8 December 2021

The Introduction to Safeguarding and Advanced Safeguarding training took place on 8 December 2021 and was attended by Governors and Designated Safeguarding Leads across the Family of Schools. The training sessions were delivered by an independent Safeguarding Consultant who encouraged participants to ask questions and discussions the training materials in the context of their schools. The attendance to these training sessions was disappointing with both sessions being almost exclusively attended by one academy. The Education Unit, along with the City of London Academies Trust, will be working with the Chair of Governors of each school to ensure good attendance for future training sessions.

Proposals

Upcoming

4. City Schools Music Workshops:

Two creative physical workshops will be delivered to each school focused on composition skills. Two composers, Paul Griffiths and Sigrun Saevarsdottir-Griffiths will host these workshops for eight schools across the Family of Schools. The workshops are tailored according to the needs of the individual music departments but generally involved a singing and composition workshop. The Education Unit are looking into hosting a listening event to showcase the pieces.

16. 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

Catherine McGovern

Projects Officer

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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	Virtual
Headteachers Forum (Spring 1)	20/01/2022	08:15 - 09:30	Virtual
Cultural and Creative Learning Forum (Spring)	25/01/2022	08:30 - 10:00	Virtual
City School's Concert workshops	Various	Various	Various - in schools



Last updated – 11 January 2022

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	Cancelled	Cancelled	Cancelled
City School's Concert Dress-rehearsal & Concert	Cancelled	Cancelled	Cancelled
Partnerships Forum (Spring)	08/02/2022	08:30 - 10:00	Virtual
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 - 10:00	COL Room 1 & 2, North Wing
Difficult Conversations Training	22/02/2022	10:30 - 12:30	COL Room 1 & 2, North Wing
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	18:30 - 21:00	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 – 11 January 2022

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
London Careers Festival - Day 4	29/06/2022	All day	Virtual
London Careers Festival - Day 5	29/06/2022	All day	Virtual
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) Education Board	Dated: 03/02/2022
Subject: Tackling Racism Taskforce Action Update	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 actions underway to address the recommendations of the Tackling Racism Taskforce in regard to Education.

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 Tackling Racism Taskforce made of series of recommendations in relation to a number of strategy areas across the Corporation.
3. The City of London's strategy on Education aims to prepare all people to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work.
4. It promotes the value of diversity and inclusion.

Summary of actions to date

5. The following table summarises the actions to date against the recommendations made.

Recommendation ¹	Actions
<p>The Schools ensure recruitment and retention of a diverse range of staff and governors, as well as career progression.</p> <p>Consideration should be given to the introduction of teacher apprenticeships.</p>	<ul style="list-style-type: none"> - Annual reporting on diversity - It has not been possible to secure national data on which of the 28 routes into teaching provide the greatest level of diversity. - The City of London active as a co-Chair of the national future of Education inclusion workstream.
<p>Equality and inclusion training, as well as difficult conversations training, should be rolled out to all staff.</p>	<ul style="list-style-type: none"> - This is occurring on February 22 and will be repeated based on demand from governors and senior leadership in schools.
<p>The curriculum should not portray black and minority ethnic people as 'victims' but tell a positive story.</p>	<ul style="list-style-type: none"> - Curriculum reviews have occurred in all schools, including powerful input from young people and presentations of such to the Education Board. - Schools provided robust additional curriculum offers and resources during Black History Month, including using the extensive resources available via the Find Fusion website to support the curriculum at all phases.
<p>There should be more joined up partnership working, e.g. between the City of London Police and the Family of Schools.</p>	<ul style="list-style-type: none"> - The City of London in collaboration with the City of London Police and Amazon Web Services (AWS) are running a programme of careers development including cyber safety and cyber security. The programme was launched on January 13, 2022, and will conclude with a cyber challenge project and competition on March 29, 2022. While it was intended to be in person, it is now occurring in a hybrid manner. 50 students are involved in the programme.
<p>Bursaries at the independent schools could be advertised to academies and change the conversation, so it was less about 'class' or 'race' and more about education itself.</p>	<ul style="list-style-type: none"> - The process of awarding bursaries at the City's independent schools will change after March 31, 2022. - The monitoring of this action will be the responsibility of each school board but should be reported in summary to both the Education Board and Tackling Racism Taskforce.
<p>There should be a focus on Work Experience placements and consider not always giving</p>	<ul style="list-style-type: none"> - The City of London's programme of work experience is currently managed from

¹ As stated by the Tackling Racism Taskforce

the most 'capable' student a placement, but those where there would be most impact.	<p>the HR department and so this monitoring should be provided by them.</p> <ul style="list-style-type: none"> - The Connection Communities project offers a range of work related opportunities, including work experience to a diverse group of young Londoners and has to always report against diversity measures and outcomes. - Virtual mentoring and work experience provided by Culture Mile Learning is targeting under-served young people including those within pupil referral units.
Consideration should be given as to what financial support could be offered to the pre-Apprenticeship Academy and to offer and promote mentoring by Members and officers to young people.	<ul style="list-style-type: none"> - Under the model of funding in operation from April 2021, additional funding can be applied for under Partnership Funding to support the pre-Apprenticeship work. - The Connection Communities project offers a range of work-related opportunities, including work experience to a diverse group of young Londoners and has to always report against diversity measures and outcomes. - The CEO of CoLAT to coordinate for Members and Officers to be contacted to become mentors of young people based on a match of suitable people to the young people.

Conclusions and recommendations

6. Members of the Education Board have been updated on the actions underway in the Family of Schools in response to the recommendations made by the Tackling Racism Taskforce.

Corporate & Strategic Implications

N/A. This report is for information only.

Anne Bamford

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Committee(s)	Dated:
Education Board	03/02/2022
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: Catherine McGovern, Projects Officer	

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 request details from CoLAT of the processes underway to fill governor vacancies, especially in schools with vacancies.

Clerking services to schools could be more coordinated in updating 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 22 vacancies, including more than three governor vacancies in schools that are in the Ofsted inspection window.

5. There seem to be challenges in Academy sponsors in getting up-to-date information from the clerks of Local Governing Bodies (LGBs) on the current membership.
6. There are different names on the government's *Get Information about Schools* (GIAS) website and the schools' websites.
7. 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

8. 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.
9. Members could consider sharing expertise across the system (including across the Family of Schools) to help trust boards to be skilled and vibrant.
10. It is recommended that CoLAT undertake a full review of all expiry dates of terms of office, and also the basis of appointment (co-opted etc) to link with the terms of reference in each case.
11. 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.
12. 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 are able to advertise to Court of Common Council and Governors for Schools. CoLAT also advertise through their networks and systems and within local communities.
13. 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.
14. Governors are approved in meetings in June and July to ensure that as far as possible 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

15. This report is for discussion only

Key Data

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

Corporate & Strategic Implications

17. 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.
18. 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: The proposed annual cycle for governance

Catherine McGovern

Projects Officer

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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
Benjamin Murphy	Policy and Resources Committee appointee	4 years expiring 18 November 2025
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

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.

Tim Gittins	Appointed by the Trust Board	4 years expiring July 2024
Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring Sept 2025
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 2026
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
VACANT	Staff Governor (Teaching)	VACANT

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.

Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring July 2024
VACANT	Appointed by the Trust Board	VACANT
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
VACANT	Parent Governor (elected)	VACANT

City of London Academy Highgate Hill⁴

Name	Basis of Appointment	Term of Office
VACANT	Non-teaching staff governor	VACANT
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
VACANT	Appointed by the Trust Board	VACANT
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

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.

Neale Coleman	Parent Governor	3 years expiring August 2023 (Term renewal to be agreed by the Chair of the Trust Board under delegated authority)
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley 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
VACANT	Appointed by the Trust Board	VACANT
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
VACANT	Appointed by the Trust Board	VACANT
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
VACANT	Appointed by the Trust Board	VACANT
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

City of London Academy Islington⁷

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

The City Academy, Hackney⁸

Name	Basis of Appointment	Term of Office
Oleander Ogbetu	Parent Governor	4 years expires 12 July 2025
Mark Essex	Appointed by the Trust Board	4 years expired 27 September 2025
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

⁷ Part of the City of London Academies Trust effective from 1 September 2020

⁸ 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
The Rt Hon The Lord Mayor 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
Deputy Robert Merrett	Commoner	2 years expiring July 2023
Paul Madden (Co-Opted)	Co-Opted	4 years expiring June 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
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
4x 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	

Committee(s) Education Board	Dated: 03/02/2022
Subject: City Premium Grant Update: January 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?	NA
If so, how much?	NA
What is the source of Funding?	NA
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 outlines the allocation of the 'January round' of the City Premium Grant to academies in the Family of Schools.

Recommendation(s)

Members of the Education Board are asked to:

- Note the allocations of the 'January round' of the City Schools Premium grants.
- Agree to monitor the impact of this expenditure as part of the annual Evaluation and Impact cycle that is reported to the Education Board in November/December each year.

Main Report

Background

1. 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.

The January Funding Round

2. The bulk of the City School Premium Grant is allocated each year in the May Education Board proceeding the start of each new academic year, based on the bids for funding received from the schools.
3. Each year a small per cent of the overall funding envelope is reserved to address any particular challenges or areas requiring funding that emerge from the Standards Scrutiny meetings held each October.
4. In collaboration with the schools and CoLAT, and in response to issues emerging from the Standard Scrutiny meetings, each year in January the Strategic Education and Skills Director allocates the remainder of the funding, known as the 'January Round'.
5. This academic year there was a total of £1,632,000 distributed to the academies as part of the first round of funding.
6. £75,000 was reserved for the January round of funding. Based on the Scrutiny meetings and in consultation with CoLAT and the schools the following apportioning of the January round was agreed:
 - £21,550 to support oracy development through the deployment of the Voice 21 programme to provide benefit across the academies (including primary academies)
 - £25,000 to Highbury Grove to build the capacity of the behaviour team to address concerns of a number of high challenge students including the engagement of an additional member of staff from the existing, highly effective existing sport/mentoring organisation BADU sports
 - £29,450 to Highgate Hill to address overall attendance challenges and persistent absences by adding capacity to the pastoral function of the school through the engagement/secondments of an attendance officer from a suitable organisation on a fixed term contract

Accountability

7. 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.
8. The schools will report the impact of this expenditure as part of the annual Evaluation and Impact cycle that is reported to Education Board in November/December 2022.

Conclusions and recommendations

9. Members of the Education Board are asked to note the allocations of the 'January round' of the City Schools Premium grants.

Key Data

10. This funding allocation was based on school data analysed as part of the Standards Scrutiny meetings and presented to the Education Board in December 2021.

Corporate & Strategic Implications

11. 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.
12. The accurate measurement of impact and clear reporting enables the City Corporation to monitor the effectiveness of its organisations.

Anne Bamford

Strategic Education and Skills Director

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Committee:	Dated:
Education Board	3/02/2022
Subject: Special educational needs and disability (SEND) – Strategy 2020–24	Public
Report of: Andrew Carter, Director of Community and Children’s Services	For Information
Report author: Theresa Shortland, Head of Service – Education and Early Years	

Summary

- The duties on local areas regarding provision for children and young people with special educational needs and disability (SEND) are contained in the Children and Families Act 2014. The Ofsted/Care Quality Commission (CQC) Inspection Framework sets out the legal basis and the principles of inspection.
- The SEND Strategy 2017–20 was the overarching driver to develop the SEND services in the City since it was launched in 2017. The three-year development plan was reviewed annually and culminated in a co-production workshop in October 2019.
- The SEND Strategy 2020–24 sets out the City of London Corporation’s ambitious vision for children and young people with SEND from birth to 25 years and details what we will do to achieve this vision. It builds on the previous SEND Joint Strategy 2017–2020.
- Staff in the Education and Early Years team maintained the capacity to provide services during the COVID-19 lockdowns. In May 2020, the Department for Education (DfE) made modifications to the law on Education, Health and Care needs assessments and plans due to the COVID-19 pandemic. The strength of the existing provision in the City of London across Childrens Services and partners has been robust and families have felt supported. Children have had access to their education, and progress and attainment continued to be monitored. Interventions to support children that need support continue to be provided.

Recommendation

Members are asked to note the report.

Main Report

Background

1. The duties on local areas regarding provision for children and young people with SEND are contained in the Children and Families Act 2014. The Ofsted/CQC Inspection Framework sets out the legal basis and the principles of inspection.
2. The SEND Strategy 2017–20 was been the overarching driver to develop the SEND services in the City since it was launched in 2017. The three-year development plan was reviewed annually, and a self-evaluation development plan underpinned the delivery of services.
3. The City of London has a Parent Carer Forum and an independent information and advice services (SENDIASS) for families of children with SEND. The SEND co-production group established a set of core values, and a co-production workshop in October 2019 generated the ambitions for the future for the City SEND community.
4. The Ofsted/CQC Local Area SEND Inspection in March 2018 concluded that: *“leaders and professionals have a detailed understanding of the needs of children, young people and their families. Professionals involved in meeting the needs of children and young people work well together, sharing information and communicating effectively. Strong support is also provided to parents and carers where needed.”*

SEND Strategy 2020–24

5. The SEND Strategy 2020–24 sets out the City of London Corporation’s ambitious vision for children and young people with SEND from birth to 25 years, and details what we will do to achieve this vision. It builds on the previous SEND Joint Strategy 2017–2020.
6. The SEND Strategy 2020–24 reflects the City of London’s Corporate Plan 2018–23 and Children and Young People’s Plan 2018–21. The principles of co-production are central to the delivery of the outcomes in the SEND Strategy.
7. The values within the strategy were established by a co-production working group of all stakeholders and focus on *‘Co-designing as equal partners through trusted relationships for the benefit of the City of London SEND community’*. Our aim is to provide an inclusive and safe environment where children and young people with SEND can learn, achieve and participate in activities with other children and young people.

8. The SEND Strategy 2020–2024 sets out three key outcomes to be achieved by 2024:
 - We have a robust and inclusive multi-agency approach to identifying, assessing, and meeting the needs of children and young people with SEND.
 - All children and young people with SEND are well-prepared for and have successful transitions to adulthood.
 - Children and young people with SEND are integral and valued members of the City of London community.
9. These three outcomes were co-produced with COL families and we want to ensure that children and young people, as well as their parents and carers, are integral and valued members of the COL community are fully aware of these outcomes. We want their views to be at the heart of decisions when services are being developed. To support this, an easy-read version of the SEND Strategy is in production and consideration is being given to developing a video with children and young people so that they can readily understand and access the strategy and the plans. These will sit on the COL Local Offer, alongside the SEND Strategy.
10. We are also planning to carry out a review of how we work with the City Parent Carer Forum (CPCF) to ensure that we have a wider representation of the views of the local SEND community.
11. A self-evaluation form (SEF) and action plan are in place to plan and track the progress of these outcomes. These are being monitored through the SEND Programme Board and will be reported regularly to the Safeguarding Sub-Committee during the year.
12. The SEND Implementation and Development Project was commissioned in 2021 to provide the expertise needed to support the SEND Team with the development of the SEND Strategy priorities. 'Anne Hayward Associates' were awarded the contract and have been engaged since 1 April 2021.
13. In terms of the first priority, the COL Principal Educational Psychologist and Early Years Advisor have resumed visits to schools and Early Years settings. These visits comply with all necessary COVID-19 guidance and protocols. This engagement has been important in meeting the needs of our children and young people.
14. In March 2021, the Special Educational Needs and Disability Co-ordinator.(SENCO) Network ran a special training session on 'Returning to School: the wellbeing of children and adults in school' to help prepare the SENCOs in schools where children and young people from the City attend. This was led by the Counselling Psychologist who supports the Aldgate School through the City and Hackney Wellbeing and Mental Health in Schools (WAMHS) Project.
15. Guidance for schools and settings on the provision that the local authority expects to be available for children and young people with SEND, and provision tables showing the interventions, responses, resources and

outcomes that could be expected, have been refreshed. These will further support schools and settings in identifying and assessing needs.

16. COL Early Years providers can access Early Years SENCO Level 3 training and six staff are currently enrolled on the course. Further training is currently being planned to ensure that practitioners have the necessary knowledge and skills to assess and support the needs of children attending their settings.
17. March 2020 to April 2021 saw a 25% increase in the number of children and young people with EHCPs, and a 50% increase in children and young people being referred for an EHC needs assessment. Despite this increase, statutory timescales have been met and the rigour around assessing needs and arranging provision has been maintained. The work of the SEND Consultant will further strengthen this work as they undertake visits and works with all education settings attended by COL children and young people.
18. In terms of children and young people transitioning to adulthood, there has been an increase since March 2020, with 35% of those with EHCPs within the 14 to 25 years age group. Person-centred planning meetings for those in this age range have been further developed to ensure that their views about the life they would like to have are captured during the annual review of their Education Health & Care Plans. An independent facilitator has been commissioned to use creative ways to develop plans with children and young people which focus on the three key areas for preparing for adulthood: employment, further education and/or training; independent living; and community inclusion and health. These collaborative and informal meetings, which include the young person's family, friends and key professionals, ensure that their views, wishes, and aspirations are at the heart of the meeting.
19. Transition to adulthood is a key area of work to develop further. A 'task and finish group' led by the SEND Team currently working with Children's and Adult's Social Care, Housing services, and Post 16 Partners to establish and develop a pathways document for families and young people, which will detail what to expect and consider at key stages from 14 to 25 years old. Alongside the Education and Skills Service, the SEND Team is pursuing opportunities in the City for work experience and apprenticeships for children and young people with EHCPs.

Corporate & Strategic Implications

20. Strategic implications – Corporate outcome: Contribute to a flourishing society by ensuring that all children and young people with SEND and their families have equal opportunities to enrich their lives and reach their full potential.
21. Resource implications – The SEND functions are resourced through the Dedicated Schools Grant – High Needs Block.
22. Financial implications – The SEND functions are resourced through the Dedicated Schools Grant – High Needs Block.

23. Legal implications – The duties on local areas regarding provision for children and young people with SEND are contained in the Children and Families Act 2014. This legislation sits in the context of the Equality Act 2010. The Ofsted/CQC inspection framework sets out the legal basis and the principles of inspection.
24. Risk implications – If children's SEND issues are not identified early, assessed and supported, this will impact the educational attainment, progress and wider lifetime chances for those young people.
25. Equalities implications – All children and young people, regardless of their special educational needs and disabilities, will be part of a community where they can learn, achieve and participate in activities with other children and young people, and will be prepared to have a fulfilled adult life. Disability is one of the protected characteristics in the Equality Act 2010.
26. Climate implications – n/a
27. Security implications – n/a

Conclusion

28. The SEND Strategy 2020–24 sets out the City of London Corporation's ambitious vision for children and young people with SEND from birth to 25 years, and details what we will do to achieve this vision. It builds on the previous SEND Joint Strategy 2017–2020.
29. Progress in implementing the SEND Strategy is on track and work has commenced on the three key outcomes to be achieved by 2024. The SEND service continues to meet statutory deadlines and provide resources to support schools. The SEND service also continues to work with children and young people with SEND and our key partners to deliver SEND services in the City.

Appendices

- **Appendix 1. The City of London SEND Strategy for children and young people 2020–24**

Theresa Shortland

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Appendix 1. The City of London SEND Strategy for children and young people 2020–24

The City of London SEND Strategy for children and young people 2020–24

SEND City Together: ‘Going the extra Square Mile’

Our vision

We want the City of London (the City) to be the best possible place for children and young people to grow up.

We will work in partnership to provide a safe, inclusive and supportive environment where all our children and young people, regardless of background and circumstance, feel they belong.

We will provide high-quality services, world-class education and excellent opportunities that enable children and young people to be healthy, develop resilience, achieve their potential and thrive.

(The City of London Corporation Children and Young People’s Plan 2018-21)

Our shared values

Co-designing as equal partners through trusted relationships for the benefit of the City of London SEND community.

- **Commitment:** we are committed to supporting our SEND community to thrive
- **Partnership and transparency:** we work together as equal partners
- **Trust and honesty:** we share information and are open about our work priorities and challenges
- **Mutual respect and acceptance:** we value each other’s experience and expertise
- **High ambition:** we support and challenge each other to achieve the best possible outcomes for our children and young people with SEND and their families.

Our aim

Our aim is to provide an inclusive and safe environment where children and young people with SEND can learn, achieve and participate in activities with other children and young people. To create a City where the City Corporation and the City and Hackney Clinical Commissioning Group (CCG) work together with children and young people with SEND and their families to give them real choices and to guide them on their future pathways: a City where everyone is welcome and children and young people with SEND feel they belong as equal members of our community; a City where we consider working with children and young people with SEND to be a privilege rather than a challenge.

We can and together we will.

In order to achieve our vision, we have three key outcomes for 2024:

This is a joint strategy that will be adopted by all partners. The term ‘schools’ is inclusive of all education settings in the City of London family of schools, including academies. In partnership, we will jointly commission SEND services and work towards meeting our aims for all children and young people with SEND.

Our key partners

- The City of London’s Education and Early Years Service
- Children’s Social Care and Early Help
- Adult Social Care
- City and Hackney CCG
- City of London Parent Carer Forum (CPCF)
- City and Hackney Safeguarding Children Partnership
- City and Hackney Safeguarding Adults Board.

We also work with:

- parents, carers, children and young people with SEND
- education providers in the City of London, including the independent schools and Early Years providers
- the City of London academies and education providers/settings where City resident children and young people are on roll
- commissioners
- community groups and leisure facilities
- housing
- local employers
- City of London Police.

We will offer a SEND development programme for the school/setting and children’s service workforce. The programme will provide training for professionals to improve identification of need, consistency of approaches and delivery of services.

Our well-established partnerships with the CPCF, Contact, and voluntary and community organisations are central to the implementation of this strategy. This strategy is based on liaison with CPCF over the past couple of years, including a commissioning mapping exercise, regular feedback from parent carers, and a co-production day that involved representatives from all stakeholder organisations.

BACKGROUND AND CONTEXT

1.1 The purpose of this strategy

The SEND Strategy sets out the City of London Corporation’s ambitious vision for children and young people with SEND from birth to 25 years and details what we will do to achieve this vision. It builds on the previous SEND Joint Strategy 2017–20.

The strategy should be read alongside the 2020 SEND Self-Evaluation and 2020 SEND Action Plan.

- The 2020 SEND Self-Evaluation is a tool for us to use to assess where we are on the road map, how far along the road we have travelled and how far we have yet to go.
- The 2020 SEND Action Plan sets out the things we need to do if we are to achieve our vision.

The City of London’s Corporate Plan 2018–23 sets out 12 outcomes, under three key areas:

Contributing to a flourishing society

Support a thriving economy

Shape understanding environments.

The outcomes in this strategy are aligned to the outcomes for contributing to a flourishing society:

- People are safe and feel safe
- People enjoy good health and wellbeing
- People have equal opportunities to enrich their lives and reach their full potential
- Communities are cohesive and have the facilities they need.

The **Children and Young People's Plan 2018–21** sets out five priorities for outcomes for children and young people:

- **Safe:** Our children and young people are safe and feel safe.
- **Potential:** Our children and young people have equal opportunities to enrich their lives and are well prepared to achieve in adulthood.
- **Independence, involvement and choice:** Our children and young people are co-producers of cultural and support services and they will have the resources to develop independence and the empowerment to play an active role in their communities and exercise choice over their services.
- **Health and wellbeing:** Our children and young people enjoy good health and wellbeing.
- **Community:** Our children and young people grow up with a sense of belonging as part of cohesive and resilient communities. They are able to create and participate in the cultural and creative opportunities available in the Square Mile.

The strategy is also informed by the:

- Joint Health and Wellbeing Strategy 2017/18 – 2020/21 – Working in partnership to achieve longer, happier, healthier lives in the City of London
- Borough of Hackney & City of London All Age Autism Strategy 2019–24 – Autistic people living and working in the City of London and the London Borough of Hackney should be able to live fulfilling and rewarding lives within a society that accepts and understands them
- Early Help Strategy 2019–21– *The right help, at the right time, in the right place*
- Short Breaks Policy and Guidance
- Early Years Strategy 2019–22 – *Quality and Inclusion for all children under five*
- Education, Cultural & Creative Learning and Skills Strategies 2019–23 – *Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work*
- City & Hackney Safeguarding Children's partnership (CHSCP)
- City & Hackney Safeguarding Adults Board (CHSAB).

1.2 National strategic context

The legal framework

The following primary legislation and guidance specifies our duties and governs our practice:

- SEND Code of Practice (0–25years) 2015
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010 – Section 6 Disability
- Education Act 1996/2002/2006
- Children Act 1989/2004
- The Equality Act 2010
- Care Act 2014.

The Children and Families Act 2014 established a clear programme of SEND reforms which developed best practice in service quality and delivery into a set of robust requirements:

- a person-centred, joined-up approach to identifying and meeting the needs of children, young people and their families

- increased engagement and participation of young people and families so that they have greater choice and control, are listened to, and their concerns are resolved swiftly
- a published Local Offer of support, services and provision, how to access it and how to raise concerns or seek redress
- the use of effective practice, data and wider intelligence and independent assessment to drive improvement
- clearly defined and understood roles and responsibilities
- increased integration of services and joint commissioning across the local authority and health service.

This legislation sits in the context of the Equality Act 2010.

Public bodies must give due regard to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

1.3 The national impact of the COVID-19 pandemic

This SEND Strategy was at the final stage of being formulated during the first acute phase of COVID-19 in March 2020. COVID-19 swept across the world, leading to the World Health Organization pronouncing a global pandemic. The UK Government responded to this threat by imposing a nationwide lockdown, which included the temporary closure of many businesses, all educational establishments, and restrictions on travel and outside activity. Many people, including those in local government, switched to working from home, meaning that some services were necessarily curtailed while others had to be delivered in different ways. Children and young people continued their studies at home using resources from their schools, reinforced with online and television resources.

In May 2020, the Department for Education made modifications to the law on Education, Health and Care needs assessments and plans due to COVID-19. While there is no change to the legislation covering special educational needs, the Government introduced some flexibility around aspects of the Children and Families Act 2014 through the Coronavirus Act 2020.

The modifications are:

- Rather than an ‘absolute duty’ to provide the provision contained in an Educational, Health and Care Plan (EHCP) in Section 42, the local authority now has to make ‘reasonable endeavours’ to provide this during the period of the pandemic. This should be reviewed regularly as situations change for families and services.
- Where there is a reason related to COVID-19, the usual statutory timescales within the EHCP process are replaced by the requirement that it must be completed as soon as possible. This was in place until 25 September 2020.

The City of London will continue to have the highest aspirations for all children and young people resident in the City, including those with SEND. However, the uncertainties around the future will mean that some services for these children and young people and their families will need to be shaped and developed around the priorities and restrictions applicable at any one time.

There are also opportunities to consider different ways of working that have emerged from the COVID-19 pandemic. The partnership should draw on national, regional or local evidence of any improved outcomes that might have emerged. The increased use of technology in multi-agency working has been central to our work practice and keeping everyone safe during the early stages of the lockdown.

1.4 Local strategic context

The City of London Corporation is the smallest local authority area in London. The population of children with SEND is also small and, partly because of this, our families enjoy well-resourced services and a stable team of professionals, some of whom have worked with the children and young people for many years. We are deeply committed to maintaining the quality of services and the strength of our relationships as we move forward, to go beyond service improvement to achieving true excellence for our children and young people with SEND and their families.

Since the introduction of the SEND reforms in 2014, the City of London Corporation has completed all statutory assessments within 20 weeks of commencement, which is the legal timeframe. The Ofsted/Care Quality Commission (CQC) Local Area SEND Inspection in March 2018 concluded that: *“leaders and professionals have a detailed understanding of the needs of children, young people and their families. Professionals involved in meeting the needs of children and young people work well together, sharing information and communicating effectively. Strong support is also provided to parents and carers where needed.”*

Our schools and settings provide excellent services and support to children and young people with SEND and their families. The 2018 inspection identified that, due to its small size, the local area faces significant challenges. A large proportion of children and young people in the City who have SEND are educated outside the local area. Although the inspection judged that *“leaders have effectively mobilised resources and staffing, and used joint commissioning, to manage these challenges effectively”*, we still need to understand much more about all children and young people with SEND, including those at SEN support, to make sure they have the high-quality services they need. We want to know what is working well for them and what additional or different support and advice they might need. We also want to make sure that they know how to access the support and opportunities necessary to enable them to meet their individual potential and life outcomes. Achieving this goal is highly dependent on the quality and effectiveness of partnership working in the City.

There is a very high satisfaction rate among our families. The 2018 Local Area SEND Inspection reported that *“parents find professionals and leaders in the local area friendly, responsive and welcoming. There were numerous examples where parents explained to the inspection team that professionals working in the local area listened to their concerns and responded quickly.”*

Children and young people with an EHCP enjoy a comprehensive suite of services and feel that they have their needs well met. Parents meet regularly with City of London Corporation officers – and children often come along too.

Our one maintained primary school in the City, Sir John Cass’s Foundation Primary School, has an outstanding judgement from Ofsted (April 2013) and offers a rich curriculum and inclusive learning environment for all its pupils. In addition to Sir John Cass, we work closely with the local independent schools and the City of London family of schools that includes the City of London academies, the Early Years providers and independent schools in the City, through the Special Educational Needs Co-ordinators (SENCO) forum and other informal networks.

The City of London Corporation’s published Local Offer (everything that is offered to children and young people with SEND and their families at a local level) was refreshed in co-production with parents, children and young people. We know that we still need to go further to make the information even more accessible, to highlight opportunities, and to facilitate greater participation. The Local Offer contains a comprehensive level of information, but we need more children, young people and their families to give us feedback on how we can make it even more useful.

The Local Offer can be found on the City of London website:
<http://fyi.cityoflondon.gov.uk/kb5/cityoflondon/fyi/localoffer.page>

Families tell us that they experience good multi-agency working. Often this means that they have a close relationship with one agency or individual within an agency who then acts as a gateway for

other agencies. The Local Area SEND Inspection reported that “*leaders have ensured there is effective multi-agency working... a culture has been created which means that professionals in the local area work well together to identify, assess and meet the needs of children and young people.*” However, working in partnership across agencies can have its challenges in the City. For example, the sharing of information by and with Early Years providers and related agencies is an area still to be developed further. The City’s children receive their healthcare services through either the Tower Hamlets CCG or the City and Hackney CCG, so the City of London’s partnership with both CCGs is equally important. The Ofsted Local Area SEND Inspection also acknowledged that “*with some commissioning that relates to health needs, there is confusion as to how arrangements work for families that live in different parts of the City*”. Since the inspection, the joint work across the City Corporation, the City and Hackney CCG and Tower Hamlets CCG has been strengthened. As a result, health and care pathways are now more aligned and families receive a more coherent and consistent service wherever they live.

Because of the size of the City’s resident population, joint commissioning activity has been reframed specifically to meet the needs of the City’s children and young people, particularly where there is a joint commission of services targeting large numbers across two boroughs. Innovative governance arrangements and multi-agency participation at SEND Programme Boards have created a new paradigm in which the voice of the City child and young person is the first voice in all that we do. The Ofsted Local Area SEND Inspection highlighted that “*leaders use joint commissioning effectively*” and recent co-production with the CPCF means that commissioned services now better reflect the requirements and aspirations of children and young people with SEND and their families.

One of the outcomes in the City of London’s Corporate Plan 2018–23 is that people have equal opportunities to enrich their lives and reach their full potential. The SEND Strategy 2020–24 fortifies this outcome for the City’s SEND community. We believe that education is the pathway for all children to reach their potential and achieve their dreams and ambitions in life. The belief that all children have the right to their education, their identity and the right to be proud of their heritage, culture and who they are. All children from black and minority ethnic backgrounds will always be treated with dignity and respect and the SEND City community will not be silent witnesses to any form of discrimination and harassment within our community.

1.5 The ‘new normal’: the impact of the COVID-19 pandemic on services for children and young people with SEND in the City of London

The City of London Corporation has addressed the challenges of the COVID-19 pandemic with customary sensitivity and vigour. All children and families who are vulnerable were quickly identified and offered support and the necessary resources to enable them to continue their schooling at home, including the provision of laptops and WiFi capability. The small number of children and young people in this category meant that social care teams and the Education and Early Years team were able to contact all families of vulnerable children and young people, including those with SEND, to identify their particular and individual needs.

The welfare of children and young people with EHCPs was very closely monitored, including regular contacts made with their families and their schools. Risk assessments were carried out by all schools for each of the children and young people, and records kept of the provision made for them throughout the period of school closures.

Sir John Cass’s Foundation Primary School and the Cass Child and Family Centre remained open throughout the lockdown for the children of key workers and children with EHCPs. Sir John Cass’s Foundation Primary School and the City of London School also provided education hub facilities for children whose own schools were closed.

A significant priority has been the support of children and young people who are about to face a major transition in education or move out of education and into training or employment. The key groups for this support were those children about to enter school for the first time, children who are transferring from primary to secondary school, and those transitioning into further education or training. Alongside the support for children and young people to prepare them for transitions, support was

offered to parents to help to alleviate their anxieties regarding their children returning to education in their usual settings and schools.

In addition to supporting children, young people and their families, the Education and Early Years team has had to address significant limitations and challenges, especially in how the team works with children, young people and families to assess individual needs and to provide therapeutic, emotional support. This means, for example, that an educational psychologist must conduct psychological assessments and other personal interviews using online meetings. This inevitably has some impact on the accuracy of assessments, given that some children with SEND will find the unfamiliar virtual medium challenging. There are also challenges around ensuring that sensitive information is kept private and secure.

1.6 Communication

Regular and effective communication with children and young people, families and key partners was crucial throughout the global crisis. The FYI and City of London websites have proved to be valuable modes of communicating with City residents. The SEND Local Offer is updated frequently to offer parents of children and young people with SEND the latest guidance and information on all aspects of their children's education and wider welfare.

The City of London has well-established working relationships with local partners such as the City and Hackney CCG and SEND Information, Advice and Support Service (SENDIASS). This has meant that children and young people with EHCPs have been able to continue to receive some therapeutic provision, albeit delivered virtually, and parents have continued to have access to specialist advice. Equally important throughout the COVID-19 pandemic has been the wider communication network with other organisations and national charities working in the SEND field, such as the Council for Disabled Children, Contact and I Can. These networks have helped us to stay abreast of the latest information and to access additional resources for families.

2. Our key outcomes

Outcome 1

We have a robust and inclusive multi-agency approach to identifying, assessing and meeting the needs of children and young people with SEND.

This means that:

- we listen to and act on the voices of children and young people with SEND and their families to develop a shared vision for the future
- children and young people with SEND and their families are full partners in all discussions and developments regarding SEND
- provision and opportunities are created around both individual needs and aspirations and on community-level data from families, partners and the Joint Strategic Needs Assessment (JSNA)
- we have a shared determination with key partners to evaluate and improve our services
- children and young people with SEND enjoy good health and wellbeing
- we communicate openly and with honesty.

Our current practice and successes

We are committed to working with our key partners and the local community to ensure that we accurately identify, assess and meet the special educational needs, the health needs and social care needs of the children and young people who live in the City of London. The needs, aspirations and interests of children and young people with SEND and their families are at the heart of all decisions about joint commissioning of SEND provision. As a result, services increasingly support families to have greater choice and control of their own lives while offering a high level of personalised support where and when it is needed. We work with our family of schools, particularly through the SENCO network – and schools in other boroughs where City children and young people are educated – to

identify special educational needs and disabilities as early as possible and put in place effective, evidence-based provision in a timely manner.

Contact has been commissioned to support the further development of our small Parent Carer Forum, and a representative from Contact sits on the SEND Programme Board that has a strategic overview of the progress and outcomes of children and young people with SEND. A number of children and young people with SEND are members of the City of London Youth Parliament and they are active and vocal representatives on behalf of others.

A co-production working group met regularly during the academic years 2018/19 and 2019/20 to develop new or to review existing policies and procedures. The work of this group included the development of a shared vision for SEND, the 'Expectations of all schools' document for the SEND Local Offer, contributions to the SENCO Toolkits for Early Years provision, primary and secondary schools, and a provision mapping exercise with commissioning. Significant progress was made as a result of our co-production workshop event in October 2019 that involved colleagues from Early Years provision, schools, health services, social care and the voluntary sector. This facilitated workshop captured the feelings, views and aspirations of representatives from across the City, and the output from the workshop forms the basis of this SEND Strategy.

In partnership, we want to build on this success by:

- working with key partners in health and social care to strengthen our team around the child approach for children and young people with SEND
- increasing the participation of families of children and young people with SEND with the CPCF and wider parent carer and family events
- developing a charter with the parents and carers of children and young people with SEND
- involving more children and young people with SEND to find out about their hopes and aspirations for the future and how we can help them to achieve these
- improving the consistency of identification of children and young people with SEND across education, health and social care
- developing an effective system to evaluate the outcomes achieved across education, health and social care by children and young people with SEND
- supporting our family of schools to become even more inclusive, and better meet the needs of children and young people at SEN support and those with EHCPs.

Our measures of success

- Children start school with their needs identified and appropriate provision in place.
- Children and young people with SEND and their families report that the range of services offered matches their needs and aspirations.
- New services are in place that have been developed and commissioned jointly across health, education and social care, including the development of personal budgets.

Outcome 2

Children and young people with SEND have good preparation for adulthood and are well supported through all major transitions.

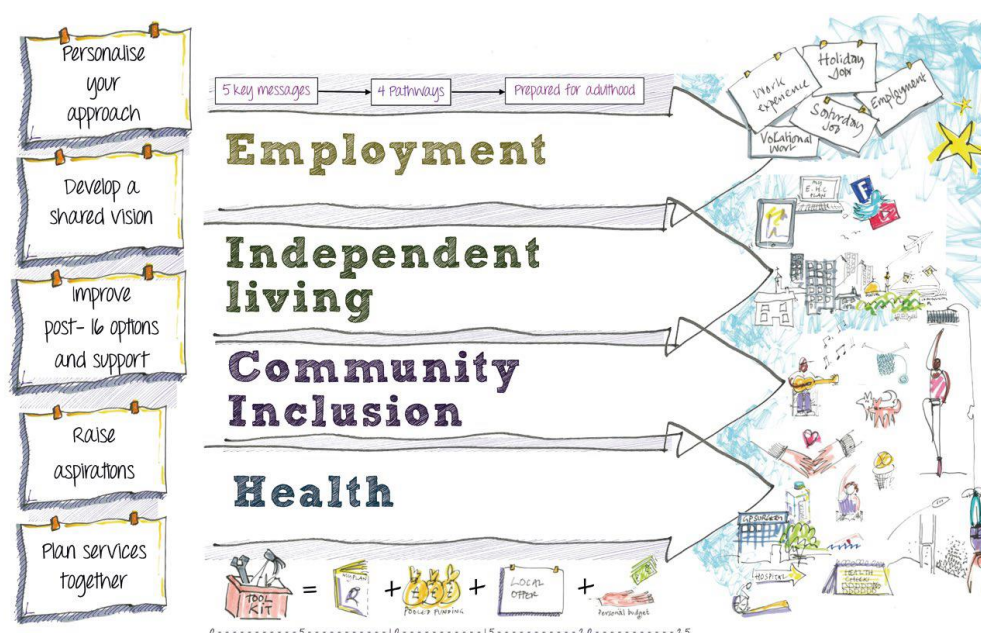
As a result:

- children and young people with SEND and their families can live 'ordinary' lives as independently as possible
- flexible options are available to young people across housing, training, employment, health and leisure
- all young people with SEND have meaningful and fulfilling work and/or training, and children are well prepared to achieve this.

Our current practice and successes

We want all children and young people with SEND to have the opportunity of paid employment and/or voluntary work, to enjoy good health, to be able to live as independently as possible, to have

friends and meaningful relationships, and to be part of their community. These aspirations align with the Preparing for Adulthood outcomes that inform and guide our development of services and opportunities for young people with SEND.



We work with our Early Years settings, schools and colleges to support them to prepare our children and young people with SEND for adulthood from their earliest years. This means ensuring that pupils receive high-quality provision that is delivered effectively. All children and young people with SEND are educated in schools and Early Years settings that are rated by Ofsted to be 'good or better', and make good progress towards their individual outcomes and aspirations. They have access to an inclusive and inspiring curriculum so that they can achieve their outcomes and so realise their aspirations for the future.

Transitions at each stage, from early years through to adulthood, are carefully planned and co-produced with children, young people and their families. Clear transition pathways have been established in partnership with young people with SEND and their families, both when they have an EHCP and when they are at SEN support and, in the early years, even before they are at SEN support.

A multi-agency Transitions Forum has been established to make sure that young people who previously received services as a child have their future needs as an adult assessed long before they become one. This enables a fresh assessment to be made in which the young person's needs are central. This assessment is used to secure resources, maintain continuity of service, and to offer an early introduction to any new professionals and services before the current ones stop supporting the young person and their family.

In partnership, we want to build on this success by ensuring that:

- embedding the Preparing for Adulthood outcomes in all our planning for children and young people with SEND, from the earliest years
- EHCPs contain SMART and aspirational outcomes that are linked to individual aspirations and that are important to the child or young person
- all children and young people with SEND have access to high-quality careers advice
- opportunities are increased for young people to access work experience and supported internships
- there is a robust system to evaluate young people's progress against their individual outcomes
- all young people with SEND are well supported by services from education, health and social care to have a smooth transition into adulthood.

Our measures of success

- Children and young people with SEND make good progress above national expectations at all levels.
- Young people with SEND report that they are satisfied with the support they receive through and after transition to adulthood.
- All young people with SEND aged 16 to 25 are in education, training, supported internships, paid employment or supported voluntary work.

Outcome 3

Children and young people with SEND are integral and valued members of the City of London community.

This means that:

- the City celebrates diversity, and all services have a shared intent to make the lives of children and young people with SEND richer and more fulfilling
- the City is a safe and accessible place to play, learn and work for children and young people with SEND
- children and young people with SEND are welcomed and supported to participate in the cultural life of the City.

Our current practice and successes

The City of London is a vibrant and exciting place for all children and young people to live and learn. There is a rich offer of cultural and community activities – from visits to world-class museums and art galleries to participating in amazing events such as the Lord Mayor’s Show and the Aldgate Festival. Many families of children and young people with SEND participate in leisure, creative and sporting activities such as play schemes, youth clubs, art classes, yoga and swimming lessons. In addition to these activities that are open to all children and young people, the City commissions additional activities specifically for children and young people with SEND. The specialist activities are designed around what the children and young people with SEND and their families tell us they want.

The City of London Corporation has a joint contract with Hackney Council with commissioned specialist Short Breaks providers. However, many of these activities take place in neighbouring boroughs, often requiring families to use public transport, which can be difficult for some families. Most activities also require parents to stay with their children. Parents tell us that they want us to provide more activities within the Square Mile and more activities where siblings can join in too. Many residents of the City of London live very close to the border with Tower Hamlets or Islington. For this reason, some families may prefer to access provision within these boroughs. The City commissioning team has built links with these local authorities and with providers within both areas that are happy to accept City of London resident children.

Where there are no opportunities appropriate for a particular child or young person, the City of London Corporation will consider designing bespoke provision around the individual’s needs and interests.

In early 2020, the SEND team commissioned a short film of children and young people from the City talking about their interests, likes and concerns. This film has been shared across the City Corporation, including with Members, and the views expressed are now being used to inform and shape policy and practice.

In partnership, we want to build on this success by:

- introducing the SEND Friendly City audit to build awareness, understanding and capacity and to identify our strengths and areas for development
- building commissioners’ relationships with providers directly to enhance the offer for families of children and young people with SEND

- increasing the number and range of activities available for children and young people with SEND within the Square Mile
- further developing the participation of children and young people with SEND in City of London groups, such as the Youth Parliament, so that we hear their voices clearly and their views and opinions shape all developments
- increasing the number of parents/carers of children and young people with SEND engaged in the CPCF, especially parents of children and young people at SEN support.

Our measures of success

- There are 50% more universal and specialist activities available within the Square Mile for City children and young people with SEND.
- The CPCF has at least 10 active members and a functioning committee.
- At least 10 children and young people with SEND participate in City groups, such as the Youth Parliament.
- The SEND Friendly City audit evidences continuing improvements over time in the life experiences and opportunities of children and young people with SEND and their families.
- Colleagues from all teams across the City Corporation, including the City of London Police, are supported and trained in how to approach and deal with children and young people with SEND with sensitivity and compassion.

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Committee(s)	Dated:
Education Board - For approval and recommendation	3 February 2022
Subject: Culture Mile Learning - Case for Investment 2022-23	Public
Report of: Sharon Ament, Director, Museum of London	For Decision
Report author: Frazer Swift, Head of Learning & Engagement, Museum of London and Beth Crosland, Senior Programme Manager (Culture Mile Learning)	

Summary

This paper asks Members to note the activity that the current funding for Culture Mile Learning (CML) has supported since April 2021 and approve investment from the City Corporation to deliver activity from April 2022 to March 2023 (summarised in **Appendix 1**). Members are asked to approve funding of £247,000. This request is for the same amount as for 2020/21 and was agreed in principle by the Education Board in November 2019 subject to a satisfactory impact report.

Recommendations

Members of the Education Board are asked to:

- Endorse investment of £247,000 from the Education Board's budget and approve its release to Culture Mile Learning in the 2022/23 financial year to deliver the activity proposed in **Appendix 1**.

Main Report

External Income Generation

1. Funding provided by the Education Board has enabled a contribution of c.3,218 hours of staff time from CML partner organisations from April 2020 to the end of November 2021 which has a value of c.£104k. The National Literacy Trust raised matched funding of £24k from Audible for our Young City Poets project and Barbican Creative Learning and Foundation for Future London (FFL) made a contribution of £8k to our new Fusion Futures project. The success of the pilot year of Fusion Futures led FFL to identify it as a key project for its collaboration with Culture Mile and allocate £50k to further its development and increase its reach in 2022. In addition, in partnership with Culture Mile, c£180K was raised from City developer, Dominvs to significantly expand the vision and scale of the winning Fusion Prize team.

COVID-19

2. The COVID-19 pandemic has continued to impact the CML partnership and the schools and organisations we work with. This is perhaps best illustrated by the fact that due to school and venue closures, as well as staff being furloughed, 54,026 (7,275 in person and 46,751 live digital) children and young people benefited from taking part in CML partners' learning programmes in 2020/21 compared to 267,214 in 2019/20 (an 80% decrease). Figures for April to end November 2021 were looking promising in terms of a recovery with 58,145 children and young people (39,826 in person and

18,319 live digital) benefiting in only a nine month period but the arrival of the Omicron variant may cause a further setback. However, the strong foundations of our work in 2019/20, the adaptable delivery models we developed in the early months of the pandemic, and also our strong and growing number of relationships – most notably with teachers in the City Family of Schools and youth services in Islington – have meant that in the main our programme this year has continued to deliver substantial benefit to children, young people and teachers in line with the key aims and goals of the Cultural and Creative Learning Strategy.

Overall programme development

3. Our work has matured into two strong and well-defined strands – Creative Curriculum and Skills Development & Employability. Core to all our activity is how engagement in cultural and creative activity supports the development of fusion skills. Other central threads are:
 - our focus on the City Family of Schools, schools across London with more than 35% of their students in receipt of Pupil Premium and young people facing significant barriers to cultural engagement and educational attainment
 - a commitment to anti-racism, the decolonising of the curriculum, and inclusivity more broadly
 - supporting youth voice and influence

CML continues to make an important contribution to Culture Mile ensuring that young people, in particular students in the City Family of Schools and residents of Islington, are recognised as a core part of the community and that their skills development and social mobility is prioritised.

Barts Heritage joined the CML partnership this year bringing our membership to 31.

4. Achievements

CML's recent key achievements are outlined below with further details contained in **Appendices 2-7**):

- Eight schools from the City Family of Schools have engaged in tailor-made teacher CPD and curriculum development projects on topics including oral history and local area studies, Victorian literature and the supernatural and social justice, and racial literacy and decolonising pedagogy. All projects have the core aim of further embedding cultural and creative learning across the curriculum and building fusion skills to enable creative thinking.
- #mood – 1,000+ students from Early Years to Key Stage 4 across 10 of the City Family of Schools collaborated to produce a mass digital artwork giving creative expression to their experience of the pandemic.
- Online mentoring, work experience and bespoke skills development projects – 48 young Londoners, including many facing significant disadvantages, benefited from our skills development and employability projects. 16 took part in work experience, 23 in mentoring and nine in a project linked to the City's Culture and Commerce Taskforce.
- 955 pupils took part in two multi CML partner site visits about Roman London. A joined-up live streamed session between the London Mithraeum, London's Roman Amphitheatre and Billingsgate Roman House & Baths gave 770 pupils an insight into three key Roman sites and an in-person dual site visit between the Museum of London and London's Roman Amphitheatre enabled 185

pupils to actually visit the Amphitheatre, to learn about the wider context of Roman London, and to handle original artefacts.

- 930 pupils from 26 schools across 11 London boroughs improved their literacy and developed their creativity and communication skills by taking part in Young City Poets, in collaboration with the National Literacy Trust.
- The ongoing impact of the COVID-19 pandemic has meant there has continued to be less demand for the School Visits Fund, however it's been heartening to see how the fund has enabled visits to Open Spaces venues who made the most of their outdoor settings by offering regular sessions to nearby schools, including schools with pupils with additional needs and those who had spent lockdown in small flats with no outside space.
- The CML partnership also responded rapidly, warmly and practically to the arrival of Afghan refugee families in the City. Seven of our partners, plus the core CML team, joined the City's Early Years team to staff an emergency playroom in one of the hotels, supporting 52 sessions over a three month period, and subsequently seven partners put together a programme of activity to welcome the families to our cultural institutions. To date 18 sessions of cultural activity have been provided for 367 adults and children.
- Two workshops for CML partners and the broader culture and heritage sector were co-designed with and held in partnership with Poetry Versus Colonialism to explore how we can use poetry in our work to reveal, understand and process histories and legacies of colonialism. Partners also attended Group for Education in Museums training sessions on Black History and Anti-racism, and Developing SEND-Inclusive Learning with Confidence. A cross partnership anti-racism in practice working group has also been set up.
- Our new and flagship project in partnership with Barbican Creative Learning, Fusion Futures was piloted with 90 students between the ages of 13 to 18 across six schools. Through partnering a creative practitioner with an industry representative, the project's four arts-based workshops empower young people with skills in communication, collaboration and creativity to enable them to approach future employment challenges with more confidence.
- The Fusion Prize came to fruition with the winning team's project, The Pattern – a cultural production incubator – providing training to 20 young Londoners. Of the four creative projects produced by the group, Gaia's Garden far exceeded expectations for scale and impact. In partnership with Culture Mile, we raised c£180k of additional corporate funding which enabled the provision of 10 Kickstart paid placements and for thousands of young people to be welcomed to the green space that was created near City Thameslink station and subsequently recognised as Time Out's Best Green Space of 2021.

CML Programme for 2022-2023

5. A delivery plan and budget are provided in Appendix 1.

2022 – 23 is about further strengthening, deepening and connecting the now well established elements of our programme so that they can realise even more impact. For our creative curriculum work, this will be about involving more teachers in more departments as well as further honing our methodology. For our employability work, we'll focus on finding yet more opportunities in our growing partnership and targeting our resources and expertise to make the most of them for young people, including where possible providing follow on opportunities. Key projects that will deliver on these aims, the aims and goals of the Cultural and Creative Learning Strategy and of Culture Mile include:

- **Culture Mile School Visits Fund** – our priority this year will be to continue to stimulate schools to return to cultural venues and, in particular, to reach schools in the most disadvantaged areas of London and which have not previously made use of the fund. We'll continue to monitor whether grants need to remain at the higher level of £600 to cover increased participation and travel costs due to the requirements of COVID-safe procedures.
- **CPD for teachers and curriculum enhancement** – we'll continue to work in close partnership with teachers in the City Family of Schools to identify areas across the curriculum which could be enhanced by cultural and creative learning and to devise training, workshops and projects to respond to these opportunities further developing our methodologies to support teaching for creativity.
- **Cross partner visits programme** for schools across London with a higher than average proportion of their students in receipt of Pupil Premium. Taking learning from our highly successful Young City Poets project, we'll look again at our wider offer for schools and how we can activate the resources of our partnership to provide learning experiences that speak to young people's stories, experiences and identities, cultivate creativity, nurture skills and support curriculum learning.
- **Online mentoring, work experience and bespoke skills development projects** will benefit 50 disadvantaged young people and continue to make the case for how our cultural and other partners can support young people's skills development and social mobility.
- **Fusion Futures** will benefit almost double the number of young people compared to its pilot year, deepen its legacy in the schools it collaborates with by involving careers leads and supporting internal CPD to cascade knowledge, and increase its reach through open access teacher CPD and workshops at the London Careers Festival and East Bank summer school.

Conclusion

The CML team and partnership has continued to adapt and respond to the challenges of the COVID-19 pandemic and to the needs of vulnerable young people, most notably this year newly arrived Afghan refugee children and their families. Throughout 2022-23 we look forward to continuing to develop and deliver our projects and to contributing to the vision for the City's Cultural and Creative Learning Strategy and for Culture Mile post March 2023.

Appendices

1. Appendix 1 – Culture Mile Learning delivery plan and budget 2022–2023
2. Appendix 2 – Impact summary report: Culture Mile School Visits Fund
3. Appendix 3 – Impact summary report: Teacher CPD and Curriculum Enhancement Programme
4. Appendix 4 – Impact summary report: Employability Pathways
5. Appendix 5 – Impact summary report: Young City Poets
6. Appendix 6 – Impact summary report: Fusion Futures
7. Appendix 7 – Impact summary report: The Fusion Prize

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Appendix 1

Culture Mile Learning delivery plan overview and budget 2022 – 2023

This plan details the main CML activities and their outcomes, and also maps them against the key strategy and framework which inform CML’s work:

- The City of London’s Cultural and Creative Learning Strategy 2019-2023
- Culture Mile Stories (CMS) – a framework to articulate the vision and measure the impact of Culture Mile

The delivery plan is divided into the two key strands of our work – creative curriculum and skills development and employability, plus partnership development and staffing.

- Creative curriculum – at the core of this is our bespoke curriculum development work, including teacher CPD, primarily with the City Family of Schools but the programme is also open to schools across London, with a particular focus on schools with over 35% of their pupils in receipt of Pupil Premium
- Skills development and employability – this strand is mainly targeted at secondary schools and young people facing disadvantage up to the age of 25 and includes programmes such as work experience, employability mentoring and our new flagship programme, Fusion Futures.

The development of fusion skills through engagement in cultural and creative activity underpins all activities. Top level costings are provided against each section.

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
<div>CREATIVE CURRICULUM</div> <div><ul style="list-style-type: none">• Cultural and Creative Learning Strategy Goal 1 – Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution• Cultural and Creative Learning Strategy Goal 2 – Children and young people are empowered to realise their full potential in and through the arts• Culture Mile Stories - Enhancing Life Chances• Culture Mile Stories - Transforming the Area</div>				

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
<p>CCLS Goal 1 ‘The School Visits Fund maximises access to the City’s cultural venues by London’s pupils and at least 100 schools per year use the fund through improved publicity, staff development and targeting of those schools and other providers which have not used the fund previously’</p> <p>CCLS Goal 3 ‘There is evidence of the effective delivery of initiatives which encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile, for instance the Culture Mile School Visits Fund’</p> <p>CCLS Goal 4 ‘Culture Mile Learning partners offer a learning programme to the Family of Schools for fusion skills’</p> <p>CCLS Goal 6 ‘Culture Mile is regarded as a successful learning destination’</p> <p>CCLS Goal 3 ‘Targeted professional development improves the skills of teachers and cultural</p>	<p>Culture Mile is a unique, inspirational learning destination that harnesses the power of cultural and creative experiences to develop children and young people’s fusion skills, boost confidence, promote wellbeing and enhance life chances.</p> <p>Culture Mile works closely with and responds to the challenges of its local stakeholders. As a result, Culture Mile delivers a wide range of need-based projects, including identity-enhancing public realm improvements and major capital projects, all of which transform the area into a vibrant, welcoming and safe destination.</p>	<p>Culture Mile School Visits Fund</p> <p>Promote, administer and evaluate the fund.</p> <p>Focus promotion of the fund on boroughs with high levels of deprivation and to schools who have not previously made use of it.</p> <p>To stimulate schools to return to cultural venues we’ll continue to make suggestions about how the fund might be re-focused should visits remain difficult for schools and venues long term, and continue to monitor the impact of the pandemic on take up of the fund</p>	£16k	<ul style="list-style-type: none"> - The Culture Mile School Visits Fund maximises access to City funded Culture Mile Learning venues by London’s learners - Schools approved have an average of 50% of their pupils in receipt of Pupil Premium - 2,000 pupils benefit (target to be reviewed throughout the year in light of the pandemic) - Broadened scope of pupils/young people benefitting from the fund through marketing to schools which have not previously used the fund and also to youth organisations <p>N.B. We wish to maximise beneficiary numbers but it’s still impossible to predict what is realistic for schools or venues as we enter yet another period of uncertainty due to the pandemic. Targets will therefore need to be reviewed on an ongoing basis.</p>
		<p>Cross-partner visits programme</p> <p>We will look again at our current Dual Site Visits programme which has been heavily adversely impacted by pandemic-related school and partner closure/reduced capacity. Maintaining our goal of offering an enhanced cultural experience through access to two or more CML partner venues and through discussion with all involved, we will either adapt our existing or develop a new offer.</p>	£12k	<ul style="list-style-type: none"> - Redeveloped offer - 1,000 pupils benefit (target to be reviewed throughout the year depending on how the pandemic plays out) - 90% of teachers rate the offer as good or excellent as learning experiences - 90% of teachers report that pupils developed at least two fusion skills as a result of participating

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
<p>institutions in working with learners experiencing disadvantage'</p> <p>CCLS Goal 4 'CPD training ensures that teachers of non-arts subjects have opportunities and methods for including the arts and culture in lessons to enhance innovation, interest, practical learning and enjoyment of learning'</p>		<p>Programme to be offered to schools with 35%+ of pupils in receipt of Pupil Premium.</p>	£15k	
		<p>Young City Poets</p> <p>Develop, deliver and evaluate this project in partnership with the National Literacy Trust.</p> <p>Continue to offer virtual options for participating including those which utilise immersive soundscapes and objects in lieu of a visit.</p> <p>The National Literacy Trust to continue to meet 50%+ of the cost of the programme.</p>		<ul style="list-style-type: none"> - 30 schools take part each year, priority booking is offered to the City Family of Schools - 30 teachers take part in CPD each year - 900 pupils take part each year - Teachers and students report an increase in creativity, communication and critical thinking skills
		<p>Curriculum enhancement and CPD for teachers</p> <p>Programme will be designed in consultation with teachers, responding to their curriculum needs and where advantageous bringing together teachers from multiple schools.</p> <p>Resulting workshop sessions and projects, with relevant experts from across the CML partnership and beyond, will focus on how cultural and creative learning and oracy can enhance and support teaching as well as pupils' skills development and creativity, and will be delivered online and/or in person.</p>	£15k	<ul style="list-style-type: none"> - Participating teachers in the City Family of Schools report that they have the confidence, skills and strategies to enhance pupils' learning and develop their creativity, oracy and fusion skills through cultural experiences and creative approaches in the classroom - 10 of the Family of Schools, including teachers from a range of subjects beyond the arts, actively take part in the CML offer - A cross-schools collaborative art exhibition is delivered involving 10 of the Family of Schools

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
<p align="center">SKILLS DEVELOPMENT AND EMPLOYABILITY</p> <ul style="list-style-type: none"> • Cultural and Creative Learning Strategy Goal 2 – Children and young people are empowered to realise their full potential in and through the arts • Cultural and Creative Learning Strategy Goal 4 – Cultural and creative experiences develop and enhance fusion skills needed for employability in the 21st century • Culture Mile Stories - Enhancing Life Chances • Culture Mile Stories - Transforming the Area 				
<p>CCLS Goal 2 ‘Pupils in the Family of Schools have clear and delineated access routes into further opportunities in cultural and creative sectors, and talented pupils have the ‘next steps’ to develop their interests and skills’</p>	<p>Culture Mile is a unique, inspirational learning destination that harnesses the power of cultural and creative experiences to develop children and young people’s fusion skills, boost confidence, promote wellbeing and enhance life chances.</p>	<p>Work experience</p> <p>Deliver cross-CML partnership work experience programme and opportunities for pupils in the City Family of Schools secondary academies and young people facing disadvantage which introduce them to a range of career options and develop their understanding of the importance of building fusion skills.</p>	£5k	<ul style="list-style-type: none"> - 20 young people benefit - 75% complete their placements - 85% report that they felt more confident about entering the world of work as a result of the work experience - 100% of participants who complete the programme show improvement in their fusion skills
<p>CCLS Goal 4 ‘CML partners offer a learning programme to the Family of Schools for fusion skills’</p> <p>CCLS Goal 5 ‘Learners at all stages have exposure to professionals working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and</p>	<p>Culture Mile works closely with and responds to the challenges of its local stakeholders. As a result, Culture Mile delivers a wide range of need-based projects, including identity-enhancing public realm improvements and major capital projects,</p>	<p>Introduction to the world of work mentoring and bespoke skills development projects</p> <p>Deliver these individually tailored offers for pupils in the City Family of Schools secondary academies and vulnerable young people (including care leavers, and those who are NEET) with a particular emphasis on young people from Islington and in partnership with LB Islington Youth Employment Services. Young people to be matched with mentors within careers of interest to them. Skills development projects to be created in consultation with young people and in</p>	£20k	<ul style="list-style-type: none"> - 30 school-aged pupils’ benefit - 75% complete their placements - 85% of mentoring participants report increased understanding of a range of career options - 100% of participants who complete feel more prepared for and confident about entering the world of work and are more aware of the importance of fusion skills for their employability

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
postproduction entrepreneurs and creatives'	all of which transform the area into a vibrant, welcoming and safe destination.	response to opportunities that arise in the partnership.		
		Fusion Futures Expand this flagship programme for Key Stage 5 pupils to four additional schools and scale its impact through CPD for teachers across London. Through a series of workshops led by creative practitioners and industry professionals this programme supports students who are on the cusp of making decision about future study or work to develop their fusion skills and understand their relevance to and apply them to real world scenarios.	£20k Additional funding of £50K has been secured from Foundation for Future London	- 150 young people from 10 schools in the Family of Schools take part in workshops which increase their fusion skills, understanding of creative careers skills, pathways and employers and confidence through new creative models of learning - 50 teachers benefit from CPD which increases their knowledge and confidence to deliver creative skills development and careers provision in school
		City of London Careers Festival Coordinate a hybrid online/in person Creative Careers Day in partnership with the Education Unit at the City of London, encouraging and supporting CML and Culture Mile Network and BID partners to take part and to offer innovative sessions. Design and deliver content for live streamed sessions based on Fusion Futures.	Staff costs included below. Additional funding for CML led sessions is included in the £50k grant from Foundation for Future London	- 50 organisations contribute sessions to the festival including six CML partners/affiliated organisations - 200 schools book sessions - 300 young people take part in a livestreamed Fusion Futures session - Continue to deliver SEND bespoke sessions -60% of participants report increased understanding of a range of career options and/or the importance of fusion skills for their employability N.B targets other than for the Fusion Futures session are set by the Education Unit

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
<p style="text-align: center;">PARTNERSHIP DEVELOPMENT</p> <p style="text-align: center;">Harnessing the collective assets of the CML partnership to support cultural and creative learning</p>				
<p>CCLS Goal 1</p> <p>‘A Cultural and Creative Learning Forum takes place every term, bringing together CML and the governor and staff leads in each school’</p>		<p>Cultural and Creative Learning Forum</p> <p>Contribute to planning and ensure active participation by CML partners in forum meetings. At least two of the three meetings each year to take place/to be virtually hosted in a CML partner institution. At least one CML partner to present at each meeting on their schools offer.</p>	Staff costs see below	<ul style="list-style-type: none"> - Increase teachers’ knowledge of and access to CML partners’ learning programmes and the cross fertilisation of ideas - Regular consultation by CML with governor and staff culture leads informs programme development
<p>CCLS Goal 1</p> <p>‘There are opportunities for Culture Mile Learning partners to meet with other London, national and international cultural venues and cities of innovation’</p>		<p>CML Forum meetings</p> <p>Plan and run three CML Forum meetings attended by 75% of partners and additional working groups as needed, including on anti-racist practice. Guest speakers and experts to be invited to increase knowledge and bring new perspectives.</p>	Staff costs see below	<ul style="list-style-type: none"> - Knowledge is shared between partners, increased by access to guest speakers, and used to inform and improve programme design and development
<p>CCLS Goal 3</p> <p>‘Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage’</p>		<p>Training</p> <p>Design, deliver and evaluate a training programme to improve the skills of staff in CML partner organisations. Likely subjects to include working with vulnerable young people, anti-racist practice and decolonising pedagogy, SEND practice, co-design and managing change.</p>	£3k	<ul style="list-style-type: none"> - Partners are more able to respond to the needs of our beneficiaries and to deliver on our commitment to inclusive, young person centred practice

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Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
CCLS Goal 6 ‘CM is regarded as a successful learning destination’ CCLS Goal 6 ‘There are clear lines of governance, accountability and business planning for Culture Mile Learning, ensuring robust and regular impact measurement and reporting’		Access to expert consultancy support Broker access to expertise to continually increase the quality of the CML partnership’s work and to ensure robust evaluation data. Expertise to be sourced from organisations including Poetry Versus Colonialism, Skills Builder, People Make It Work, plus young people in the City Family of Schools.	£5k	- Increased emphasis in our programme on an anti-racist and decolonising agenda, on youth voice and co-design, and on SEND provision - Impact reports produced
CCLS Goal 3 ‘Culture Mile Learning is communicated in an inclusive way and is well-known, relevant and accessible’		Marketing Promote the CML programme to schools and other relevant organisations.	£4.5k	- Full details of the CML partnership and programme are available on the CM website - CML programmes are marketed in an accessible and timely manner - Short films succinctly convey the methodology, impact and reach of a range of our projects
STAFFING				
		Central team costs include standard 29.9% Museum of London on-costs and allowance for an annual increment. Staffing capacity has been increased to enable us to deliver the potential of the Creative Curriculum strand.	£164,781	Performance measured against CML outcomes and KPIs, and the annual work plan based on the CCL strategy, using the Museum of London’s performance management system. Staff objectives centre on fusion skills development.
		Central team costs, eg IT, travel, hospitality, stationery.	£2k	

Cultural and Creative Learning Strategy	Culture Mile Stories	Activities over the year 2022-2023	Budget	Expected outcomes
		GRAND TOTAL The difference between the cost of the programme and the amount being requested from the Education Board (£247K) is met by rolled over underspend of £35,281. Underspend is largely due to the impact of the pandemic and understaffing in 2020/21, including gaps in staffing whilst recruitment took place.	£282,281	

Appendix 2

CML Impact report: Culture Mile Schools Visits Fund

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 1: Every cultural institution in the City is a learning institution and every educational institution in the Family of Schools is a cultural institution

Goal 1: The School Visits Fund maximises access to the City's cultural venues by London's pupils and at least 100 schools/year use the fund through improved publicity, staff development and targeting of those schools and other learners who have not used the fund previously

Goal 3: There is evidence of the effective delivery of initiatives which encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile, for instance the Culture Mile School Visits Fund

Goal 6: Culture Mile is regarded as a successful learning destination

Summary of the project including significant changes from the original action plan

The Schools Visits Fund has been running for six years with the aim of helping schools in disadvantaged areas of London make visits to the cultural venues supported by the City of London Corporation, all of which are Culture Mile Learning partners. From April 2018 eligibility was widened to include not-for-profit educational organisations that work with school-age children (age 4-18) who face barriers to cultural engagement, to enable even more children to benefit from the fund. Schools or organisations must be in Greater London (within the M25) and at least 35% of pupils at the school must be eligible for Pupil Premium. Special schools do not need to meet this requirement.

Demand for the fund over the last year has been low on account of the Covid-19 pandemic and its resulting impact on cultural venue closures and school closures/ability to make visits. However, demand did pick-up over the summer and autumn, most notably to the Open Spaces venues. Since September 2020, to help stimulate schools to return to cultural venues, the grant size was increased from £300 to £600, particularly to support increased transport costs for schools wishing to avoid public transport and to counter the temporary rescinding of the free travel offer for schools by Transport for London.

As in 2020/21 when demand for the fund was low and we repurposed a proportion of the funding to support the Culture Mile Play Packs, this year we were also looking for ways to shift the focus of our work to be able to continue to support disadvantaged children and young people through access to cultural experiences and venues. At the end of August 2021, the Corporation welcomed a group of 450 refugees from Afghanistan including 80 children under 5 years old and 100 primary school aged children. This number grew over the following months and the two groups were housed in two hotels in the City. The CML partners galvanized to support the groups in three key ways;

- colleagues from across the partnership volunteered to staff the playroom that was set up in one of the hotels
- tailored and existing creative activities in partner venues were offered to the families
- permission was sought to use the fund to enable translation and transport for these activities

The City of London's Early Years Team quickly established a playroom for the younger refugee children to attend on weekday mornings. Following a call-out from the CML core team, our partners gathered a selection of toys, materials and books to enhance the space. Staff members from the Museum of London, Barbican, City Libraries, Bank of England Museum, London Metropolitan Archives, Guildhall Art Gallery, and Culture Mile Communities Team volunteered their time to help staff the playroom, supporting the safeguarding aspects of the space as well as designing and delivering a range of creative play activities on-site.

In early September the CML team established weekly meetings with our partners to share information and plan activities for the Afghan families. In these meetings logistical information was disseminated, partners received support and advice as they coordinated their offer, and guest speakers provided cultural insights which helped to enhance the programme of activities, ensuring that activities were appropriate and impactful.

The CML team supported our partners by helping to forge links within the hotels to advertise activities, providing coordination support, and helping them to access funding via the Visits Fund. We quickly identified a significant skills gap around language and placed an advert to find Persian language speakers to support the activities and the playroom. The group of translators that we formed have been integral to the successful delivery of the programme. Another issue that arose was the distance from the hotel to many of our partners, too far for mothers and babies to travel on foot. We were grateful to be able to offer the Visits Fund to enable the additional translation services and funding for transport.

The Afghan families have consistently voiced their gratitude for the activities, which provided some variation from the significant time they spend at their hotel, as well as some fun play and respite from stressful circumstances. The opportunity to explore the local area, and to express themselves creatively, e.g. through crafts, dance and drawing, was valuable for both the children and their parents.

Proposed cost	£16,000
Actual cost (include breakdown)	£6,740 was paid out in 20 grants £135 in marketing costs c£1.5k spent to date to support activity with Afghan refugee families. In keeping with the aims of the fund, grants were provided for costs to reduce barriers to visiting, chiefly for travel and interpretation.
Delivery period	Year round
What outputs/activities were delivered?	
<p>Between April and November 2021:</p> <p>109 applications have been made to the fund to visit 14 different cultural venues set to benefit 4,610 children and young people.</p> <p>45 of these applications were made to visit Open Spaces venues</p> <p>Applications were made from:</p> <p>27 primary schools</p> <p>12 secondary schools</p> <p>2 not-for-profit organisations</p> <p>16 different boroughs</p>	

Support for Afghan children and their families:

As most children became enrolled in school the playroom activity wound down in December, but while it was open CML partners supported 52 Play Mornings which were attended by more than 35 children every session (i.e. 1,820 attendances).

The Afghan families were welcomed to 18 separate activities within our cultural venues between mid-September to mid-December. 367 refugees attended the programme, which consisted of:

- Weekly Sketch & Chat at Guildhall Art Gallery
- Weekly Story Telling at Guildhall Art Gallery
- Weekly Early Years Soft Play at Barbican
- Children's Concert at LSO St. Luke's
- Lantern Making workshop run by Culture Mile Communities
- A tour of Tower Bridge
- Outdoor activities run by the Open Spaces Team
- Dance and Crafts workshops at Bloomberg Mithraeum

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Personal impact:

Applications to the fund this year have highlighted how the pandemic has made cultural visits even more important, given how much children lost out on during school closures.

'At George Mitchell, we have a higher than the national average of students in receipt of Pupil Premium funding and where English is spoken as an additional language. There are also many children who are not eligible for Pupil Premium funding but are experiencing financial hardship and deprivation. This, alongside the Covid-19 pandemic, remains a strong barrier to why many of our students are unable to access and participate in cultural visits that undeniably enrich their learning and wellbeing. In the last 18 months, we have experienced budgets being restricted and limited access to educational and cultural visits; we are keen to recover our curriculum and ensure that the inequality gap does not further widen.' Application to visit Museum of London Docklands, secondary school in Leyton

'Children at our school have missed out on opportunities to be in, play in and engage with nature due to spending lockdown in over-crowded inner city flats. Many have not been to the park in many months. As year 6 children, their opportunities to interact socially with each other and with the natural and cultural world around them have been hugely limited by Covid, and as they go to secondary this may be the last chance they have to play so freely in London's parks. We will be taking the children on a natural survivor experience in Hampstead Heath, where they will work and play collaboratively, build resilience, and grow to understand the benefits of nature and what London has to offer.' Application to visit Hampstead Heath, primary school in Camden

'As a cohort with a particularly high Pupil Premium percentage we welcome every opportunity to enable our children to have experiences beyond the national curriculum, especially due to the impact of the Pandemic. We have been learning about painting portraits in Art and we have studied the Romans in our History lessons, so we believe the Guildhall Art Gallery is a particularly suitable destination. Unfortunately, London Transport do not currently accept school groups so we are very

hopeful we will be supported to make this trip.’ Application to visit Guildhall Art Gallery, primary school in Ealing

Educational impact:

‘We are in an area of extremely high levels of deprivation with no gentrification. Almost all of our families live in overcrowded accommodation with little or no access to outdoor spaces. Our children do not routinely access parks, libraries, museums, pools, etc. Enriching and memorable experiences such as these will only ever come via school so we see it as our duty to give them as much as we can as we know their impact can be life-changing.’ Application to visit Tower Bridge from a Lewisham primary school

Social impact:

‘We are running a weeklong holiday club for Pupil Premium children within our school. The week will be made up of a mix of engaging educational sessions in school, as well as exploring the cultural capital that our surroundings have to offer, many of which the children would otherwise not be exposed to. As part of the week, we would love to take the children to the theatre, an experience we know that most of them have never had before! If successful, we would take the children to a matinee performance at Barbican, providing them with a lasting memory and hopefully introducing them to the world of music and dance that they will enjoy for years to come. Funding will cover the cost of the majority of the tickets, which our school will top up.’ Application to visit Barbican, primary school in Camden

‘The groups were curious to explore the gallery and for some of them it was the first experience in life to go to a gallery. The children enjoyed the workshops. Also, I’ve witnessed that a lady was really sad at the beginning of a session, and she even cried as she was talking about her daughter and granddaughter that she had left behind in Afghanistan but at the end of the session she was feeling much better and the visit to the gallery was a good distraction for her.’ Maliheh Zafarnezhad, Persian speaking freelancer who supported Guildhall Art Gallery activities for Afghan families

Cultural impact: new and improved ways of working, including stronger partnerships

‘The CML partners, including the staff from the communities library and Museum of London were key in staffing the playroom originally set up on 7th September 2022 for the Afghan Refugee children newly arrived in the UK. Without their help, resources and commitment, we would not have been able to carry on providing this essential service to the families. I am very grateful for their support and dedication as it made a real difference to young children in difficult circumstances.’ Isabelle Britten-Dennie, City of London Early Years Team

‘Every Thursday afternoon in November Squish Space has welcomed Afghan families to come and play in the space and learn more about what the Barbican has to offer if they want to come again. Rosemara and the CML Team have supported the project and found a brilliant interpreter to help, who joins the group each week. Having this support, both financially and with project planning & logistics has been great. The funding has helped us to provide refreshments, an interpreter and to book travel - all crucial elements in delivering a successful project with this audience.’ Josie Dick, Barbican

‘I have genuinely loved getting involved in supporting Afghan families. It had a significant impact on our employees as it made all of them come together to help a community with which they have so much in common. It was a valuable experience, and thank you so much for all your support,

leadership and guidance. I appreciate that you were open to listening to our feedback, incorporating so many ideas, and coming up with so many great solutions to improve our experience in communicating with them and ensuring we reach the target audience.' Alina Avasilichi, Bloomberg

Will the outputs/activities continue?

Our priority this year for the fund overall will be to continue to stimulate schools to return to cultural venues and, in particular, to reach schools in the most disadvantaged areas of London and which have not previously made use of the fund. We'll continue to monitor whether grants need to remain at the higher level of £600 to cover increased participation and travel costs due to the requirements of COVID-safe procedures.

We are currently working to understand what, if any, activities would be of continued value to the Afghan families now that most children are enrolled in school. Having seen first-hand the appreciation of the programme last year we are keen to continue engaging with the group whilst they remain in the City but we remain mindful of ensuring that partner capacity is being used in the most impactful ways.

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Appendix 3

CML Impact summary report: Teacher CPD and curriculum enhancement

- **Alignment to the Cultural and Creative Learning Goals, Aims and Outcomes**

CCLS Goal 3

'Targeted professional development improves the skills of teachers and cultural institutions in working with learners experiencing disadvantage'

CCLS Goal 4

'Culture Mile Learning partners offer a learning programme to the Family of Schools for fusion skills'

'CPD training ensures that teachers of non-arts subjects have opportunities and methods for including the arts and culture in lessons to enhance innovation, interest, practical learning and enjoyment of learning'

- **Summary of the project including highlighting any significant changes from the original Action Plan**

Our work this year has built on the momentum and learning generated from last year's pilot projects. Particular achievements include:

- the strong collaboration across the City primaries, three of which are now working together regularly on curriculum development. This success is heavily due to the work and expertise of Sheila Cohring, the current Cultural and Creative Learning Strategy Consultant for the Education Strategy Unit
- our cross school digital art exhibition, #mood which harnessed the potential of the digital world to give students a creative, collective yet individualised way to express their experience of the pandemic

The more we work together, the more synergies between schools are emerging and the clearer it's becoming how cultural partners can support and enhance the work of teachers. Schools are now also independently coming to CML with requests to support specific events, for example Redriff's annual Docklands week and the City of London Primary Academy Islington's (CoLPAI) opening ceremony. Special mention is due to CML partners London Metropolitan Archives (LMA) and Museum of London (MOL) whose participation is central to the success of this work.

With strong encouragement from Arts Council England (ACE), significant time and effort in the spring and summer was put into developing and bidding with 4 primary and 4 secondary schools from the City Family of Schools to become an ACE Creativity Collaborative (CC) as part of their flagship national pilot programme. CCs are networks of schools that work together to explore and test approaches to embed teaching for creativity across the curriculum. Thanks is due to Galleywall Primary School who enthusiastically stepped up to be the lead school. Unfortunately, our bid was not successful, but the work put into it helped to hone our methodology and strengthen our partnership. Our resulting approach, which is reflected in our work this year and will guide future work can be summarised as:

- teaching with cultural artefacts and alongside creative practitioners to enable students to develop the communication, collaboration, critical thinking and problem-solving skills that enable creative thinking

- developing oracy skills – underpinned by training and consultancy from oracy specialists, Voice 21
- the concept of ‘Beautiful Work’ which is the idea that young people deserve to work with high quality resources and to showcase their work to authentic audiences
- a further strengthening of the connections between teachers across schools and departments to share, co-create and reflect together on curriculum enhancement through creativity

Less work with the secondary schools has been achieved this year than planned. This was mainly due to the impact of the pandemic on teacher time and also to the time spent on the ACE application. Finding commonalities across secondary schools is also harder to achieve than with the primaries on account of their size and the differences in their curricula. However, a small group of teachers from a range of departments at City of London Academy Highbury Grove (CoLAHG) and City of London Academy Highgate Hill (CoLAHH) has now been set up to move this work forward.

Proposed cost	£20k
Actual cost (include breakdown)	<p>£5,540 - fees for external practitioners £2k - teacher cover £2k - resource production £5k - artist fees for art exhibition £14,540 - total</p> <p>Underspend is due to under staffing and the amount of time spent on the ACE bid.</p>
Delivery period	Year round
What outputs/activities were delivered?	
<p>Teacher CPD</p> <p>Primary - Two sessions for nine teachers from four of the schools on using and collecting oral histories in the classroom. These sessions were run in partnership with Eastside Community Heritage and the LMA to support the local area studies curriculum. The session on using oral histories focused on supporting the teaching and celebration of Black History Month (BHM) and was based on the MOL’s Windrush oral history collection. The session on collecting oral histories also included a section from the LMA on the kinds of resources and artefacts schools can access and request to research their local area.</p> <p>Primary and secondary - Four sessions were delivered in partnership with the MOL as part of their BHM programme to further support racial literacy, decolonising pedagogy and the embedding of Black history, art and culture into cross curricular, year round teaching. Two foundational sessions were given by the Black Curriculum attended by 20 teachers and a further two sessions, one for primary and one for secondary teachers, attended by 13 teachers were then provided on how cultural artefacts and creative approaches could be used to support pupils’ critical thinking and creative reimagining skills.</p> <p>Curriculum enhancement</p> <p>Redriff Docklands Week 2021</p> <p>This annual week of cross-curricular learning based on Redriff’s unique position in the former Surrey Docks is focused on local enquiries and fieldwork in History and Geography. In light of the pandemic, 2021’s theme was ‘Dockland Communities: Past and Present’ and learning focused on</p>	

the many communities who have called Rotherhithe home, including Irish migrant workers, Scandinavian communities, and the Windrush generation.

CML supported this initiative in a number of ways:

- An introduction was made to Barbican Young Poet, Remi Graves who delivered a one day workshop for greater depth writers and performers in Years 4 and 5
- The MOL provided 'Meet the Real East Enders', an in-school puppet performance and workshop based on three historical figures from London, including docker Ben Tillett
- The MOL Docklands gave exclusive use of the museum for the day for Year 1 and Year 5 pupils including providing gallery tour guides
- Plans are also afoot, hopefully with Guildhall School of Music & Drama, to record the school's back catalogue of sea shanties

Opening ceremony for CoLPAI:

- LMA delivered a live digital session for CoLPAI Year 3 pupils on the history of the site of their new school through photographs, maps and documents illustrating key events and how the area has changed. The learning from this session was then used to create the short play the pupils performed on this topic at the opening ceremony of the building on 1 September. CML and LMA are currently developing a learning resource to enable the school to teach this module every year
- The MOL offered Fire! Fire!, an interactive storytelling session, for 90 pupils on the Great Fire and the puppet performance and workshop 'Meet the Real East Enders' for 70 students on the afternoon of the opening, but sadly at the last minute only the puppet performance was able to take place due to COVID related space restrictions. The Fire! Fire! session will be rescheduled to take place in 2022

As a follow up to our Historical Enquiry Skills and the Romans, four-part CPD session for the City of London primaries in March 2021, The Aldgate School accessed the CML live streamed Roman session with accompanying box of artefacts delivered in partnership by The London Mithraeum, London's Roman Amphitheatre, and Billingsgate Roman House & Baths.

Workbooks for all Year 7s (c 150 students) at CoLA Highgate Hill were provided for a second year to enhance pupils' engagement with the 2020 teacher and CML jointly developed Victorian literature scheme of work – The Nerve Wracking Nineteenth Century. Since our 2020/21 report the department has also worked with the pupils to create a newspaper, The Victorian Times, showcasing the students' writing. This year, as an extension to the CML offer for this topic, three days of dual site visits to the LMA to see the original documents in their workbooks and to the MOL for an immersive ghost story session and visit to the Victorian galleries were planned for December, but had to be postponed on COVID related grounds.

Sharing methods and resources with wider City Family of Schools: Building on our work with CoLAHH on teaching Victorian literature, contact was made with the English department at City of London Academy Islington (CoLAI) which led to the development by LMA of a tailor-made pack of resources to support their similar scheme of work with its focus on child-crime, poverty, social injustice and Victorian Islington.

CoLA HH used the 2020 CML produced online resources 'Our Stories – Reflecting on Black British History in Four Objects' to develop a 2021 Black History Month PHSE lesson for all Year 9s and 10s. CML subsequently provided three follow up spoken word workshops for 90 students on the theme of identity and inclusion as part of the CoLA HH whole school mental wellbeing and

inclusion day in November. In addition, on the same day, 60 year 7 students took part in a walking tour workshop across the City on the theme of belonging and discovery.

#mood:

A cross-schools art exhibition was delivered involving 10 schools from the City Family of Schools, c50 teachers and at least 1,000 students from Early Years to Key Stage 4 were involved in producing personalised memes about their experience of the pandemic which were then combined into a joint digital artwork working alongside digital artists Stuart Bachelor and Aphra Shemza through the studio, Art in Flux.

15 primary school students from 3 schools and 20 secondary school students from 3 schools also participated in a digital skills and careers workshop with Art in Flux to inform the development of the digital artwork and to learn about employment routes, requirements and experiences. A short film of the making of #mood was produced providing seven students with an opportunity to practise their oral communication skills.

Have the target outcomes been met, and how have they been measured?

Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
All teachers participating in the oral history CPD reported that the training had given them the confidence, skills and strategies to enhance pupils' learning and develop their fusion skills through cultural experiences and creative approaches in the classroom	Feedback from teachers	<p><i>'Amazing, thank you, great ideas and resources, very practical'</i></p> <p><i>'Having access to reliable resources, especially in relation to Black History is so important'</i></p> <p><i>'There was so much to embed into other units across the curriculum – Second World War, Local History etc to make sure that it [Black History Month] is not just a one off activity'</i></p> <p><i>'The resources are of such a high quality and can be used across a range of year groups including for students able to work at greater depth.'</i></p> <p><i>'Using the oral history clips helped children feel directly involved in this event in history. The resources led to lots of deep discussions about how London would not be the same without migration and the help of lots of different people'</i></p> <p><i>'The training on collecting oral histories was really practical – how to prepare the children, how to set up the room, cross curricular links, troubleshooting etc'</i></p> <p><i>'I can see how there are opportunities across the curriculum to collect oral histories, not just in history'</i></p> <p>BHM and year-round curriculum planning was developed as a result of the training:</p> <p>Galleywall Primary School:</p>

		<ul style="list-style-type: none"> - MOL Windrush oral history resources were used to build up teacher knowledge and confidence - KS2 BHM assemblies with parents were delivered on the theme of Windrush - Drama and storytelling based on people from MOL Windrush oral history testimonies used for BHM literacy classes for Year 3 and for a singing production for Reception <p>The Aldgate School:</p> <ul style="list-style-type: none"> - Windrush and MOL oral history resources embedded into Year 2 Geography module on UK history and London as a place for me and a Year 4 Geography module on migration - Year 4 History module which includes Windrush further enriched with MOL oral history resources - Year 5 History module on monarchs which includes discussion of empire and commonwealth further enriched with MOL Windrush oral history resources - Year 6 module on the Blitz extended to include small section on the end of the war and Windrush
2-3 programmes designed and delivered	Programmes delivered	3 main programmes – on oral history skills, for BHM and #mood delivered as well as 4 smaller bespoke offers
Share methods and resources with the wider City Family of Schools	Resources produced	<p>Two sets of teaching resources, one video based, were produced by teachers to support their peers in other schools to run the #mood project with their students</p> <p>The work with CoLAHH English department was shared with CoLAI English department leading to LMA producing a tailor-made pack of resources for CoLAI</p>
Publish methods and resources on CML website	CML website	A case study of our work with the English department at CoLAHH was published on the CML website and included in the Culture Mile annual report. We will look to do more of this in 2022/23 so that our work is shared beyond the City Family of Schools
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		
<p>Educational impact:</p> <p><i>‘Across a range of abilities, the resulting students’ work was remarkably different to work on the same topic previously. And it wasn’t just about getting students on board - the teachers were</i></p>		

really passionate too. We are all very proud of it. Next year, we'd love to produce a sequel!' Peter Bremner Head of English, CoLAHH

Personal and social impact:

'I was behind the window, behind the curtains in my picture. I chose #strong because it was hard times in lockdown, lots of people were suffering. I thought it was a time to be strong.' Pupil about #mood

'I used some colours for being unhappy - blue, purple, orange. I was unhappy because I didn't go to school. I like going to study and having fun with my friends at playtime.' Pupil about #mood

'Making memes meant that we could combine comedy with how we felt, it was easier to communicate with humour. I chose #Mondayvibes as all the days blurred into one, and Monday was the start of another week of the same.' Pupil about #mood

'We ran the project with the vision that the pupils could be honest about their experiences of the lockdown. We wanted them to have a creative output to express and engage with how they were genuinely feeling. The students gained valuable digital skills which will not only help them within school, but later in life.' Jack Hopkins - Deputy Subject Leader – Art, City of London Academy Shoreditch Park, (CoLASP) about #mood

'As a whole school project, we used #Mood combined with PSHE to talk about emotions, especially drawing upon our feelings during our time spent at home and what it felt like to return to school.' Chloe Bergson, Art and Culture Lead/Year 1 Class Teacher, Galleywall about #mood

'We felt it was important children developed the vocabulary to be able to share and understand their emotions at this time, as well as having the opportunity to explore this creatively...The children's work speaks volumes about the range of emotions they have been through during the pandemic, and it really is a testament to how resilient they have been' Emma Fell – Art Co-ordinator, Redriff about #mood

'Each class approached the portraits in their own style with one class using wire, manipulating it to create individual portraits and another inspired by Roy Lichtenstein...The children listened carefully to one another in class discussions about lockdown, allowing them opportunities to empathise with each other. Creating individual portraits, they were able to represent and express themselves.' Celia Orford, Year 1 Class Teacher & Assistant Head Teacher, CoLPAI about #mood

'The focus was on expressing their mental wellbeing, and giving students a window of time to reflect on their emotions, experiences and to begin to make sense of the last year. All Key Stage 3 students were set a series of digital tasks to improve their digital literacy, but also to allow them a creative and flexible platform outside of a well-resourced classroom.' Abbie Smith, 2IC Art, Design and Technology, CoLAI about #mood

'The whole trip was a complete dream from beginning to end. Your organisation was superb and the whole experience felt very Covid secure. The children (and staff!) had a wonderful time and I think they got a lot from it. Having our own tour guides was invaluable.' Lucy Rowe, Culture Lead Teacher and Coordinator for Docklands Week, Redriff Primary School about the visits to MOL Docklands

Cultural impact – raised profile:

#mood was feature in several newspapers local to the schools that took part.

Were there any unexpected benefits?

In summer 2021 in partnership with Culture Mile as part of the Recovery Taskforce and with funding from The Aldgate Business Improvement District (BID), some of the memes from #mood from The Aldgate School were developed into billboards for the hoardings opposite Aldgate Underground station.

Will the outputs/activities continue?

Yes, this work is ongoing and will continue to be shaped and led by a core group of lead teachers, Sheila Cohring and the CML team.

To enable us to give this work the focus and resources it requires, a new Programme Manager, with previous teaching experience has been recruited to the CML team and will take up her post in spring 2022.

A cross-schools art project for 2022 is in early stage planning - the likely theme is mapping communities past, present, local, global and imagined.

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Appendix 4

Impact summary report: Employability Pathways – work experience, creative skills project, careers events, and online mentoring

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 2: 'Empowering children and young people to realise their full potential'

Goal 4: 'Cultural and creative experiences develop and enhance the fusion skills needed for employability in the 21st Century'

Goal 5: 'Learners at all stages have exposure to professionals working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and postproduction entrepreneurs and creatives'

Goal 5: 'Young Londoners in the Family of Schools and beyond have access to the information, advice and experiences to progress into fulfilling careers, including in the creative industries and City sectors requiring the development of fusion skills'

Summary of the project including highlighting any significant changes from the original Action Plan and whether these are changes you will seek to continue, or revert to, for the next Action Plan.

We have continued to develop our Employability Pathways (EP) strand of work this year, with a particular focus on progression and real work opportunities for young Londoners. All projects that fall under the EP strand are developed in consultation with both disadvantaged young people and the agencies that work directly with them in a process that is responsive and often iterative. By working in this way, we have increased our reach and the variety of our work. We have sought partners, for example Islington Looked After Children's Services, the City of London Pre-Apprenticeship Unit, and The House Project Islington, to consult with, recruit through, and collaborate with, ensuring our projects are impactful and reach young people facing significant barriers. We've learnt to appreciate certain benefits of online sessions, including being able to be agile with scheduling and accessing international mentors, however for many of the young people we work with, in person interactions provide a deeper and more accessible sense of connection and impact.

This summer we were thrilled to run our cross-CML partnership Work Experience Programme again in a new, blended format, which included numerous online employer engagement opportunities and on-site visits across Tower Bridge, Museum of London and Barbican departments. We partnered with City of London Academy Highbury Grove (CoLAHG) to host a group of 13 students and provide them with a rich week-long programme which also included workshops designed to develop fusion skills.

Our Online Mentoring Programme has continued in its online format as we find it enables easier engagement for both young person and mentors. Some of the relationships have now blossomed into in-person placements, including one young man who embarked on three months of Friday work experience at the Goldsmiths' Centre, training to become a jewellery maker. Though not appropriate for every pairing, we do hope to encourage more in-person placements where possible. The range of sectors included in the programme come from a wide interpretation of 'creative careers' including children's book publishing, coding and game design, textile design, and illustration. We seek where possible to find mentors who are not only inspirational in their achievements but relatable, often

seeking those who are closer in age to our young mentees, and who have backgrounds often underrepresented in the creative industries.

Responding to City of London's Culture & Commerce Taskforce's research report, we ran a creative skills project for nine young people, in person, in August. Working with digital specialist and facilitator, Torri Stewart, we immersed the group of young people in a skills development programme, helping them to develop their ability to reflect, form conclusions, and present ideas. The focus of the project was to help us identify and solve barriers preventing young people from studying creative subjects. The resulting consultation was incredibly rich as well as being practical, including generating ideas for a careers event promoting the most lucrative creative careers which would directly engage with sceptical parents, and a podcast for young people, by young people, aiming to demystify the cultural sector. The project was an excellent learning experience in terms of our commitment to consulting and responding to young people's voices and we plan to respond to their feedback in future projects.

In partnership with Culture Mile, we provided ongoing support for the winners of the Fusion Prize, Play Nice, to deliver their solution, The Pattern. 20 young people benefitted from the core training programme and 10 young people were provided with paid Kickstart placements through Gaia's Garden (see Appendix 7 for more detail).

This year we've worked hard to create a more coherent and connected programme and have aspirations for creating clear and navigable pathways from project to project. Fusion Futures is fast becoming a gateway project to the EP programme, helping young people to develop a baseline of fusion skills and a sense of their voice that will help prepare them for the more career focused work experience and mentoring projects.

In terms of partnerships, we've been working closely with the City Family of Schools, providing their students with mentoring, work experience, and tailor-made opportunities such as the regular Friday work placements at Museum of London Docklands. These Friday placements provide several months' work experience to students in the new CoL Pre-Apprenticeship Unit, paving the way for them to enter professional settings, and reducing their risk of becoming long-term excluded.

Our partners have shown a strong appetite for increasing the range and number of work placements in their organisations, and we are working closely with them to offer these opportunities to young people facing significant barriers. This March we will deliver the third annual Creating Connections and Safeguarding in Reality training courses, which we commissioned in 2020. Both courses upskill our partners to feel more confident when hosting and supporting young people who have faced socio-economic barriers. The CML partnership is now well connected and galvanised to participate in the annual London Careers festival and our partnership's active participation in school careers weeks will continue, with six partners hosting trips from New River College (NRC) in January.

In the final quarter of this year we will also be piloting an exciting new project, which uses nail art and design as a tool for building self-esteem and fusion skills. Based on the principal that the creative act of 'making' can be a significant way to develop confidence for young people, our team will work with two groups of girls at NRC to learn and hone their practice. The practical element of the project will accompany mentoring, delivered by NRC staff members during the sessions - a pairing of the practical and therapeutic, which has previously proven very fruitful. Our participants are some of London's most at risk young people, currently either excluded from mainstream schooling or undergoing medical treatment, some are care experienced, grappling with mental health struggles, or living in extreme poverty. By designing a project around an existing interest, we hope that they will find it easier to engage with and that the impact will be deepened.

Proposed cost	Work experience £5k Online mentoring £20K	
Actual cost (include breakdown)	Work experience £5k - costs were lower due to much of the programme being online £1,050 for trainer fees £180 for refreshments £3.8k has been allocated for the spring programme and other placements and for Creating Connections training for partners Mentoring and bespoke skills development projects £20k £14k for staffing £550 for fees for self-employed mentors £3k for nail art project Balance £2,450 The Creative Skills project was funded by the Culture and Commerce Taskforce	
Delivery period	April 2021- March 2022	
What outputs/activities were delivered?		
<ul style="list-style-type: none">• 23 young people have completed the mentoring process, attending 70 online and in-person sessions, an extremely low attrition rate for this cohort of young people• We have hosted 16 placements during the summer work experience programme and Friday placements at Museum of London Docklands and hope to host 4 more by end of March• 10 young people were employed in part-time Kickstart roles working in Gaia’s Garden• 4 CML partners participated in the London Careers Festival in 2021, delivering 5 online careers sessions• 9 young people took part in the five-day Culture and Commerce Taskforce Skills Project		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/ Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Online Mentoring: - Participants report increased understanding of a range of career options and the importance of fusion skills for their employability - Participants feel more prepared for and confident about entering the world of work and more knowledgeable about the options open to them	Post-project surveys and teacher, social worker, and employment advisor feedback	- 85% of participants reported that their understanding of a range of career options increased ‘enormously’ or ‘a lot’ - 100% of participants felt more prepared for and confident about entering the world of work as a result of the mentoring - 100% of participants reported an increased understanding of the fusion skills that support them in their chosen career as a result of the mentoring

		- 100% of participants would recommend the mentoring, or would complete it again themselves
Work Experience: - 20 students take part each summer term - 75% complete their placements - Students report that they have developed two or more fusion skills and feel more prepared for and confident about entering the world of work	Post-project survey and feedback from teachers	- 100% of students have completed their placements - 89% of students reported that they felt more confident about entering the world of work as a result of the work experience - 100% of students reported that they had developed key fusion skills that would support them into employment
Taskforce Creative Skills Project:	Post-project survey	- 100% reported that they gained new skills and knowledge as a result of the workshop - 100% reported increased confidence as a result of the workshop
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		
Online Mentoring: The mentoring programme has proven to be a successful tool for significant personal and social impact, driving lifestyle changes and building confidence, skills, and cultural impact helping our young people to navigate employment pathways. It is a strong project in developing fusion skills, including collaboration, autonomous working, critical thinking, and problem solving. <i>"Since M has started his Friday in-person Work Experience placement with his mentor his confidence has gone way up. He was in a low place, hanging around on the streets and this has taken him away from that. Travelling to and from a different area and seeing people working has changed his outlook on what is possible for him because he has been immersed in an environment where people are living out his dream. Before he thought his only options were going to be prison or the streets, now everything has changed. Engaging with different people than his friends from care and on the streets has shown him that he can succeed and be confident while staying true to who he is."</i> Mentoring Participant's Social Worker <i>'The mentoring program was one of the most effective inputs of personal development last year. As part of their "portfolio" unit students were given a mentor who supported things such as portfolio choices over a range of 4 sessions. Having a professional's opinion gave a real sense of confidence to both the student and teacher about what to select and why. From this guidance, we secured a place at higher education for every sixth form art student last year. The most successful example was the transformation of a student's understanding of architecture - leading her to go to Bristol. Having this access to industry has helped us rethink and reshape what we deliver to different year groups - teachers now have a better understanding of how the skills we deliver in class can be made transferrable into the creative industry.'</i> Teacher, CoLA HG <i>'I believe I can make my dream happen. It can be my reality. I realise that there are people in the industry who are willing to help and support. I have learnt that I am charismatic which is needed in the buying and selling side of things.'</i> Participant <i>'It rekindled my motivation and gives me something more to look forward to.'</i> Participant		

'It was such an amazing opportunity and experience. My mentor was so down to earth and generous. We had a lot of fun while learning.' Participant

'The mentoring taught me to never give up.' Participant

Work Experience:

The summer work experience programme was particularly strong in creating social, personal and educational impact for our participants. It drove aspiration, as well as increased understanding of the sector and employment opportunities. The programme helped participants to understand a working environment, and to develop key fusion skills like problem-solving, communication, collaboration, autonomy, and presentation skills.

'The summer work experience was very well received. Students found the range of activities across the week meaningful, and it helped them understand how many different roles are at play within an organisation. One aspect that was commented on was the group work and a sense of competition where the best team were asked to teach younger students. They loved this. I know it has been a success because I have had several non-art students ask me if I can make sure they are on the Museum of London list should it be offered again this year! If they can remember it, then it worked!' Teacher, CoLAHG

'It was great overall I learned a lot!' Participant

'I'll be real, I wouldn't change anything.' Participant

Creative Skills Project:

The project successfully placed young people at the heart of exploring barriers and solutions, and they developed knowledge and increased their confidence. The project also supported the development of communication and presentation skills, collaboration, critical thinking, and autonomy.

'I have become more confident, and I have become more sociable. My ability to speak on my own terms instead of waiting for someone to stop speaking.' Participant

'I see myself using these skills in interviews for university, jobs, and even meeting new people.' Participant

'I feel like I have developed my flexibility and organisational ability...in the workplace flexibility and organisation are vital, as well in school if you are doing group projects.' Participant

'It was great being able to produce something in a short space of time and feel like you can envision it happening while being realistic about it.' Participant

'I am proud of the campaign we pulled together...as Torri [the facilitator] said people take months to do it. We did it within a week.' Participant

Were there any unexpected benefits?

Across the Employability Pathways programme we have seen huge learnings and impacts for the employers engaging with our young people. Our mentors report huge benefits to their participation in the programme personally and in many cases it built their confidence to offer more of their time to support young people trying to access the creative industries.

'It was very rewarding to chat with the mentee, also see their confidence and enthusiasm grow with some encouragement. It also made me realise how far I had personally come on my professional journey.'

'Big impact. Personally it was nice to step back and see the bigger picture which helped me internally as well as the importance I put on the small things in my work life. It's inspired me to help in more ways as I was helped so much starting out - it's a privilege to reciprocate.'

Participation in the work experience programme has created positive impacts across our partner organisations and the positive experience contributed to the Museum of London welcoming longitudinal work experience placements at the end of last year. CML's support and encouragement to recruit young people who are facing socio-economic barriers has increased the impact of the programme but also increased confidence working with these groups with knock-on effects for projects across organisations.

Will the outputs/activities continue?

This coming financial year CML will look to balance expansion and responsiveness with consistent depth and quality. The range and number of work experience placements will expand, and we intend to provide more longitudinal placements where possible as they have proven to be highly impactful. Beyond the pre-apprenticeship students from the City Family of Schools, we would like to offer these placements to care experienced young people from the neighbouring boroughs through our partners in local authorities and youth projects.

Mentoring will continue and will be managed in a streamlined and less labour-intensive way. We will work to encourage work placements as an outcome in all appropriate circumstances and will continue to expand the networks of recruitment partners for our mentees and will encourage the City Family of Schools to direct their 6th Form students to the offer.

Always looking for opportunities to connect our partners' cultural programmes with our upskilling work, next year we are excited to develop a project in response to the Museum of London's Grime exhibition, which will run from spring until Christmas. A topic which is accessible and exciting to many of our young people, we plan to develop learning projects which use music as a theme for skills development, as well as providing insights into creative careers in music and film.

Appendix 5

Impact summary report: Young City Poets

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 3: 'There is evidence of the effective delivery of initiatives which encourage London schools, especially in disadvantaged areas, to engage with the cultural life of the Square Mile, for instance the Culture Mile School Visits Fund'

Goal 4: 'Culture Mile Learning partners offer a learning programme to the Family of Schools for fusion skills'

Goal 6: 'Culture Mile is regarded as a successful learning destination'

Summary of the project including significant changes from the original action plan

Young City Poets (YCP) is delivered in partnership with the National Literacy Trust (NLT). Eight Culture Mile Learning (CML) partners took part this year.

Project delivery usually takes place in line with the academic year (October 2020 – July 2021) but had to be paused from November to March due to the heavy disruption to schooling and the closure of cultural venues and furloughing of staff because of the ongoing COVID-19 pandemic. However, the measures we had taken in 2019/20 to develop alternative delivery models limited this impact. Whilst delivery was paused, we worked with six further cultural partners and professional poets to move to full-scale remote delivery which then took place from March to June 2021. The resulting programme included students writing odes based on an audio tour of the Barbican Centre, character poems inspired by the legend of Mithras narrated by a Bloomberg archaeologist, Haikus based on a selection of Second World War posters presented by a curator from the London Metropolitan Archives (LMA), and epic poems based on hopes and dreams inspired by the London 2012 Cauldron from the Museum of London. The year ended on a high with an online poetry festival attended by 12 schools during which 38 pupils performed their poems. A hard copy anthology of the young people's poems was also produced.

Evaluation data was harder to gather because of the remote delivery of the project.

Proposed cost	£15K from CML
Actual cost (include breakdown)	£16,800 (in line with 2019/20 we increased funding to enable more CML partners to take part) £24K from Audible Main delivery costs include: <ul style="list-style-type: none">• £9,700 poets' fees• £2,643 events, performance packs and anthologies• £18,060 programme management• £2,000 evaluation
Delivery period	October 2019 to July 2020

What outputs/activities were delivered?		
<ul style="list-style-type: none"> 930 young people aged 9-14 in 31 classes across 28 schools in 11 London boroughs took part. Of these schools were 11 primary and 17 secondary. The target was 30 schools and 850 pupils. A number of schools dropped out of the programme due to the impact of the pandemic. 31 teachers from 28 London schools, both primary and secondary, attended a CPD day to learn how to use a visit to a cultural venue in the City of London as a way to spark young people's creativity. The target was 30 teachers. 8 professional poets worked with the young people to edit their work, including Cecilia Knapp (Young Poet Laureate for London 2020-21). An online poetry festival provided a performance opportunity for 38 pupils from 12 schools. A hard copy anthology was produced showcasing 68 poems from 15 schools. Young City Poets was the focus of a panel session at the 2020 NLT conference, Literature by Stealth. The CML Programme Manager took part alongside a professional poet and a cultural venue. 		
Have the target outcomes been met, and how have they been measured?		
Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
30/31 teachers agreed or strongly agreed that the project had had an impact on the development of pupils' oral communication, creativity, adaptability and independent working skills, with impact on creativity rating the highest	Teacher survey	Young people are empowered through the arts to develop their fusion skills.
A majority of teachers reported a positive impact on pupils' writing attitudes and confidence with almost all teachers reporting an impact on pupils' enjoyment of writing poetry	Teacher survey	Cultural and creative approaches supported engagement with learning and curriculum attainment.
100% of teachers agreed that they will integrate the learning from the CPD training into their practice in the classroom	Teacher survey	Supported our aim to make every cultural institution in the City a learning institution and every educational institution a cultural institution.

How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?

Personal impact:

The pupils enjoyed working with professional poets, with 83% rating the workshops as 'good', 'excellent' or 'fun'.

'My favourite part was working with the poet to build a stronger poem and being able to express and perform the ideas I have with more confidence.' Pupil

'One student, who particularly impressed me, was a girl in Year 7. She is in foster care and can be quite disaffected around school. But she was really keen to write and perform her poem and really grew in confidence throughout the project.' Teacher

'We kicked off the sessions yesterday and the children loved it. The soundscapes were really well executed and the children are now desperate to visit the Barbican. Great to hear that you can visit us for a workshop Paul [poet], year 5 will be very excited after watching your videos.' Teacher

'Thank you so much for your time, generosity, inspirational ideas and passion this afternoon. The students loved it and were buzzing as they left school. All the teachers were so impressed with their engagement after a long day at school and a long, challenging term. We are so grateful to you for helping them craft their poems. Kayla said "Today I met my hero". The event was everything we hoped for and more.' Teacher about poet, Dean Atta's workshop

'Thank you so much for allowing us to be a part of the festival! Students are on a buzz and feeling so confident and proud of their work!' Teacher

Educational impact:

83% of pupils said that they were better at writing poetry because of the project, and two in three pupils said they would continue to write their own poems.

'It's a fantastic opportunity for students. My students loved it especially this time around as it was something different to do during lockdown lessons and was fun and creative.' Teacher

'I just wanted to say thank you for the excellent session on WW2 Haikus, I really enjoyed it, as did many of the kids, lots mentioned this, as did their parents at parents evening. Even lots of the weaker/ less engaged kids produced some nice work.' Teacher about the LMA workshop

Will the outputs/activities continue?

Yes, the 2021/22 academic year iteration of the project has already begun. The timing and format of the delivery of the project will be monitored as the impact of the Omicron variant on cultural venues and schools becomes clearer.

Ode to concert hall

You are appreciated.
Do not give up.
You are like a piano waiting to be played.
That sweet sound of music inspires.
You are the youth who have dreams.
You tell stories that have not been heard.
You bring life through music.
All the times you open your mouth
Music exhales.
You are what you are!
The violins filling the room.
Keep on going
Thank you.

By Cairo, Prior Weston Primary School – inspired by visuals and a soundscape virtual tour of the Barbican.

Appendix 6

Impact summary report: Fusion Futures (pilot) in partnership with Barbican Creative Learning

- **Alignment to the Cultural and Creative Learning Goals, Aims and Outcomes**

CCLS Goal 2

'Pupils in the Family of Schools have clear and delineated access routes into further opportunities in cultural and creative sectors, and talented pupils have the 'next steps' to develop their interests and skills'

CCLS Goal 4

'CML partners offer a learning programme to the Family of Schools for fusion skills'

CCLS Goal 5

'Learners at all stages have exposure to professionals working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and post production entrepreneurs and creatives'

- **Summary of the project including highlighting any significant changes from the original Action Plan**

An off-shoot from a Fusion Prize submission in 2019, Fusion Futures utilises the workshop capabilities of artists and creatives to give young people key employability skills. Pandemic restrictions created capacity for the programme's now Project Lead to further research and develop the programme during 2020, and convene artist-industry partnerships in 2021 to deliver a pilot programme to six school cohorts in summer 2021.

Through partnering an art-form/creative practitioner with industry representatives, Fusion Futures empowers young people with core skills in communication, collaboration and creativity through arts-based workshops so that they can practise and feel more confident to approach future study, employment and life challenges

The framework for the pilot was four workshops that moved through the core skills in turn: (1) Introduction, including the work of industry partner; (2) Communication and Openness; (3) Collaboration and Teamwork; (4) Creativity and Problem Solving. The fourth involved the industry partner returning to set real-world workplace challenges as part of a Challenge Day. The first three took place on-campus, with the Challenge Days planned to be off-campus at either the Barbican or Museum of London, but Covid-19 meant that this was only achievable for one school.

Working with three delivery partners

The Fusion Futures pilot brought together three delivery partners, Culture Mile Learning, Barbican Creative Learning and Foundation for Future London, each offering either funding or in-kind project management support. Working in this way allowed the programme to attend to shared success factors across the partners, enhancing capacity and impact with a shared pool of resources. Each was able to make artist recommendations and nominate schools for participation in order to satisfy a partner's own local KPIs. The project has benefited significantly from the expertise of Barbican Creative Learning, particularly the methodology and learning from its Careers Rewired project.

Exploring skills using artists/creatives

Although the programme lead convened the artist-industry partnerships and defined the key influences, goals and desired outcomes based on CML's core principle – that cultural and creative learning is an effective way to develop fusion skills – the three experienced creative/art-form practitioners were given autonomy to design and deliver their Fusion Futures workshop series. By doing this, the pilot programme utilised and tested the expertise of the three practitioners.

Involving industry partners to expose creative careers

Each industry partner contributed to the delivery of the Introductory and Challenge Day workshops in order to firmly demonstrate and situate the programme's core skills as being in-demand within the world of work. Involvement of industry partners also helps school achieve the eight Gatsby Benchmarks for good careers provision, specifically:

- Benchmark 4 – Linking curriculum learning to careers
- Benchmark 5 – Encounters with employers and employees

The Artist-Industry partnerships were:

- Spoken word artist Adisa the Verbalizer with representatives from architects Hawkins\Brown.
- Autograph Gallery's education lead Ali Eisa partnered with Chloe Cross and Daisy Rylance from video content platform The Smalls.
- Creative careers specialist Torri Stewart alongside Josh Thomas, a senior music producer.

Further descriptions of each partnership can be found on page 7 of the attached Reflect and Plan document.

Proposed cost	£20k project budget – increased to £22k £6K added for evaluation £5k raised from Foundation for Future London £3k contributed by Barbican Creative Learning + significant in-kind staff time
Actual cost (include breakdown)	Research and development (not included in total): In-kind project lead time circa 0.5 FTE for 14 months (valued at £23,885) Design: 3 artist-industry partnerships £4,275 Delivery: 6 school cohorts £11,100 Evaluation: Evaluations from 3 artists £3,000 External evaluator £3,000 Project management costs 0.5 FTE August 2021-end March 2022 £13,882 TOTAL: £35,257
Delivery period	May-July & Sept 2021
What outputs/activities were delivered?	

- The programme delivered a series of 4 workshops to 90 students between the ages of 13 to 18 years across 6 schools within key target boroughs of Barking and Dagenham, Newham, Southwark, Islington and Waltham Forest. City of London Academy Highbury Grove and City of London Academy Southwark were two of the participating schools.
- 3 artist-industry partnerships were convened to develop the workshop content and deliver the programme each to 2 schools. These 3 workshop series can now also be used in subsequent years.
- 18 teachers took part in an online CPD session in March 2021 around the theme of Fusion Skills and Fusion Thinking.
- 1 school attended the Museum of London for their Challenge Day. The remaining 5 schools had cultural representatives from either CML, Barbican or both attend their on-campus Challenge Day.

Adjustments responding to Covid-19:

- Only 1 of the Challenge Days happened at a cultural venue.
- Some cohorts experienced the programme content condensed into 2 workshop days to help schools with scheduling issues.
- The ideal cohort was 15-25 participants – student absences meant this was sometimes lower. Although some larger cohorts meant that the desired minimum of 90 students across the 6 cohorts was still achieved.
- Delivery with one school was postponed until September 2021 due to facilitator illness.

Have the target outcomes been met, and how have they been measured?

Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Increased fluency in core (fusion) skill 1: Communication and openness , (including an openness to diversity of thought and experience).	<ul style="list-style-type: none"> - Teacher and artist focus groups - Workshop observation notes - Participant interview transcripts - External evaluator analysis 	<p>Skills estimating tool by teacher observations: 100% of students showed an increase in ability 20% achieved Good 60% achieved Very Good 20% reached Mastery 100% of those who were Getting Started made improvement to a higher category</p> <p>Teachers, artists and observers all reflected on increasing confidence levels in the pupils' communication and self-expression as the programme progressed. For most of the students this moved from open sharing about thoughts, feelings and personal experiences towards more critical listening, thinking and speaking as they engaged in project and campaign-based work while being open to and engaging with others points of view</p> <p>Openness of self and others: <i>'I didn't really know the other students as much as I do now. But when we were in their talking about identity and the posters [...] It was a learning experience for everyone, because you</i></p>

		<p><i>got to know new people, plus you got to know more about yourself, in a way.'</i> Participant</p> <p>Confidence to talk: <i>'[my fellow student] was very much like I don't want to talk in front anyone. ...later on she was getting involved in the discussions and she seemed more confident. I think the stuff like this really does improve your confidence in speaking.'</i> Participant</p>
<p>Increased fluency in core (fusion) skill 2: Collaboration and teamwork.</p>	<ul style="list-style-type: none"> - Teacher and artist focus groups - Workshop observation notes - Participant interview transcripts - External evaluator analysis 	<p>Skills estimating tool by teacher observations: 100% of students showed an increase in ability 20% achieved Good 70% achieved Very Good 10% reached Mastery 100% of those who were Getting Started made improvement to a higher category</p> <p>The sessions helped students progress from pair and individual work to higher levels of collaboration and teamwork by the Challenge Day where the students contributed to group and team discussions and supported one another as part of their projects. Trust and relatedness within the group was an important foundation for this. In some school settings where pupils were less used to working with each other, progression towards higher levels of collaboration and teamwork took longer. (External evaluator analysis)</p> <p><i>'I'm proud of how understanding everyone was [...] these sessions forced us to talk about [issues] and find solutions.'</i> Participant</p> <p><i>'There was a bit of a revelation here one student was saying this in response to a vulnerability another student had revealed. I think they were trying to say look, I'm also vulnerable. They were showing very good leadership by being supportive.'</i> Teacher</p>
<p>Increased fluency in core (fusion) skill 3: Creativity and problem solving.</p>	<ul style="list-style-type: none"> - teacher and artist focus groups - workshop observation notes - participant interview transcripts - external evaluator analysis 	<p>Skills estimating tool by teacher observations: 100% of students showed an increase in ability 40% achieved Good 50% achieved Very Good 10% reached mastery 100% of those who were Getting Started made improvement to higher category</p> <p>Good and higher levels of creativity and problem-solving were observed across the</p>

		<p>sessions. Teachers, artists and observers all saw strong progression in this area. Though each school had a slightly distinct journey in this skill area and one teacher noted that students' levels of creativity started from an unusually low base because of the atmosphere surrounding the pandemic, and therefore that improvement was great to see. (External evaluator analysis)</p> <p><i>'Creativity went off the scale. They went outside the box, big time.'</i> Abbie Almond, Teacher, Sydney Russell School</p>
<p>Awareness of creative careers pathways and employers.</p> <p>Awareness of the application of the core skills within creative careers.</p>	<ul style="list-style-type: none"> - Teacher and artist focus groups - Workshop observation notes - Participant interview transcripts - External evaluator analysis 	<p>The sessions opened pupils' eyes to new possibilities in creative careers. The teachers reflected that pupils become more aware of their creative skills and new pathways in their lives and future careers. For teachers, this was one of the most significant impacts of the programme. Fusion Futures might be better suited for older pupils in Year 11 and 12 who are starting to think and talk about careers after education. (External evaluator analysis)</p> <p><i>'Having taken such a workplace-focused approach, it was great that many of the young people said the programme had made them see the world of work differently. Some felt they could better prepare themselves for the workplace (and in fact, asked for more of our content to help them do so!), whilst others said they would now consider a creative career, where they wouldn't have before. I definitely felt that the subject matter was better received by our older group (Year 12). They were super invested as soon as they heard that this programme might give them an edge in the workplace and were able to maintain their focus with less oversight.'</i> (Extract from artist post-programme reflective evaluation)</p> <p>Participants can make informed career choices and set future goals after interacting with industry professionals.</p> <p>Participants have experience of workplace tasks and challenges. <i>'[industry partner] has given me quite a few skills to work on.'</i> Participant</p>

		<p><i>'[industry partner] was there supporting us [...] to elaborate on our ideas and make them more in depth.'</i> Participant</p> <p><i>'For most things in work you get deadlines ...the pressure [of the challenge day] is good because sometimes you need that pressure.'</i> Participant</p>
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		
<p><i>'What you did was amazing. It was a huge asset to a school.'</i> Teacher</p> <p>Personal Impact – Self-awareness and identity The artists inspired pupils to explore how they saw and related to themselves, others and the world around them. This was an important foundation for the workshops and the development of the core skills through the sessions. (External evaluator analysis)</p> <p>[What's changed for the pupils?] <i>'Much greater understanding of and openness to the complexity of their own identities (and of their classmates) and confidence to explore, experiment with and express those creatively and talk about them.'</i> - Observer reflection, Sir George Monoux College, Session 3.</p> <p><i>'From this session, I have figured out that there is so much more to your identity. [...] So, the photos we took...at first glance you see a random pair of trainers – but, what it represents to me [is different] to other people and what they see from it.'</i> Participant, George Monoux College</p> <p>Personal Impact – Enjoyment, joy and positive engagement Observation and feedback show that the vast majority of students enjoyed taking part in the sessions. The artists and industry partners' passion, energy, inspiration and leadership/facilitation skills, combined with the design of the sessions around real-world industry projects and campaigns, created a learning context for the students that was purposeful, fresh and distinct ('not like school'). (External evaluator analysis)</p> <p>Overcoming usual barriers. Even for students who are not typically vocal or engaged, the impact was observed. <i>'...[student] does not always speak verbally. But you can normally tell by the body language if they are okay or not. Yeah. There was a lot of smiling. [Student] got quite relaxed and was collaborating in their own particular way.'</i> Louisa Cunningham, Teacher, George Monoux College</p> <p>Personal Impact – Confidence and self-expression Teachers, observers, artists and industry partners observed improvements in students' confidence and self-expression as the sessions progressed. Teachers observed vulnerable students, more reserved students, and students who had been less engaged in school, coming out of their shells and engaging positively in the sessions. (External evaluator analysis)</p> <p><i>'The biggest thing for me was seeing the students grow in their confidence. Many of the pupils in the group would not usually offer their ideas or speak in front of others. Every student spoke. We saw a big growth in their confidence. [...] It wasn't just about their confidence to open up and share their own ideas, but also feeling confident enough to do that, feeling confident in their relationships with others, and to work with pupils they wouldn't normally work with.'</i> Sam Berrand, Teacher, Dagenham Park Church of England School</p>		

'I am proud of [student name]...She has stepped up...stepped up to being the person in the videos, even though I can tell she is cringing at it and she is not very confident in the pictures and videos – but she has still stepped up.' Interview respondent, The Sydney Russell School

Personal impact – Aspiration

'For me the biggest thing was probably the awareness of those creative options that are out there. I find with our pupils that they get stuck in this idea that you're either going to be a doctor or a lawyer or teacher. They don't always understand that there are millions of different options and ways of doing things. That's particularly what I wanted to achieved.' Fran Holdich, Teacher, City of London Academy Southwark

Social Impact – Relationships

'I learned new things – I knew nothing about one of the people on my table, even though I've sat on the table for a year...we were all listening to each other's ideas, critiquing and going with it. That was good.' Interview respondent, Sir George Monoux College

Social Impact – Self-awareness and identity

'[...] when we were in there talking about identity and the posters – you got to know new people, plus you got to know more about yourself, in a way.' Interview respondent, The Sydney Russell School

Educational Impact – Understanding creativity and problem solving

'They moved from looking for the answer to a realisation that their creativity is the answer; to 'I am the answer.' Adisa, programme artist

Educational Impact – Empowered learners and change-makers

'...[the students] have been quite spoon fed in education, and by their parents and everything. But there was this realisation ...about the bigger picture and the problems that need to be solved. I think before they hadn't even realised they were problems – they were just gonna tell someone and someone else was gonna deal with it...' Frances Holdich, Teacher, City of London Academy Southwark

'They've started the year in serious business and completely out of their comfort zone. Language, articulating yourself, and point of view – the work that Adisa does to help students look at the world a bit more metaphorically – and just to start generating themselves in how they're going to be in their future is probably one of the most powerful ways you can start a two year BTEC course.'
-Ella James, Teacher, City of London Academy Highbury Grove

'We are going to start a BTEC course in the new term. The first unit is planning the school's Christmas concert and they will have a budget. The Fusion Futures programme fits really well with what we're doing. I'm hoping that they [the group of pupils that Josh and Torri worked with] hold onto this new confidence over the summer and we can kick off where we left off. I can see this having a really positive and big impact on their BTEC work.' Sam Berrand, Teacher, Dagenham Park Church of England School

Innovation Impact

The Fusion Futures methodology utilises artists and industry partners to demonstrate and explore how skills in communication, collaboration and creativity can help to tackle challenges and ultimately improve employability.

An accessible method/tactic for tackling new challenges.

'The programme gives an easy and accessible way to practise the knowledge sharing process. No prior, or domain specific knowledge is required to engage in the method used. Self-concept is personal to each individual, and arts-based elements focus on simulating the knowledge sharing process rather than the creation of an artistically valid product. Jamie Hannon, Project Lead and postgraduate researcher

Were there any unexpected benefits?

Educational Impact – Academic and personal 'readiness' and wellbeing post-lockdown. After a year of home schooling and pupils being away, teachers valued the opportunity for pupils to be in a room together again, learning creatively. The teachers commented on how much they valued the real-world industry experience perspective of the artists and industry partners. They talked of the value of the students being better prepared (creatively and personally) for what's next in their course/curriculum. They see how they can now engage with the group as a whole and with specific vulnerable pupils who were less engaged. (External evaluator analysis)

Cultural Impact

Hawkins\Brown industry partners using Adisa's poetry techniques in their professional work including in their pitches to clients.

'[...] talking about ideas in a creative way was really enjoyable. [...] It's also been nice to hear and think about how the public might describe architecture. People don't always have a way to express themselves.' Praneet and Anna, Industry Partner, Hawkins\Brown

The spill over effects of the programme on the industry partners were not a direct consideration, and it is encouraging to know that their own practice benefited from their participation.

Will the outputs/activities continue?

Delivery to 10 schools is planned during 2022. This will include the 6 schools from the pilot and an additional 4 schools. It is the aim that those 4 new schools be a mix of City of London academies and schools within FFL's target boroughs of Hackney, Newham, Tower Hamlets and Waltham Forest (these may overlap).

For the 4 new schools, 2 new artist-industry partnerships will be sought. These will primarily be fostered through an event hosted at the Good Growth Hub in the Queen Elizabeth Olympic Park (QEOP), east London with support from London Legacy Corporation (LLDC) and FFL. Its aim is to attract industry representatives and artists from within and around the QEOP.

The expansion of the programme into 2022 represents a strengthening of the collaborative relationship between the three key programme partners, CML, Barbican and FFL. FFL will fund a proportion of the programme and Barbican will offer in-kind support and opportunities to link with their teacher CPD programme Teacher Lab. CML and Barbican are committed to continuing to work collaboratively to further hone the model and expand the reach of the programme.

What would you change if you were to repeat this project?

In 2022 we will return to the 6 schools and enhance the programme as a two-year programme for each new school allowing for progression within the school to be fostered and measured. The pilot was approached in a reflexive manner, taking the expert input of the artists, industry partners, teachers and students at all stages. Using this knowledge, the programme methodology for 2022 will be centred on three themes from which the exploration of skills will be allowed to emerge: (1) Exploration of Self; (2) Making Connections; (3) Imagining the Future.

Another aim for 2022 that arose from the evaluation conversations is to more firmly involve each school's careers lead to make sure that the impact can 'reverberate' for the participants and 'echo' to other students in the school. Consultation sessions with the 6 schools in early 2022 will define what is expected of each school in this respect.

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Appendix 7

Impact summary report: The Fusion Prize

Cultural and Creative Learning Goals, Aims and Outcomes

Goal 4: 'Cultural and creative experiences develop and enhance the fusion skills needed for employability in the 21st Century'

Summary of the project including significant changes from the original action plan

The Fusion Prize launched in June 2019 and the process has included a series of symposia events, application support, and two rounds of judging. The winning team, Play Nice, received the £50K award to deliver their solution 'The Pattern' over the course of 2021. The Pattern aimed to empower young people with the skills and capabilities they need to access the creative industries, setting them up to start their creative careers powerfully and thrive. The selected cohort of 20 participants represented the minority communities that The Pattern aimed to reach and inspire. This report details the achievements of The Pattern. Previous reports have covered the wider Fusion Prize process.

The Pattern's original plans for in-person workshops and seminars in the community and on-site activities at cultural venues were disrupted by the pandemic. The majority of the training programme, what was called the curriculum in cultural production, was therefore coordinated and delivered remotely due to the national restrictions at that time. This caused some challenges around scheduling but also provided a vital lifeline of support and connection for young people at a time of uncertainty.

A total of 214 young people applied in the period January to February 2021, after an online awareness campaign led by Play Nice. Almost half of the applicants (45%) identified as being part of the LGBTQIA+ community, reflecting the programme's appeal and reach to the communities represented by its leaders and mentors. Greater diversity and representation of people from minority ethnic communities in creative roles and in leadership positions, as well as more opportunities (funding, networking, commissions and creative exhibitions) for them to enter and progress in the creative industries, were key overarching themes in the applicants' responses to what they wanted to see more of in the creative sector.

The Pattern's cultural production curriculum ran over 8 weeks providing sessions on research, ideation, design and curation led by a group of Patterners who are leaders in their field. Twice weekly, sector leaders and inspiring creatives delivered online workshops designed to upskill and inspire the group. More intimate meetings, of the four smaller groups, bolstered these learning sessions where the mentors would support their group to absorb and examine what they had learnt and then use their new skills in the design and ultimate delivery of the four creative projects.

Two of the resulting projects were particularly successful and impactful:

- At the Feet of Our Mothers (launched August 2021): a short film documenting and cherishing the relationship between Muslim mothers and their daughters, led by Lamisa Khan, founder of Muslim Sisterhood
- Gaia's Garden (Launched July 2021): a community garden hosting events and workshops which platform themes around sustainability and the environment, led by climate activist Noga Levy-Rapoport

Of the four creative projects produced by The Patterners, Gaia's Garden far exceeded our expectations for scale and impact. The project managed to generate almost £180k of additional corporate funding, provided 10 Kickstart paid placements, and welcomed thousands of young people to the green space that was created by City Thameslink station. It was a brilliant example of young people working to benefit their peers and was recognised as Time Out's Best Green Space of 2021.

Proposed cost	£50k award
Actual cost (include breakdown)	£50k award
Delivery period	October 2020- January 2022
What outputs/activities were delivered?	
<ul style="list-style-type: none"> - 5 creative leaders led The Pattern's inaugural season - 214 young people applied, and 45% were from the LGBTQIA+ community - 20 young people (the Patterners) were selected. 12 participants described their ethnicity as either Black, African, Caribbean or Black British, 3 described their ethnicity as mixed, 2 as Asian or Asian-British, 1 as British Malaysian, 1 as from South East London, and 1 as White Hispanic/Latinx - 8 curriculum workshops on cultural production were delivered over 4 weeks from February to April 2021 (2 sessions per week) - 2 major cultural production projects were successfully completed over the summer of 2021 - £180k external investment from the London-based property developer Dominvs was secured for Gaia's Garden, an-award winning pop-up community garden designed to celebrate sustainability and educate Londoners about sustainable practices - 230 young people volunteers helped bring Gaia's Garden to life, building furniture and planting the greenery - 10 creative part-time jobs were created for young people at Gaia's Garden - The Gaia's Garden programme consisted of 25+ workshops and events employing young creative freelancers - £245,466 social value collectively realised for social outcomes experienced by employed young people and volunteers engaged in Gaia's Garden, this sum was calculated using the Housing Association Charitable Trust (HACT) Social Value Bank that adopts wellbeing valuation analysis methodology to calculate the social value outcomes experienced by stakeholders who received employment and volunteering opportunities - 5,641+ social impressions about The Pattern across Instagram (784), Twitter (4,631) and Linked In (226) between Jan-21 and Sept-21. Featured in Mayor's Culture newsletter 	

reaching c.7,000 - 8,000 people and professionals. Positive media coverage from 6 media outlets: Timeout, BBC London, Hypebeast, i-d, Vice, Resident Advisor, Dazed

Have the target outcomes been met, and how have they been measured?

The following table summarises the key outcomes identified for participants.

Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Participants developed pride, purpose and feel creative ownership: the Patterners see themselves in the creative world	For all outcomes the data sources were: - Monitoring data about the applicants and participants	Showcasing their work with friends, peers, family, and professionals in the creative industries has helped to reinforce creative identities and instil confidence that they belong and have a future in the creative industries.
Creative and personal confidence	- The results of a post-curriculum survey with the participants - Feedback from The Pattern's reflection and feedback session with participants in April	Patterners have stretched themselves personally and creatively, taking on creative and production opportunities they might not have otherwise said yes to without the support of The Pattern's leadership team and mentors.
Fusion skills were developed in particular collaboration and teamwork	- Informal conversations with five participants and one mentor at the launch of two of the community projects - Depth interviews with two of the participants and with Nate Agbetu, Play Nice co-founder	Patterners felt more confident about cultural production. They developed vital soft skills, fusion skills, through delivering their projects: communication skills, thinking skills, organisation skills, creative skills, and staying positive. Patterners valued the opportunity to learn new creative skills and be part of a creative team and network, they spoke most explicitly about feeling more confident about working in teams and collaborating with others.
Connections and friendships	- Conversations with Culture Mile and Foundation for Future London representatives	Patterners cherished the personal and professional friendships and connections they made through the programme, and it is clear that this had a positive impact on their wellbeing and career readiness at a time of uncertainty and challenge for many young people, as well as opening up opportunities

	Analysis of the above data by an external evaluator	and possibilities for future work and collaborations.
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		
<p>The Pattern showed significant personal, social, and cultural impacts for its participants. It also had huge ethical impacts, with all projects focusing on social or minority issues including; underrepresentation of the British Muslim experience, the British trans experience, and sustainability. Partially because of its longitudinal and practical nature, it was highly successful in developing fusion skills and showed clear employability pathways to The Patterners.</p>		
<p>The evaluation concluded that: ‘The Pattern is a unique creative learning programme differentiated by the vision, passion, creative experience and connections of its diverse leadership team and mentors. The Pattern inspired access to the creative industries for young people from underrepresented backgrounds. It empowered young people with creative confidence, skills and capabilities, which they applied to real-world creative projects of scale and impact. The Pattern has given young people from ethnic minorities and underrepresented backgrounds a new sense of purpose and clarity around their creative identities and potential future careers. The majority of the Patterners from the two project teams appear to have left the programme seeing themselves in the creative world with increased confidence, a creative mind-set and skills, a can-do approach, and lasting connections and friendships.’</p>		
<p><i>‘I feel I’ve grown so much this year. I’ve become more involved in the visual arts, and I had opportunities to network with people and build my creative skills. I’ve got to work with people in fashion, photography and PR, professionals I wouldn’t usually get to work with through my day-to-day work. [...] I’m proud of just being able to go to the garden [Gaia’s Garden] whenever I wanted to and then taking people and being like I created this. I felt that was probably like my proudest thing – we made it happen.’</i> Patterner</p>		
<p><i>‘It’s a struggle to be a Muslim in the creative industries. We’ve shown through this project how we are able to carve out our own spaces in places like this [180 Strand]. The space is really iconic, and we’ve been able to push through with our own identities and really shout about our community.’</i> Patterner</p>		
<p><i>‘I really enjoyed collaborating with my team and working on a tangible project with others. There have been opportunities to shadow people with more experience in the creative industries and network. I’ve built relationships with lots of different people. I’m glad I was involved in the project. You had to use your initiative, and this is something I can transfer into work.’</i> Patterner</p>		
Will the outputs/activities continue?		

In the final quarter of this financial year the Patterners will deliver the remaining two creative projects. Beyond the project the team behind Play Nice will continue working to upskill young creative producers from backgrounds underrepresented in the creative industries, and will support the Patterners in their blossoming careers. Nate Agbetu (one half of Play Nice) has been commissioned to run a new iteration of the project by A New Direction and Foundation for Future London.

What would you change if you were to repeat this project?

The external evaluation concluded that:

‘The investment of £50K to the Fusion Prize winner has delivered on the aims and aspirations of the prize – helping young people develop the soft skills they require for employers in the workplace – and delivered a significant return in social value and impact... The funders may want to consider whether the Fusion Prize funding allocation could be better maximised and stretched, for example, by making smaller awards to more projects (different ‘categories’), along with cross-programme incubation, training and mentoring support. This would also have the benefit of promoting and supporting inter-project collaborations and maximising the involvement and reach of partner organisations.’

A list of recommendations was made to Play Nice about further iterations of The Pattern and also to cultural commissioners and partners, the latter summarised as follows: ‘organisations and partners who may be considering future collaborations with Play Nice or commissioning a similar creative learning programme should consider how they can maximise their spaces and networks to support the programme.’

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Committee(s): Education Board	Dated: 03/02/2022
Subject: Connecting Communities Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3,5, 7, 8, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	£0
What is the source of Funding?	
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: Gwen Rhys, Business Manager, Connecting Communities, Department for Community & Children's Services	

Summary

This report updates Members on the progress of the Connecting Communities programme in its first weeks of operation.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

1. The Report to the Education Committee dated 3 December 2021 gave a detailed overview of Connecting Communities, an £18 million programme funded by the Greater London Council (GLA) and the European Social Fund (ESF) of which the Education Strategic Unit (ESU) will receive £ £669,000 to deliver the programme's outcomes and impacts over the next 18 months.

Current Position

2. The Connecting Communities Team consists of 7 experienced people: 1 x Business Manager, 1 x Employment Engagement Officer, 4 x Caseworkers and 1 x Administrator, all of whom are expected to be onboard by early February. At the time

of writing this report, the Business Manager, Administrator and 2 x Caseworkers are already in place.

3. The Team has begun to work with a group of Afghan refugees. The first cohort are those interested in applying for University in the UK. The second cohort will work with Caseworkers to determine the next steps towards meeting their training and work aspirations. Caseworkers also plan to make regular visits to the hotels where Refugees are living. It is anticipated that many of the refugees will be eligible to enrol as Participants on the programme.

4. Caseworkers plan to have a regular physical presence in the Small Business Research & Enterprise Centre enabling them to offer a drop-in service for anyone interesting in accessing the Programme.

5. In February the Team will receive training on APTM, the digital system that will monitor the programme's progress and effectiveness and will provide management information to ensure both inputs and outcomes are being met in a timely fashion.

6. The Business Manager has had several meetings with potential partners who can either refer potential Participants, provide a communication channel to Participants and/or Training Providers and Employers. These partners include, for example, the City of London secondary schools, City and Guilds, the Business and Innovation Centre, representatives of the Culture Mile and Livery Companies particularly those connected with the Construction and Hospitality sectors.

Options

Not applicable.

Proposals

Not applicable.

Key Data

Not applicable.

Corporate & Strategic Implications

7. 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

8. 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.

9. There are some officer resource implications in terms of management and implementation time.

Legal implications

10. 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.

11. 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

12. 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.

13. 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.

Equalities implications

14. 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.

15. 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.

16. 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.

17. 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 implications

18. There are no immediate Climate implications.

Security implications

19. There are no immediate Security implications.

Conclusion

20. Within its first month of operation, the City of London's Connecting Communities team has made a good start in raising awareness of the programme within the City and supporting Participants.

Appendices

- Appendix 1 – Presentation to Skills Forum and Head Teachers Forum

Background Papers

Report to the Education Board dated 3/12/2021

Gwen Rhys

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Connecting Communities Your Bridge to Success

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Anne Bamford, Strategic Education and Skills
Director

Gwen Rhys, Business Manger

Karen Adriaanse, Senior Project Officer

Central London Forward 



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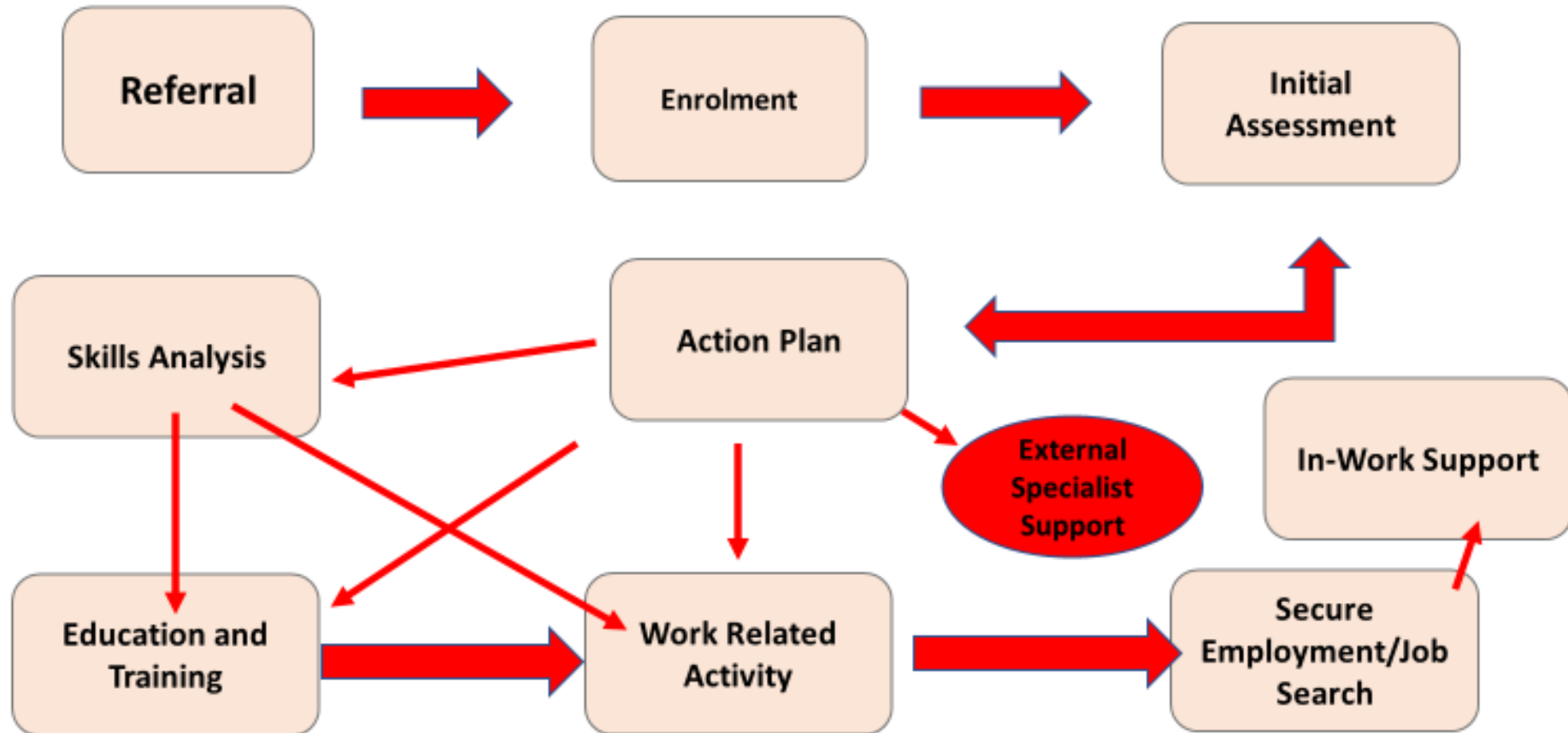
European Union
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Social Fund

Connecting Communities - Overview

Objective

to improve the lives of participants by supporting them into sustainable employment (or make progress towards work) by ensuring they can access the necessary skills, jobs and support

Connecting Communities - Process



Connecting Communities – A bridge to success

- Experienced Team of 7
 - Including 4 Case Workers
- Building relationships with community organisations that can
 - help us reach Participants
 - help upskill Participants
 - help Participants gain employment
- Participants
- Business Sectors

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Connecting Communities – How you can help

- Who in your community can benefit? Anyone who's not working, training or in education
 - Young people 18 – 24
 - Those who may have dropped out of HE/FE during the pandemic
 - This year's leavers who may need additional handholding.
 - Older adults who are currently out of the labour market
 - Those who previously had caring responsibilities (eg Mum returners)
 - Those who hit difficult times and are ready to move forward
- What local community groups, communication channels can we access?
 - Youth Groups, Faith Groups, Cadet Forces

Connecting Communities – How we can help

- Our Caseworkers can attend meetings in your school – talk to groups of young people, parents, etc
- Our Employment Engagement Officer can speak to local employers – individual businesses, business forums/groups about partnering with us

Connecting Communities – Contact details

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