



Education Board

Date: THURSDAY, 20 OCTOBER 2022
Time: 10.00 am
Venue: COMMITTEE ROOM 2 - 2ND FLOOR WEST WING, GUILDHALL

Members:	Caroline Haines (Chair)	Naresh Hari Sonpar
	Alderman Sir Peter Estlin	Mandeep Thandi
	Deputy Madush Gupta	Tim Campbell (Co-optee)
	Alderman Robert Howard	Vacancy (Co-optee)
	Deputy Shravan Joshi	Vacancy (Co-optee)
	Alderman Lord Mayor Elect	Vacancy (Co-optee)
	Nicholas Lyons	Vacancy, CCS
	Benjamin Murphy	
	Ruby Sayed	

Enquiries: Chloe Ainsworth
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Accessing the virtual public meeting

Members of the public can observe this virtual public meeting at the below link:
<https://youtu.be/6TVPi2mp2Bq>

A recording of the public meeting will be available via the above link following the end of the public meeting for up to one civic 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

NB: Certain matters for information have been marked * and will be taken without discussion, unless a Member indicates that they have questions or comments prior to the start of the meeting.

Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 23 June 2022.

For Decision
(Pages 7 - 14)

4. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 15 - 16)

5. **ELECTION OF DEPUTY CHAIRMAN**

The Committee is invited to elect a Deputy Chairman in accordance with Standing Order 30.

For Decision

6. **APPOINTMENT OF CO-OPTED MEMBERS**

The Chair to be heard.

For Decision

7. **REPORT OF ACTION TAKEN BETWEEN MEETINGS**

Report of the Town Clerk.

For Information
(Pages 17 - 18)

8. **UPDATE ON SCHOOLS BILL**

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

For Information

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

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

For Information
(Pages 19 - 26)

10. **EDUCATION BOARD BUDGET UPDATE**

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

For Information
(Pages 27 - 30)

Education

11. **GOVERNOR APPOINTMENTS UPDATE**

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

For Information
(Pages 31 - 64)

Cultural & Creative Learning

12. **CULTURE MILE LEARNING - SCHOOL VISITS FUND**

Report of the Director, Museum of London.

For Information
(Pages 65 - 68)

Skills

13. **LCF 2022 EVALUATION REPORT**

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

For Information
(Pages 69 - 104)

14. **CONNECTING COMMUNITIES**

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

For Decision
(Pages 105 - 112)

15. **ADULT AND COMMUNITY LEARNING OFSTED INSPECTION REPORT**

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

For Information
(Pages 113 - 126)

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

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

18. **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

19. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 23 June 2022.

For Decision
(Pages 127 - 128)

20. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 129 - 130)

21. **EDUCATION CHARITIES REPORT**

Report of the Managing Director, Bridge House Estates.

For Decision
(Pages 131 - 140)

22. **2022 RESULTS DATA FOR THE FAMILY OF SCHOOLS**

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

For Discussion
(Pages 141 - 148)

23. **CHAIR'S UPDATES**

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

For Information

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

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

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EDUCATION BOARD

Thursday, 23 June 2022

Minutes of the meeting of the Education Board held at Committee Room 2 - 2nd Floor West Wing, Guildhall on Thursday, 23 June 2022 at 10.00 am

Present

Members:

Caroline Haines (Chair)
Alderman Sir Peter Estlin
Deputy Madush Gupta
Alderman Robert Howard
Deputy Shravan Joshi
Benjamin Murphy
Ruby Sayed

Mandeep Thandi
Naresh Hari Sonpar
Rachel Bower
Deborah Knight
Mary Robey
Vacancy

In Attendance

Officers:

Chloe Ainsworth	- Town Clerk's Department
Anne Bamford	- Department of Community & Children's Services
Scott Caizley	- Department of Community & Children's Services
Polly Dunn	- Town Clerk's Department
Mark Emmerson	- City of London Academies Trust
Mark Jarvis	- Chamberlain's Department
Jack Joslin	- The City Bridge Trust
Vasima Patel	- Community and Children's Services Department
Emily Rimington	- Comptroller and City Solicitor's Department

1. APOLOGIES

Apologies for absence were received from Alderman Sir Peter Estlin and Deborah Knight.

The Chair took this opportunity to welcome the new Town Clerk and new members Naresh Sonpar (Community & Children's Services Committee Representative) and Deputy Madush Gupta.

The Chair noted that Deputy Philip Woodhouse had submitted his resignation shortly before the meeting, effective immediately and invited Members interested in filling the vacancy to inform her ahead of September. The appointment will take place at the next Education Board meeting in October.

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 28 April were approved as a correct record.

In relation to Item 14 of the previous minutes, the Chair informed the Board that the re-formatted Freeman's Partnership Brochure was not ready for this meeting and that it will be circulated to Members by email.

In response to a question raised by a Member, the Board was informed that the levels of staff and pupils absent from Covid-19 was far lower than this time last year. The Board was also informed that it would be possible to reinstate a Covid-19 update as a standing item in the future, if necessary.

4. **OUTSTANDING ACTIONS**

RESOLVED - That the outstanding actions be noted.

5. **SKILLS AUDIT**

The Board received a report of the Town Clerk regarding the Skills Audit of the Members of the Education Board.

The Town Clerk noted that the only moderate 'weakness' identified by Members lay in the charities sector. The Town Clerk stated that this issue had been identified across the organisation as part of the Corporation's Charity Review and that it was likely that training would be developed in charities sector in the medium-long term.

The Town Clerk also noted that in the absence of a Deputy Chairman, there were insufficient members on the Nominations Sub-Committee. The Town Clerk invited Members to volunteer to assist on the Nominations Sub-Committee until such a time a Deputy Chairman is appointed.

RESOLVED - That the report be noted.

6. **REPORT OF ACTION TAKEN BETWEEN MEETINGS**

Members received a report of the Town Clerk regarding the action taken between meetings.

The Chair welcomed Member Catherine McGuinness as Sponsor Trustee on the City of London Academies Trust (COLAT).

RESOLVED - That the report be noted.

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

Members received a report of the Director of Community and Children's Services regarding the recent events, projects and activities that had occurred across the three strategy areas of: Education, Cultural and Creative Learning and Skills.

The Chair invited Members to participate in the Education, Cultural and Creative Learning and Skills events over the coming year, including the London Careers Festival (LCF) and Environmental Day.

The Chair noted that she would be stepping down as the Chair of the LCF and invited Members interested in this position to contact her.

Following a question, it was confirmed that the impacts and output from the events were reported annually at different points throughout the year, with the Education Board due to receive a report of the LCF at the next meeting in October. The Board was informed that the team had been working with ImpactEd to increase the amount of impact measurement and improve the quality of it going forward.

Members discussed the benefits of the events, but were mindful of the public perception of such events in times of financial hardship. Members also discussed the value of surveys in measuring the impact of the events and it was suggested that surveys could be extended to young people in our schools.

Members noted the advantages of alumni networks and it was confirmed that efforts were being made to develop the alumni network for apprentices.

RESOLVED - That the report be noted.

8. CITY PREMIUM GRANT 2022/23: ALLOCATION UPDATE TO ACADEMIES

Members considered a report of the Director of Community & Children's Services on the City Premium Grant 2022/23 and the Allocation Update to Academies.

Following a question, it was explained that the risk of not agreeing the phased in figures for the City Premium Grant is that some academies would not have the funds for "additionalities" or enrichment activities. These activities benefit *all* pupils, but are particularly beneficial for disadvantaged children, who otherwise might not get the opportunity to participate in such activities.

It was also explained that a risk of not allowing the delegation of authority to the Chair and Strategic Education and Skills Director is that there would be a delay of the implementation of staff and programs.

In response to a question, it was confirmed that strategic priorities could continue over a number of years, if necessary.

Members noted that schools would now only have a short time to plan their budget before the next school year. It was agreed that this would be difficult,

but it was hoped that in the future schools would plan the following school year's budget in advance of December.

The Board discussed the impact of inflation on the City Premium Grant. It was suggested that an inflation matrix should be included in future reports.

RESOLVED - That Members:

- a) Agree the phased in figures for the City Premium Grant: Disadvantaged Pupils Grant (as outlined in the chart in Appendix Two) *rather than the amounts calculated solely based on Pupil Premium numbers for the academies.*
- b) Enable delegated authority to the Chair and Strategic Education and Skills Director to form a grants panel to examine the applications for the City Premium Grant: Partnerships Grant; and the City Premium Grant: Strategic Grant and to make the grants accordingly to the schools.

9. **GOVERNOR APPOINTMENTS UPDATE**

Members received a report of Director of Community and Children's Services regarding Governor Appointment Updates.

It was noted that City Junior School is not currently included at Appendix 1. Members were informed that this will be included in the report for the October meeting.

The report highlighted that two local governing bodies had not yet appointed parent governors and that four local governing bodies had not yet appointed staff governors. The Board discussed the importance of involving parents and staff in the decision-making process, but also noted the difficulties schools face in filling vacant governor positions.

It was noted that there had been delays with obtaining DBS checks due to staffing issues. The Chair informed the Board that there was now an appointed contact in HR who should be contacted regarding DBS checks.

The Chair informed the Board that she will be stepping down as Chair of Governors at Newgate Collegiate Sixth form in the Autumn term.

It was also noted that officers at the City of London Corporation could act as governors on school boards and the Board discussed what had been done to advertise this.

RESOLVED - That the report be noted

10. **SCHOOLS VISITS FUND**

Members received a report of the Director of Community & Children's Services regarding the School Visits Fund.

A Member noted that there may be barriers preventing some schools participating in visits, for example accessibility issues. The Board was of the view that it would be useful to know this information in order to make changes.

RESOLVED - That the report be noted.

11. CONNECTING COMMUNITIES UPDATE

Members received a report of the Director of Community & Children's Services regarding an Update on Connecting Communities.

Following a question, Members were informed that a pilot program was being developed with and participants with the aim of providing participants with apprenticeships and early first jobs.

RESOLVED - That the report be noted.

12. DEVELOPING FUSION SKILLS THROUGH LEARNING

Members received a report of the Director of Community & Children's Services regarding the Education Cultural and Creative Learning Skills Update. Fusion skills are a set of 12 behaviours and skills that pupils need to flourish in learning and the world of work.

The Board heard presentations from the head teacher of Galleywall Primary School and the head teacher of High Gate Hill explaining how these fusion skills had been incorporated into pupil's learning. It also received an update on the Voice 21 project and partnership work and their contribution to the development of fusion skills.

RESOLVED - That the report be noted.

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

There were no questions.

14. ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT

The following items of urgent business were raised –

a) RUBY SAYED

The Board congratulated its Member, Ruby Sayed, on the birth of her child.

b) ANNE BAMFORD

The Board thanked Anne Bamford for her work in Community & Children's Services.

15. REVENUE OUTTURN 2021/22

Members received a joint report of the Chamberlain and Director of Community & Children's Services regarding the Budget Update.

RESOLVED - That the report be noted.

16. 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.

17. **CHARITIES REVIEW RECOMMENDATIONS - 1. THE CITY EDUCATIONAL TRUST FUND (290840) & 2. CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY (312836)**

Due to the time, this item was brought forward for discussion.

Members received a report of the Managing Director of Bridge House Estate & Chief Charities Officer regarding recommendations coming from the Charities Review.

18. **NON-PUBLIC MINUTES**

The non-public minutes of the meeting held on 28 April 2022 were approved as a correct record.

19. **NON-PUBLIC OUTSTANDING ACTIONS**

Due to the Education Board meeting overrunning its allocated time, the Town Clerk proposed to circulate the non-public element of the Skills Audit by email.

20. **SAFEGUARDING SCRUTINY UPDATE**

Members received a report of the Director of Community & Children's Services regarding Safeguarding Scrutiny.

RESOLVED - That the report be noted.

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

Members received an oral update from the Chairs of the City of London Independent Schools and Board of Trustees of the City of London Academies Trust.

RESOLVED - That the update be noted.

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

There were no questions.

23. **CONFIDENTIAL MINUTES**

There were no questions.

RESOLVED - That the confidential minutes of the meeting held on 28 April 2022, be approved as a correct record.

The meeting ended at 12.41 pm

Chairman

Contact Officer: Chloe Ainsworth
Chloe.Ainsworth@cityoflondon.gov.uk

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Agenda Item 4

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
05/2022/P	28 April 2022	When discussing the training available to Governors of the Family of Schools, Members asked that the Board and COLAT receive invitations	Strategic Education and Skills Director	Ongoing

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Agenda Item 7

Committee(s) Education Board	Date: 20/10/2022
Subject: Report of Action Taken Between Meetings	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	N/A
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: Town Clerk and Chief Executive	For Information
Report author: Chloe Ainsworth, Town Clerk's Department	

Summary

This report advises Members of action taken by the Town Clerk in consultation with the Chairman and a Senior Member, in accordance with Standing Order Nos. 41(a) and 41(b) since the last meeting.

Recommendations

That Members note the action taken since the last meeting of the Education Board.

Main Report

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

1. **Urgent Decision:** Approval of appointment of Dr Steven Berryman as the Chair of the Southwark LGB under urgency procedure.

The role of Chair of the Southwark Local Governing Body was vacant following the resignation of Shravan Joshi. Following its advertisement, the appointment of Dr Steven Berryman as Chair of the Southwark LGB was considered by the Board of Trustees at their meeting on 14 July 2022. There was unanimous support on the Board for the appointment and the further approval of the Education Board was sought.

REASON FOR URGENCY: According to the CoLAT Scheme of Delegations, the appointment of LGB Chairs is considered by the Board of Trustees before being approved by the Education Board. This academic year, the June Education Board meeting (the final meeting of the academic year) took place before the July CoLAT Board of Trustees meeting. This prevented the endorsement of the Board of Trustees taking place before submission to the Education Board. Approval of the appointment of Chair to the Southwark LGB was required so that the position could be filled with effect from 1 September 2022 (i.e. the next academic term).

The next Education Board meeting is on 20 October 2022 and therefore the decision was required before the next meeting.

Dr Steven Berryman was consequently appointed under urgency procedures as Chair of the Southwark LGB for a term expiring 31 August 2026.

2. Urgent decision: Appointment of Chair to the Newham Collegiate Sixth Form Centre (NCS) Local Governing Body (LGB)

The role of Chair of the NCS LGB was vacant following the resignation of Caroline Haines. Her term was initially due to expire on 31 December 2022, however, it was agreed with CoLAT that the term should be extended until the NCS's delayed Ofsted inspection had taken place. A second extension to the expiration date of the term was subsequently agreed until a new headteacher of the NCS was appointed.

The appointment of Simon Beck as Chair of the NCS LGB was considered by the CoLAT Board of Trustees at their meeting on 8 September 2022. There was unanimous support on the Board for the appointment and the approval of the Education Board was sought.

REASON FOR URGENCY: Urgent approval of the appointment of Chair to The NCS LGB was required so that the position could be filled with effect from 1 October 2022 (i.e. the next academic term) to ensure robust oversight of the NCS was maintained. The next Education Board meeting is on 20 October 2022 and therefore the decision was required before the next committee meeting. This academic year, the final Education Board meeting took place in June before the September CoLAT Board of Trustees meeting. This prevented the endorsement of the Board of Trustees taking place before submission to the Education Board.

Simon Beck was consequently appointed under urgency procedures as Chair of the NCS LGB for a term expiring 1 October 2026.

Chloe Ainsworth

Town Clerk's Department

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Committee(s) Education Board	Dated: 20/10/2022
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

1. 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 2022/23 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 2022/23 academic year in **Appendix 1**.

Main Report

Background

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

Current Position

3. London Careers Festival

The London Careers Festival 2022 built on the success of previous years by offering a blended approach to careers education, with a virtual fair the week beginning 20 June and an in-person festival at the Guildhall the week beginning 27 June. The programme of events was carefully curated to offer pupils and teachers the chance to explore a wide range of careers and skills development opportunities, to take part in practical career-focused activities, and to hear

directly from experts and businesses. Find more information on:
www.londoncareersfestival.org.uk

4. Environmental Picnic Day

Tying into the Queen's Green Canopy initiative, the Environmental Picnic Day took place at Epping Forest on 16 September 2022 where 30 students from The Aldgate School attended. The Natural Environment Learning team managed the project, with school engagement support from the Education Strategy Unit. Pupils engaged in morning workshops focused on habitats and the stone age, followed by a picnic lunch. The day finished with the school group being presented with a sapling which they took back to their school to plant and care for in the years ahead.

ImpactEd project

Over the next three years, the Education Strategy Unit will be working with the non-profit organisation ImpactEd, to help to evaluate the impact of City Premium Grant funded projects. The purpose of using the ImpactEd platform is to have one place where schools can submit their grant applications, and also monitor and evaluate the impact of their projects. Schools will be able to measure their projects over a range of skills including the fusion skills which has been built into the platform. Training sessions, resources and immense support has been given to the schools by the Education Strategy Unit and ImpactEd team to help aide this process.

Upcoming

5. Education London 2030: Social Mobility - The New Challenge Conference

On Monday 3rd October at Guildhall from 9-4pm, the annual City Schools Conference will take place. The agenda will include keynote speakers, roundtable discussions and networking opportunities. The theme of this conference was born from the One City Two Worlds report, which argues that although London has strong academic attainment and a dynamic job market, young people are still suffering from some of the worst employment rates compared to their peers across England. The conference will explore the barriers to social mobility, how best to break these down and models of successful practice. Attendees to the conference will include staff from the family of schools, London Borough's educational contacts, cultural partners, businesses and education charities.

6. Wren 300 Project

To celebrate the 300th death anniversary of Sir Christopher Wren, a new year-long project is being launched in collaboration with City of London Corporation, Diocese, City of London School and St Paul's Cathedral. This project will involve music, visual art and creative writing, bringing together pupils from across the City of London family of schools (and extended) to sing a new composition inspired by the wonder of Wren's architecture and his achievements. Pupils will also visit various inspirational and representative churches, logging their reactions in word, art papercutting's and attending singing workshops. Phase 1 of the project already took place on Wednesday 28 September where teachers were invited to St Stephen Walbrook church to officially launch the project and give them a flavour of what the students would experience during the project.

Options

7. N/A

Key Data

8. N/A

Corporate & Strategic Implications

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

Conclusion

10. 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 2022/23 academic year

Appendix 1 – Calendar of Forums and Events over the 2022/23 Academic Year**Catherine McGovern**

Projects Officer

Department of Community and Children's Services

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2022-23

Calendar of forums, committee meetings and events



	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums & training for Governors
	Education Board members

Events and Meetings 2020/21	Date	Time	Location
September			
CoLAT Board of Trustees meeting	08/09/2022	09:00 - 11:00	CoLAT School & Virtual - TBC
Outdoor Environmental Picnic Day	14/09/2022	All day	Epping Forest
Outdoor Environmental Picnic Day	16/09/2022	All day	Epping Forest - TBC
Headteachers Forum (Autumn 1)	22/09/2022	08:15 - 09:30	Virtual
Wren300 Teacher taster session	28/09/2022	08:30 - 10:30	St Stephen Walbrook church
October			
City School's Conference	03/10/2022	All day	Old Library, Guildhall
Chair of Governors Forum (Autumn)	05/10/2022	08:30 - 10:00	Virtual
CoLAT Finance & Operations Committee	11/10/2022	13:00 - 14:00	TBC
CoLAT Audit & Risk Committee	11/10/2022	14:00 - 15:00	TBC
Partnerships Forum (Autumn)	11/10/2022	08:30 - 10:00	Committee Room 1, West Wing
Cultural and Creative Learning Forum (Autumn)	12/10/2022	08.30 - 10.00	Museum of London, Activity Space 2
Education Board	20/10/2022	10:00 - 12:00	Committee Room 2, West Wing
Liveries Education Network (Autumn)	24/10/2022	13:30 - 16:00	Merchant Taylor's
Autumn Half Term (Between 17 October 2022 - 28 October 2022) - School dates vary			
November			
CoLAT Scrutiny Meetings (Standards)	01/11/2022	09:00 – 15:30	Room 11, North Wing, Guildhall
Headteachers Forum (Autumn 2)	10/11/2022	08:15 - 09:30	Committee Room 2, West Wing
CoLAT Scrutiny Meetings (Standards)	04/11/2022	09:00 – 15:30	Room 11, North Wing, Guildhall
Lord Mayor's Show	12/11/2022	All day	City of London area
CoLAT Standards & Accountability Committee	17/11/2022	09:00 - 11:00	Committee Room 3, West Wing
Skills Forum (Autumn)	30/11/2022	08.30 - 10.00	Committee Room 1, West Wing
December			
Education Board	02/12/2022	10:00 - 12:00	Committee Room 4, West Wing
Governor Training - Finance	06/12/2022	08:30 - 10:00	Virtual
CoLAT Finance & Operations	08/12/2022	09:00 - 10:00	Committee Room 1, West Wing
CoLAT Audit and Risk	08/12/2022	10:00 - 11:00	Committee Room 1, West Wing
CoLAT Trust Board Meeting	15/12/2022	09:00 - 11:00	CoLAT School - TBC
Christmas Holidays Between 19 December 2022 - 2 January 2023 - School dates may vary			
January			
Headteachers Forum (Spring 1)	18/01/2023	08:15 - 09:30	Virtual
Chair of Governors Forum (Spring)	25/01/2023	08:30 - 10:00	Virtual



Last updated – 23 September 2022

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

For more information, please contact COLEducation@cityoflondon.gov.uk

February

Cultural and Creative Learning Forum (Spring)	01/02/2023	08.30 - 10.00	Cultural venue - TBC
CoLAT Standards & Accountability Committee	02/02/2023	09:00 - 11:00	Committee Room 3, West Wing

Chess Training Workshop 1	02/02/2023	13:30 - 15:30	Virtual
Poetry Translation Day	03/02/2023	09:30 - 15:00	Livery Hall, Guildhall
Education Board	06/02/2023	13:45 – 15:45	TBC
Skills Forum (Spring)	08/02/2023	08.30 - 10.00	Skills Venue - TBC
Chess Training Workshop 2	09/02/2023	13:30 - 15:30	Virtual
Education Board Away Day	TBC	TBC	TBC

Spring Half Term

Between 13 February 2023 - 17 February 2023 - School dates may vary

CoLAT Finance & Operations Committee	23/02/2023	09:00 - 10:00	Committee Room 1, West Wing
CoLAT Audit and Risk Committee	23/02/2023	10:00 - 11:00	Committee Room 1, West Wing
CoLAT Scrutiny Meetings (Safeguarding)	27/02/2023	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	28/02/2023	TBC	TBC

March

Maths Challenge	01/03/2023	08:15 - 12:15	Livery Hall
Chess Tournament	02/03/2023	12:00 - 16:00	Livery Hall
CoLAT Scrutiny Meetings (Safeguarding)	02/03/2023	TBC	TBC
CoLAT Scrutiny Meetings (Safeguarding)	03/03/2023	TBC	TBC
Partnerships Forum (Spring)	08/03/2023	08:30 - 10:00	CoLAT School - TBC
Liveries Education Network (Spring)	14/03/2023	13:30 - 16:00	United Westminster & Grey Coat Foundation
Through Our Eyes Art Exhibition - Launch	21/03/2023	N/A	Virtual
Governor Training - Basic Safeguarding	21/03/2023	08:30 - 09:45	Meeting Room 1-2, North Wing
Governor Training - Advanced Safeguarding	21/03/2023	10:00 - 12:00	Meeting Room 1-2, North Wing
Headteachers Forum (Spring 2)	22/03/2023	08:15 - 09:30	Committee Room 1, West Wing
CoLAT Board of Trustees meeting	23/03/2023	09:00 - 11:00	CoLAT School & Virtual - TBC
Wren300 Music and Visual Arts workshops	Feb - March 2023	All day	Various Wren Churches

Easter Holiday

Between 3 April 2023 - 14 April 2024 - school dates may vary

April

Education Board	24/04/2023	11:00 – 13:00	TBC
Skills Forum (Summer)	26/04/2023	08.30 - 10.00	Skills Venue - TBC

May

Headteachers Forum (Summer 1)	03/05/2023	08:15 - 09:30	Virtual
Cultural and Creative Learning Forum (Summer)	04/05/2023	08.30 - 10.00	Cultural venue - TBC
CoLAT Standards & Accountability Committee	04/05/2023	09:00 - 10:00	Committee Room 3, West Wing
Education Board Dinner	08/05/2023	18:00 - 21:00	Great Hall & Art Gallery, Guildhall
Skills Conference	18/05/2023	15:00 - 18:00	Livery Hall and Crypts
Chair of Governors Forum (Summer)	24/05/2023	08:30 - 10:30	Committee Room 1, West Wing



Last updated – 23 September 2022

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

For more information, please contact COLEducation@cityoflondon.gov.uk

Through Our Eyes Art Exhibition - Workshops	Various dates	TBC	Participating schools
Summer Half Term			
29 May 2023 - 2 May 2023 - School dates may vary			

June

Governor Summer Reception	09/06/2023	17:30 - 20:00	Basinghall Suite, Guildhall
Liveries Education Network (Summer)	13/06/2023	13:30 - 16:00	Skinner's Hall
Partnerships Forum (Summer)	15/06/2023	08:30 - 10:00	CoLAT School - TBC
Wren300 first rehearsal and school trip	19/06/2023	All day	St Stephen Walbrook church & St Paul's Cathedral
CoLAT Scrutiny Meetings (Finance)	19/06/2023	TBC	TBC
CoLAT Scrutiny Meetings (Finance)	20/06/2023	TBC	Virtual
CoLAT Scrutiny Meetings (Finance)	21/06/2023	TBC	Virtual
Governor Training - School data and performance	20/06/2023	08:30 - 10:00	Virtual
Education Board	21/06/2023	11:00 - 13:00	TBC
CoLAT Scrutiny Meetings (Finance)	22/06/2023	TBC	TBC
Headteachers Forum (Summer 2)	22/06/2023	08:15 - 09:30	Committee Room 2, West Wing
CoLAT Scrutiny Meetings (Finance)	23/06/2023	TBC	TBC

July

London Careers Festival - Day 1	03/07/2023	All day	Guildhall
London Careers Festival - Day 2	04/07/2023	All day	Guildhall
Through Our Eyes Art Exhibition - Final Collaborative Digital Artwork Launch	05/07/2023	All day	Virtual
London Careers Festival - Day 3	05/07/2023	All day	Guildhall
Wren300 Art Exhibition	4 -26 July 2023	All day	Barbican Library Foyer
CoLAT Finance & Operations Committee	06/07/2023	09:00 - 10:00	Committee Room 1, West Wing
CoLAT Audit and Risk Committee	06/07/2023	10:00 - 11:00	Committee Room 1, West Wing
CoLAT Board of Trustees Meeting	13/07/2023	09:00 - 11:00	CoLAT School & Virtual - TBC

Summer Holidays

21 July onwards - School dates may vary

August

Primary Results Day (raw scores)	TBC	N/A	N/A
Results Day (A levels)	18/08/2022	N/A	N/A
Results Day (GCSE)	25/08/2022	N/A	N/A

Guildhall is formed by a number of buildings and has multiple entrances. Please use the appropriate entrance when arriving for your meeting or event. <https://www.cityoflondon.gov.uk/about-us/find-us>



Last updated – 23 September 2022

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

For more information, please contact COLEducation@cityoflondon.gov.uk

Committee(s)	Dated:
Education Board	20/10/2022
Subject: Education Board Budget Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services and the Chamberlain	For Information
Report author: Anne Bamford (Strategic Education and Skills Director)	

Summary

This paper asks Members to note the latest forecast outturn position for the 2022/23 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 Local risk outturn forecast for the full 2022/23 financial year as at Period 6 (P6) is for an underspend of £14.5k on a budget of £789k as set out in the table in Appendix One. This favourable variance largely arises due to less than anticipated costs on the education, skills and cultural & creative learning strategies. This underspend has offset increased legal costs and salaries incurred during the year.
3. The legal costs are more than was additionally planned due to the drafting and advice in the preparation of reports, and associated meetings with officers and Members outside Committee which are charged. Recently significant time has been spent dealing with ongoing matters relating to the City Corporation's sponsorship, and company membership (and other rights of appointment to) the City of London Academies Trust. This is within the remit of the Education Board, and the DCCS. The Education Board predominantly discharges "City's Cash" and charity trustee functions. The code to set up the file was provided by DCCS on the basis that DCCS would make appropriate re-charges to the separate funds as relevant.

4. The central risk budget of £2,4m is currently forecasting a minor underspend of £4k.
5. The redundancy and pension costs for the Director of Academy Development have been met centrally and the Education Board have been given additional funds to cover these costs.

Proposals

6. This report is for information only.

Options

7. This report is for information only.

Corporate & Strategic Implications

8. This report is for information only.

Key Data

9. See Appendix One

Conclusion

Members are asked to note the spend to date and forecast outturn for the 2022/23 financial year

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Appendix One Key Data

Cost Centre	2022-23 Budget		Commitments 22/23	Actuals 2022/23	Current Balance	Outturn 22-23	Balance 22/23
LB030	135,000	Strategic Director	0	69,984	65,015	142,017	-7,017
LB030	70,000	Lead Strategy & Impact (Education, Skills & Culture)	0	33,199	36,801	68,823	1,177
LB030	57,000	Lead Policy Officer (Education, Skills & Culture)	0	27,036	29,964	56,623	377
LB030	57,000	Lead Partnerships Officer	0	27,036	29,964	56,623	377
LB030	50,000	Personal Assistant/Events Co-ordinator	0	24,430	25,570	51,547	-1,547
LB030	43,000	Projects Officer	0	20,022	22,978	42,959	41
	412,000	SALARIES	0	201,707	210,293	418,592	-6,592
LB031	26,000	Events and projects for pupils to develop Fusion Skills	12,636	2,175	11,189	14,811	11,189
	0	School partnerships and support to projects	0	0	0	0	0
	26,000	EDUCATION STRATEGY	12,636	2,175	11,189	14,811	11,189
LB032	22,000	Lifelong learning projects	2,202	12,590	7,207	14,793	7,207
LB032	55,000	London Careers Festival 2021	0	43,178	11,822	43,178	11,822
	77,000	SKILLS STRATEGY	2,202	55,768	19,029	57,971	19,029
LB033	248,000	Culture Mile Learning	0	248,000	0	248,000	0
LB033	17,000	Support to pupil performances and exhibitions	475	8,852	7,673	9,327	7,673
	265,000	CULTURAL & CREATIVE LEARNING STRATEGY	475	256,852	7,673	257,327	7,673
LB030	2,000	Legal Fees/Contingency	0	22,076	-20,076	22,076	-20,076
LB030	3,000	IT Equipment/Telephone	321	440	2,239	899	2,101
LB030	1,000	Staff Training /Travel	0	301	699	301	699
LB030	2,000	Printing & Office Supplies	0	175	1,825	175	1,825
LB030	1,000	Membership & Subscriptions	0	2,275	-1,275	2,275	-1,275
	9,000	CENTRAL EDUCATION UNIT	321	25,267	-16,588	25,726	-16,726

Local Risk	789,000		15,635	541,769	231,596	774,427	14,573
LB036	50,000		0	12,900	37,100	50,000	0
LB036	334,000		0	0	334,000	334,000	0
	384,000	PARTNERSHIP	0	12,900	371,100	384,000	0
LB037	175,000		0	0	175,000	175,000	0
LB037	209,000		0	0	209,000	209,000	0
	384,000	STRATEGIC	0	0	384,000	384,000	0
LB060	1,414,000		0	1,395,774	18,226	1,414,000	0
	1,414,000	Academy Funding	0	1,395,774	18,226	1,414,000	0
LB030	3,000	Safeguarding Review (PIP Funding)	0	0	0	0	3,000
	3,000	PIP Funding	0	0	0	0	3,000
LB030	186,000		0	185,336	664	185,336	664
	186,000	Pension Strain / redundancy GM					
Central Risk	2,371,000		0	1,594,010	773,990	2,367,336	3,664
Total LR & CR	3,160,000						

Committee(s): Education Board	Dated: 20/10/2022
Subject: Governor Appointments Update and Recommendations	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: Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report asks Members to note the appointments of Governors to the Local Governing Bodies (LGBs) of the City of London Academies Trust (CoLAT). An updated list of the governing body membership of the City Family of Schools is attached in **Appendix 2**. Members are also asked to note the guidance and recommendations for LGBs on recruiting skilled and diverse governors.

Recommendation(s)

Members are asked to note:

- The City of London Academies Trust (CoLAT) Board of Trustees (BoT) ratified new appointments to Local Governing Bodies (LGBs) at their meeting on 17 July and 8 September 2022, as detailed in paragraph 5, 7 and 8 of the Report.
- The recommendations and guidance for LGBs on recruiting skilled and diverse governors.

Main Report

Background

1. The City Corporation is an academy sponsor, proprietor of independent schools, and a local education authority and its relation to governor recruitment varies across these roles. An overview of the Governance for the Family of Schools is included in **Appendix 1**.
2. Under 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. The current governing body membership of the City Family of Schools is attached in **Appendix 2**.
3. Goal six of the Education Strategy 2019-23 commits to ensuring that there is strong strategic oversight of education, and that delivery is focused on impact. One of the key outcomes under this this goal is strong governance frameworks and appointment processes across the City Family of Schools.
4. At its Meeting on 28 April 2022, Members approved the Annual Action Plan to deliver the Education, Cultural and Creative Learning and Skills Strategies over the 2021/22 academic year. One of the expected outcomes is to ensure that governors are up to date with latest statutory requirements and good practice.

Appointments Update

5. At the CoLAT Board of Trustees meeting on 17 July and 8 September 2022, the following appointments were ratified:
 - The appointment of Andrew Hesketh as a Staff Governor at City of London Academy Islington
 - The appointment of Dr Katy Bell as a Staff Governor at City of London Academy Islington
 - The appointment of Hannah McHugh as Governor at City of London Academy Islington
 - The appointment of Simon Harding-Roots as Governor at City of London Academy Islington
6. Under the CoLAT's Scheme of Delegation, the appointment of Chairs is approved by the Education Board.
7. In order for the Chair of Southwark's Schools to be in post by the start of the new academic year, a report was put forward to the Town Clerk and Chair of the Education Board as a matter of urgency on 15 July 2022. The appointment of Dr Steven Berryman as Chair of the Southwark Schools was approved on 3 August 2022.

8. In addition to Southwark's Schools, another urgent report was put forward to the Town Clerk and Chair of the Education Board as a matter of urgency on 14 September to replace the Chair of Newham Collegiate Sixth Form Centre (The NCS) LGB. The appointment of Simon Beck as Chair The NCS LGB was approved on 22 September 2022.
9. Under the CoLAT standard Terms of Reference of LGBs, Governors serve four-year terms aligning with the academic year.
10. At the CoLAT Board of Trustees meeting on 8 September 2022 the appointment of Catherine McGuinness as Chair of the City of London Academies Board of Trustees (BoT) was also approved.

Skilled and Diverse Governors: National Guidance and Best Practice

11. The Department for Education (DfE) Governance Handbook sets out the government's vision and priorities for effective school and trust governance. The handbook emphasises the expectation that recruitment processes should encourage governors from a wide range of backgrounds, cultures and perspectives in order to better reflect the communities they serve. To achieve this, the DfE put forward the following recommendations:
 - a. Boards should conduct regular audits of the skills they possess in the light of the skills and competences they need, taking account of the DfE Competency Framework for governance, and actively seek to address any gaps identified – through either recruitment or training.
 - b. Membership of each board should focus on the skills required; therefore, the primary consideration in appointment decisions should be acquiring the skills, experience and diversity the board needs to be effective. A board composed of governors and academy trustees who bring a diverse range of skills, experiences, qualifications, characteristics and perspectives and who are from diverse backgrounds and settings will have a positive impact on setting the strategic direction for the organisation.
 - c. It is essential that boards recruit and develop people with the skills to deliver their core functions effectively. However, it is equally important to emphasise that the skills required are those to oversee the success of the school, not to do the school's job for it. For example, a person with financial expertise should use their skills to scrutinise the organisation's accounts, not to help prepare them. If someone on the board does possess skills that the school wishes to use on a pro bono basis, then it is important that this is considered separately from their role in governance, and steps should be taken to minimise conflicts of interest and ensure that this does not blur lines of accountability.
 - d. Where a vacancy needs filling, boards and other appointing bodies should move to fill the vacancy as soon as possible to prevent it impacting on the board's effectiveness. In filling vacancies, boards and

others responsible for nominating or appointing to the board should make use of all available channels to identify suitable people.

- e. It is important that boards reflect the diversity of the school/trust communities that they serve. Consideration should be given to all the protected characteristics. Diverse boards promote inclusive school environments and provide diverse role models for staff and young people.

- 12. **Governors for Schools** also provide guidance for schools and MATs on recruiting diverse groups of people to ensure LGBs have the most effective governing board. This guidance can be found in **Appendix 3** of this Report.

Recommendations

- 13. In recruiting skilled and diverse governors, LGBs and others responsible for nominating or appointing to the board should make use of all available channels to identify suitable people. The DfE funds free support to help boards recruit skilled people. These include:
 - 1. **Academy Ambassadors** who help recruit senior business leaders to serve on the boards of MATs
 - 2. **Inspiring Governance** who enables schools and colleges to search and identify online people from the world of work with relevant skills and experience who are willing to offer support in a variety of ways, including joining a board.
- 14. **The National Governance Association** (NGA) has provided further support on how to recruit diverse governors as part of their 'Everyone on Board' campaign, which aims to increase the participation of people from ethnic minorities and young people in school and trust governance. An executive summary of their report on 'Increasing Participation in School and Trust Governance' can be found in **Appendix 4**.
- 15. Just as parent and staff governors remain crucial in decision making, LGBs are also encouraged to promote pupil voices at a board level. Having pupils present and update Governors (where necessary) during LGB Meetings can improve both the experience and engagement of pupils in decision making processes. This can also be an effective way to show pupils that their voices are being listened to. For example, if the school has an active School Council, there can be informal or formal updates from this body to the LGB.
- 16. The DfE Governance Handbook is clear that effective governing boards should use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective. Where the appointment of a new chair is the result of a last-minute decision, this could lead to a situation where an appointment is made based on availability or the one who has served the longest. This might not secure the best person for the role. It is therefore crucial that succession planning starts as early as possible. Chairs are also encouraged to consider progression routes

for existing governors, especially those who show potential and desire to become chair.

17. The DfE recognises that there are people who have the skills and the time to serve effectively on a number of boards and does not want to restrict their ability to do so. Where necessary, this guidance should also be adopted across the Family of Schools. However, where a prospective appointee is already governing at another school or MAT, the Chair of the Board should speak to the Chair of the other Board to discuss both the skills of the individual and, where appropriate, their capacity to serve effectively on an additional board

Corporate & Strategic Implications

18. Supporting good and effective governance practices across the Family of Schools is aligned the following strategies and plans:
 - The City Corporation's Corporate Plan 2018-23
 - The Education 2019-23 Strategy

Conclusion

19. A number of governor appointments were ratified by the CoLAT Board of Trustees at their meeting on 17 July and 8 September 2022 as outlined in paragraph 5 of this Report. Along with these governor appointments, a new Chair has also been appointed for the Southwark Schools and for NCS. This report also highlights national guidance on recruiting skilled and diverse governors whilst also putting forward recommendations for LGBs to adopt to ensure there remains strong governance frameworks and appointment processes across the City Family of Schools.

Appendices

- **Appendix 1** – Family of Schools Governance Overview
- **Appendix 2** – Governing Body Membership of the Family of Schools
- **Appendix 3** – Governors for School Guidance
- **Appendix 4** – NGA: A state of the nation report on recruiting and retaining volunteers

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City Family of Schools Governance

2022

Introduction

The City of London Corporation is the governing body of the City of London, the historic centre of London and home to much of the UK's financial sector - the "Square Mile". The Corporation's structure includes the Lord Mayor, the Court of Aldermen, the Court of Common Council, and the Freeman and Livery of the City. The City Corporation is a major provider and funder of education. We have local authority education duties in the Square Mile, are the proprietor of independent schools and also the sole sponsor of the City of London Academies Trust. In its entirety, this group of schools is what we refer to as the '**Family of Schools**'.

The Court of Common Council is the City Corporation's primary decision-making assembly, and usually meets every four weeks. Its main business focuses on the reports of committees and members' questions and motions. It works through committees, like any other local authority, but it is unique in that it is non-party political. Members of the Common Council (also referred to as Common Councillors) are elected by the wards of the City every four years.

Common Councillors (CC) represent a wide range of professions and City interests and take the major strategic decisions that direct the work of the City Corporation. There are two main types of committee – the first is made up of one member from each of the City's wards plus ex-officio members; the second is made up of members directly elected by the Court of Common Council plus ex officio members.

There are currently 30 committees which manage the Corporations different functions with Common Councillors sitting on a variety of boards. The City's Education Board Committee is made up of 14 Members and is Chaired by Caroline Haines CC. In its Terms of Reference (ToR), the Education Board exists to monitor the frameworks for effective accountability, challenge and support across the City Family of Schools which include the City of London Strategies for Education, Cultural and Creative Learning, and Skills and to oversee their implementation (including skills and work related learning, and cultural and creative learning).

City of London Academy Trust

The City of London Academies Trust (CoLAT) is made up of three layers of governance: Members; Trustees and Local Governing Bodies (LGBs). The Education Board is responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy Governors and where relevant Members, Directors and Trustees.

Members

CoLAT Members sit above the board of Trustees and have a largely hands-off role, similar to a company's shareholders. However, despite their hands-off role, they do have specific responsibilities, such as; appointing the Trustees, amending the articles of association, and they also have the power to change the company's name and ultimately 'wind it up'.

Trustees

CoLAT Board of Trustees (BoT) are both charity Trustees and company directors of the academy trust (both terms are commonly used). Trustees make sure that CoLAT complies with charity and company law, and the academy trust's own funding agreement. They report to the Members of the trust and to the Secretary of State. Their main duty is to oversee the running of the school and determine its strategic direction, holding trust and school leaders to account.

Local Governing Bodies

CoLATs BoT has delegated some of its functions to 'local governing bodies' (LGBs) in each of the ten schools. In this sense, LGBs are technically committees of the trust board and have no powers except what's been delegated to them. Local Governing Bodies (LGBs) are a full and formal part of CoLATs governance structure and the role of a LGB governor is to support the school and academy trust in ensuring that its pupils have an exceptional education which prepares them to flourish and thrive. Local Governors who sit on local governing bodies are not Trustees or directors (unless they also sit on the trust board).

The Aldgate School

The Aldgate School is a Church of England primary school and the only state-funded school located in the Square Mile. It is maintained by the City of London Corporation with its governing body responsible for the strategic direction of the school. The Aldgate Schools governing body meets at least 3 times per year whilst also comprising of two committees and several ad hoc groups.

In its ToR, the Governing Board (GB) should comprise 14 Governors, as per the Instrument of Government, plus up to 3 associate members. Associate members are not entitled to vote on any resolutions and may not participate in discussion or decisions regarding staff appointments, dismissals, grievance, discipline, pay or appraisal. The GB meets at least once a term with additional meetings as required. The GB as a whole is responsible for making sure there's financial oversight, leaders are held to account, money is spent correctly, and spending is in line with Aldgate's priorities.

The Department for Education (DfE) uses the national funding formula (NFF) to work out how much funding each maintained school is entitled to. The DfE then distributes this funding to the local authority (the City of London Corporation) who then applies its own local funding formula, through which it allocates the Aldgate school's overall budget. However, two points should be noted here: (1) the government is in the process of moving to a 'hard' NFF. This could mean that Aldgate's school's budget allocation will not run through the City Corporations local funding formula. Instead, it will be decided by central government; (2) The recent White Paper (2022) outlines how the government will introduce new powers enabling the Secretary of State to bring maintained schools into the academy system in certain circumstances. From this end, LAs will be given legal powers to establish Trusts and to request their non-academy schools join a trust, where that is the right approach for local schools.

Independent Schools

The City of London Corporation are the proprietor of 4 independent schools: **City of London School**; **City of London School for Girls**; **City of London Freeman's School** and **City Junior School**. As with Governors of maintained state schools and academies, those involved in independent school governance come from a variety of backgrounds. Some will have educational expertise. Others will bring a range of outside professional skills into schools, including business skills and experience in running charities. Governors at these schools are commonly referred to as the Board of Governors (BoG).

The BoG are responsible for all the independent Schools matters, the management of the Schools land and buildings belonging to the City of London Corporation and the appointment of their Headmaster/Headmistress (and other members of the Senior Management Team). The BoG also have oversight of the policy, strategic and financial management of the school. As like most independent schools, our 4 independent schools are registered as charitable trusts. The governors are trustees of the charity and have a legal duty to act together to protect the property, preserve any endowments and maintain the charity's solvency and effectiveness - these schools must also comply with the Charity Commission's standards of governance.

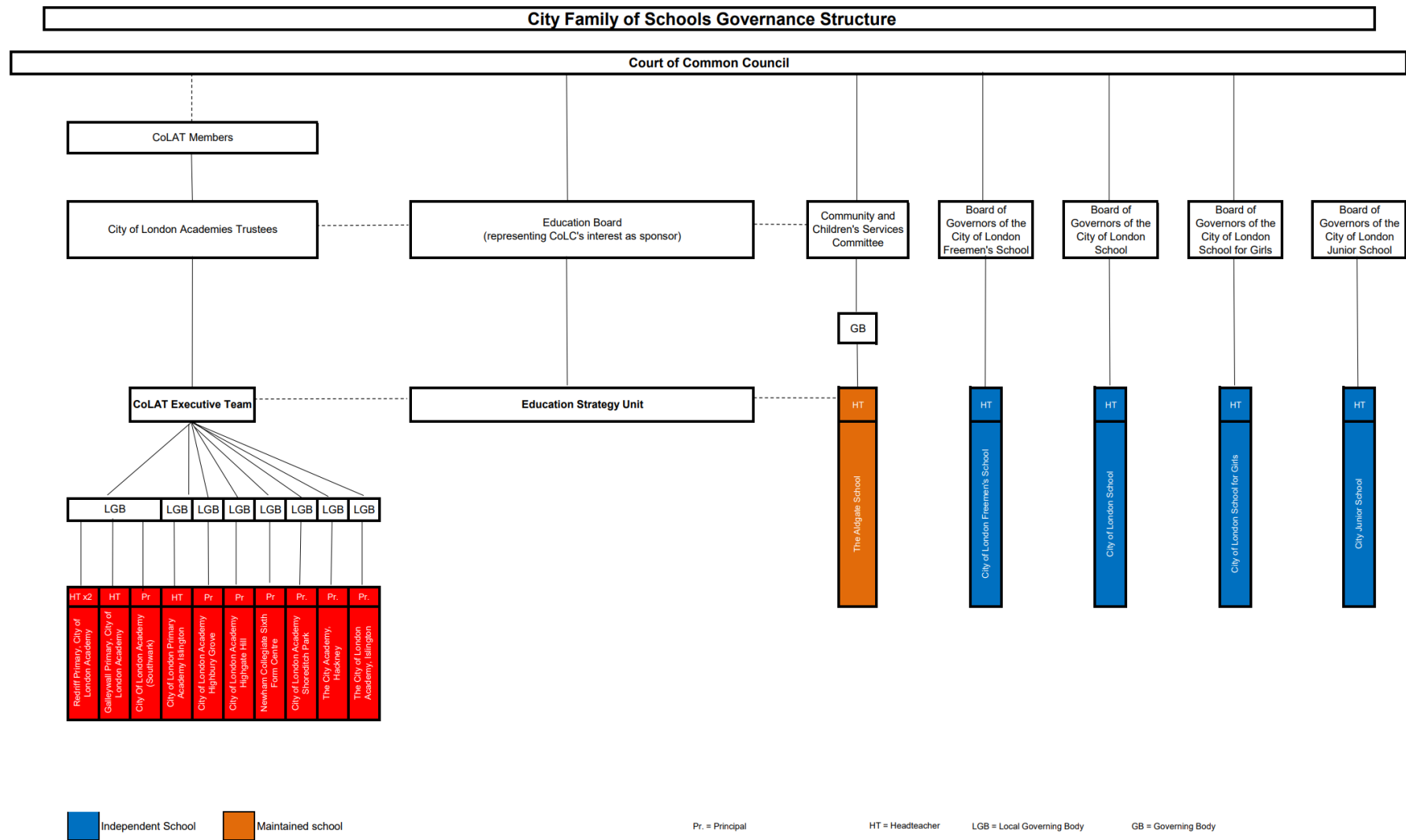


Figure 1: City Family of Schools Organogram

Key contacts

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Appendix 2 – Governor Appointments Update

City Corporation Family of Schools - Governing Body Membership

City of London Academies Trust (04504128):

Name	Basis of Appointment	Term of Office
Catherine McGuinness (Chair)	Education Board appointee	4 years expiring 22 nd May 2026
Tijs Broeke	Policy and Resources Committee appointee	4 years expiring 1 May 2023
Edward Benzecry	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 March 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 Sanowar Khan	Co-opted Trustee (appointed by the Board of Trustees)	4 years expiring September 2026
Caroline Haines	Education Board appointee	Ex officio
Jamel Banda	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring July 2026

City of London Academies Trust (04504128) Academies:¹

City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Paul Barry	Appointed by the Trust Board	4 years expiring September 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring December 2023
Mark Lawley	Appointed by the Trust Board	4 years expiring February 2026
Sonja Shah-Williams	Appointed by the Trust Board	4 years expiring February 2026
Bethan Ferguson	Parent Governor (elected)	4 years expiring June 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.

Dr Steven Berryman	Appointed by the Trust Board	4 years expiring September 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring December 2024
Tim Gittins	Appointed by the Trust Board	4 years expiring December 2024
Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring September 2025
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring September 2025

Southwark Local Governing Body ²

Name	Appointed as	Term of Office
Dr Steven Berryman, Chair	Appointed by the Trust Board	4 years expiring 1 st September 2026
Hilda Cheong, Vice Chair	Parent Governor (elected) Redriff	4 year expiring 3 June 2022 – reappointment awaiting approval
Shravan Joshi	Trust Governor	4 years expiring 30 August 2023
Caroline Addy	Trust Governor	4 years expiring 17 January 2025
Elaine Davis	Appointed by the Trust Board	4 years expiring 18 March 2025
Gurjeet Marway	Parent Governor at City of London Academy Southwark	4 years expiring 23 March 2026
Nihar Mehta	Appointed by the Trust Board	4 years expiring 30 August 2023
Jane Stokes	Community Governor (Vice Chair Galleywall LGA)	4 years expiring 16 November 2024
Antony Smyth	Appointed by the Trust Board	4 years expiring 18 March 2025
Leanne Werner	Appointed by the Trust Board	4 years expiring 30 August 2023
Mike Baxter	Principal CoLA S – Ex Officio	During term of office as Principal of City of London Academy, Southwark
Charlotte Heath and Joanna James	Co Head teachers 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
Vacancy	Trust Governor	
Vacancy	Parent Governor Galleywall	
Vacancy	Staff governor	
Vacancy	Staff governor	

City of London Academy Shoreditch Park³

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.

Name	Basis of Appointment	Term of Office
Alderman Robert Howard, Chair	Appointed by the Trust Board	4 years expiring July 2024
Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring July 2024
Rita Krishna	Appointed by the Trust Board	4 years expiring July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring July 2024
Josephine Tupman	Appointed by the Trust Board	4 years expiring July 2024
Jonathan McIntosh	Parent Governor (elected)	4 years expiring July 2025
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring in October 2024
Thomas Kibling	Parent Governor (elected)	4 years expiring July 2025
Holly Arles	Principal – Ex officio	During term of office as Principal
VACANT	Staff Governor (Teaching)	VACANT
VACANT	Staff Governor (Teaching)	VACANT

City of London Academy Highgate Hill⁴

Name	Basis of Appointment	Term of Office
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring August 2024
Shireen Fraser	Appointed by the Trust Board	4 years expiring August 2023
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring August 2024
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
VACANT	Appointed by the Trust Board	VACANT
VACANT	Appointed by the Trust Board	VACANT
VACANT	Non-teaching Staff Governor	VACANT
VACANT	Parent Governor – appointed awaiting ratification	VACANT

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

Name	Basis of Appointment	Term of Office
VACANT	Parent Governor – appointed awaiting ratification	VACANT

City of London Academy Highbury Grove⁵

Name	Basis of Appointment	Term of Office
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring August 2024
Claire Tunley	Trust Board Appointee	4 years expiring August 2023
Nick Worsley	Trust Board Appointee	4 years expiring December 2026
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring August 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring August 2023
Anisha Radia	Appointed by the Trust Board	4 years expiring May 2025
Ria Holzerlandt	Parent Governor	4 years expiring February 2025
Ahlisha Tucker	Parent Governor	4 years expiring December 2025
Louise Furgason	Non-teaching staff governor	4 years expiring February 2025
Serina Bingham	Teaching Staff Governor	4 years expiring February 2025
Nicholas Durack	Appointed by the Trust Board	4 years expiring August 2025
Aimee Lyall	Principal – Ex officio	During term of office as Principal
VACANT	Appointed by the Trust Board	VACANT

Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Simon Beck (Chair)	Appointed by the Trust Board	4 years expiring 1 October 2026
Minesh Talati	Appointed by the Trust Board	4 years expiring February 2026
James Owolabi Adeleke	Appointed by the Trust Board	4 years expiring January 2026
James Bounds	Staff Governor (Teaching)	4 years expiring February 2026
AFM Saiful Islam	Parent Governor	2 years expiring January 2024
Janette Junghaus	Appointed by the Trust Board	4 years expiring March 2026
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022 – reappointment to be ratified at next Trust Board meeting
Joanne Spiller	Staff (Non Teaching)	4 years expiring November 2024
Simon Beck	Appointed by the Trust Board	4 years expiring October 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

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

Anna Forshaw	Appointed by the Trust Board	4 years expiring October 2023
Nadia Forde	Associate Member Appointed by the Trust Board	4 years expiring April 2024
Anita Lomax	Principal – Ex officio	During term of office as Principal
Peter Greene	Parent Governor	Approved by Trust Board. start date TBC
Rosy Awwal	Parent Governor	2 years expiring January 2024

City of London Academy Islington⁶

Name	Basis of Appointment	Term of Office
Russell Willmer (Chair)	Appointed by the Trust Board	4 Years expires 31 August 2025
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 31 st August 2026
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
Peter Laurie	Appointed by the Trust Board	4 years expiring 31 August 2024
Samantha Hobbs	Parent Governor	4 years expiring May 2025
Akbarur Rahman	Parent Governor	4 years expiring May 2025
Sonia Jacob	Principal	During term of appointment as Principal
Andrew Hesketh	Staff Governor (Teaching)	4 years expiring 31 st August 2026
Dr Katy Bell	Staff Governor (Teaching)	4 years expiring 31 st August 2026
Hannah McHugh	Appointed by the Trust Board	4 years expiring 31 st August 2026
Simon Harding-Roots	Appointed by the Trust Board	4 years expiring 31 st August 2026

⁶ Part of the City of London Academies Trust effective from 1 September 2020

Name	Basis of Appointment	Term of Office
Oleander Agbetu	Parent Governor	4 years expires 11 July 2025
Mark Essex	Appointed by the Trust Board	4 years expired 26 September 2025
Olu Ladega	Staff Governor (Non-teaching)	4 years expiring 30 November 2025
Darren Thompson	Appointed by the Trust Board	4 years expiring 29 September 2023
VACANT	Appointed by the Trust Board	VACANT
Aniqa Begum	Staff Governor	4 years expiring 25 January 2026
Hannah Cool	Appointed by the Trust Board	4 years expiring 15 December 2025
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Toby Skailes	Appointed by the Trust Board	4 years expiring 15 December 2024
Simran Sarkaria	Appointed by the Trust Board	4 years expiring 15 December 2024
Steve Goodman, CC (Chair)	Appointed by the Trust Board	4 years expiring October 2026
Kamaru Adams	Appointed by the Trust Board	4 years expiring 15 June 2025
Anna Sarchet	Principal	During term of office as Principal
VACANT	Trust Governor – appointed awaiting ratification	VACANT
VACANT	Co-opted Governor – appointed awaiting ratification	VACANT

Independent Schools

City of London School

Governor	Basis of Appointment	Current Term Ends
Deputy Ann Holmes (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)
The Rt Hon The Lord Mayor Vincent Keaveny	Alderman	1 year expiring July 2023
Alderman Tim Levene (Chair)	Alderman	4 years expiring July 2025
Deputy Keith Bottomley (Deputy Chair)	Commoner	4 years expiring July 2025
Florence Keelson-Anfu	Commoner	4 years expiring July 2026
Shahnan Bakth	Commoner	4 years expiring July 2026
Ian Seaton	Commoner	4 years expiring July 2026

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

Alexander Barr	Commoner	4 years expiring July 2025
Deputy James Thomson	Commoner	4 years expiring July 2026
Dominic Christian	Commoner	4 years expiring July 2024
Paul Madden	Co-Opted	4 years expiring July 2024
Rosie Gill	Co-Opted	4 years expiring July 2026
Andrew Jones	Co-Opted	4 years expiring July 2023
Lesley Cartmell	Co-Opted	4 years expiring July 2023
David Woodgate	Co-Opted	4 Years expiring July 2025
Timi Dorgu	Co-Opted	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)
Deputy Ann Holmes (Chair)	Commoner	4 years expiring
Deputy Mark Bostock	Commoner	3 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	3 years expiring Oct 2022
Nana Owusu-Ansah	Co-Opted	TBC
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
Martha Grekos	Commoner	TBC
Shravan Joshi	Commoner	4 years expiring July 2024
Alderman Robert Howard (Deputy Chairman)	Alderman	4 years expiring April 2025
Mark James	Co-Opted	4 years expiring June 2025
The Honourable Emily Sophia Wedgwood Benn	Commoner	TBC
Del Cooke	Co-Opted	4 years expiring Sept 2025
Jamal Banda	Commoner	TBC
Anett Rideg	Commoner	TBC

City of London Freeman's School

Governor	Basis of Appointment	Current Term Ends
Alderman Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	(term subject to Chairmanship of CLS)
Deputy Ann Holmes (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	(term subject to Chairmanship of CLSG)
Alderman Robert Howard	Alderman	1 year expiring July 2023
Deputy Philip Woodhouse (Chair)	Commoner	4 years expiring July 2026
Graham Packham	Commoner	4 years expiring July 2024
Jamel Banda (Deputy Chair)	Commoner	4 years expiring July 2026
Nicholas Goddard	Co-opted	1 year expiring July 2023
Andrew McMillan	Co-opted	4 years expiring July 2023
Cllr Chris Townsend	Co-opted	4 years expiring July 2023
Lady Gillian Yarrow	Co-opted	4 years expiring July 2023
Roy Anklesaria	Co-opted	3 years expiring July 2025
Clare Verga	Co-opted	3 years expiring July 2025

City Junior School

Composition: up to 11 Governors:

1. *Two ex-officio (Chairs of CLS and CLSG)*
2. *Up to four City Councillors/Aldermen:*
 - a. *Up to two CLS governors who are CCs/Aldermen*
 - b. *Up to two CLSG governors who are CCs/Aldermen*
3. *Up to 2 co-opted non-City Councillors/Aldermen*
 - a. *One from CLS*
 - b. *One from CLSG*
4. *Up to three additional members with experience relevant to the Board*

Governor	Basis of Appointment	Current Term Ends
Ann Holmes	1	Term subject to Chair of CLSG
Tim Levene	1	Term subject to Chair of CLS
Deputy Keith Bottomley	2a	Term expires 31 July 2026
Deputy James Thomson	2a	Term expires 31 July 2026
Alderman Robert Howard (Chair)	2b	Term expires 31 July 2026
Deputy Shravan Joshi	2b	Term expires 31 July 2026
Rosie Gill	3a	Term expires 31 July 2026
Mark James (Deputy Chair)	3b	Term expires 31 July 2026
Elizabeth Phillips	4	Term expires 31 July 2026
Catherine Gibaud KC	4	Term expires 31 July 2026
<i>vacancy</i>	4	

Local Authority Maintained School

The Aldgate School

Name	Appointed By	Term of Office
Jacqueline Greenlees	The Portal Trust	8 years expiring 6 September 2021
David Williams	The Portal Trust	8 years expiring 7 September 2021
Sally Moore	London Diocesan Board for Schools	4 years expiring 30 September 2021
Isabell Culpan	Parent Governor	4 years expiring March 2022
Zarina Lawley	Parent Governor	4 years expiring March 2022
Beverley Ryan	Deanery	4 years expiring June 2022
Munsur Ali	LA Governor	4 years expiring 8 January 2023
Matt Piper (Chair)	St Botolph Aldgate	8 years expiring 31 June 2023
Jonathan Webb	Co-opted Governor	4 years expiring 3 December 2023
Farah Lavin	Staff Governor	4 years expiring 17 October 2024
Anwar Akhtar	The Portal Trust	4 years expiring 28 April 2025
The Revd. Laura Jørgensen	Ex Officio The Rector, St Botolph Aldgate	While Rector of St Botolph's Church
Ms A Allan	Headteacher	During term of office as Headteacher
VACANCY	The Portal Trust	

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How to diversify your board.

It is critical to ensure that you have a diverse group of people around the table to have the most effective governing board. When recruiting for your governor role, don't just think about the skillset that you need, but also the makeup of your board from a diversity perspective.

20% of all Governors for Schools volunteers are from a BAME background, and where we can, we will help you to identify someone who can bring the skills you need alongside the diversity.

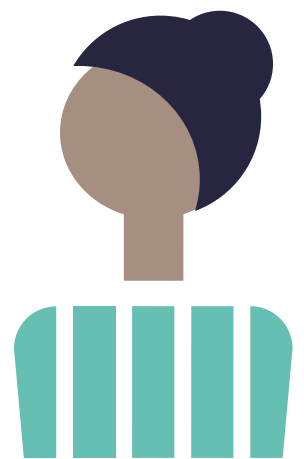
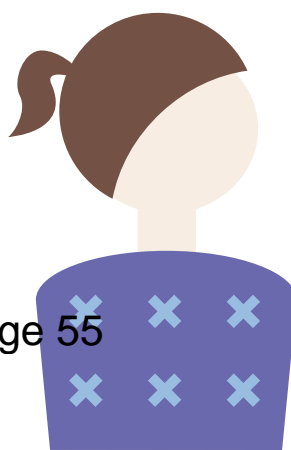
However, if you are looking for a governor from a BAME background then consider the following recruitment ideas:

Before recruiting

- As part of succession planning, look at the skills and diversity that are missing and make a plan of how to address this
- Is training required for the board to understand the importance of diversity and how to carry out effective recruitment? Is valuing diversity implicit within your strategies and actions?
- Can you add a link governor role to champion diversity and ensure it is part of the strategy?
- Are specific experience and skills a pre-requisite? There will be people who have skills in a more practical sense and have a depth of understanding of the local and wider community
- Make the selection criteria transparent
- Will making your board reflective for your local community provide diverse role models? Do you need to look more widely?
- Consider a long-term approach to online meetings – where your location does not have a diverse community, we can link you with a national network of volunteers.
- Does your school's public information, such as the website and social media, reflect the diversity you seek?

Active recruitment

- Don't rely on personal contacts for board recruitment – this often results in recruiting people with similar backgrounds and experiences
- Seek out BAME and diverse networks within the skill sector you're looking for, e.g. many employers have networks that can be tapped into. Governors for Schools specifically partner with employers who provide these networks
- Contact faith groups and community leaders
- Actively recruit – approach engaged and active parents to ask them directly if they would be interested in the role
- When recruiting, consider 'will this person add something extra?', rather than considering their qualifications or experiences alone. Give value to adding a background that isn't already reflected on the board, or will better reflect the community



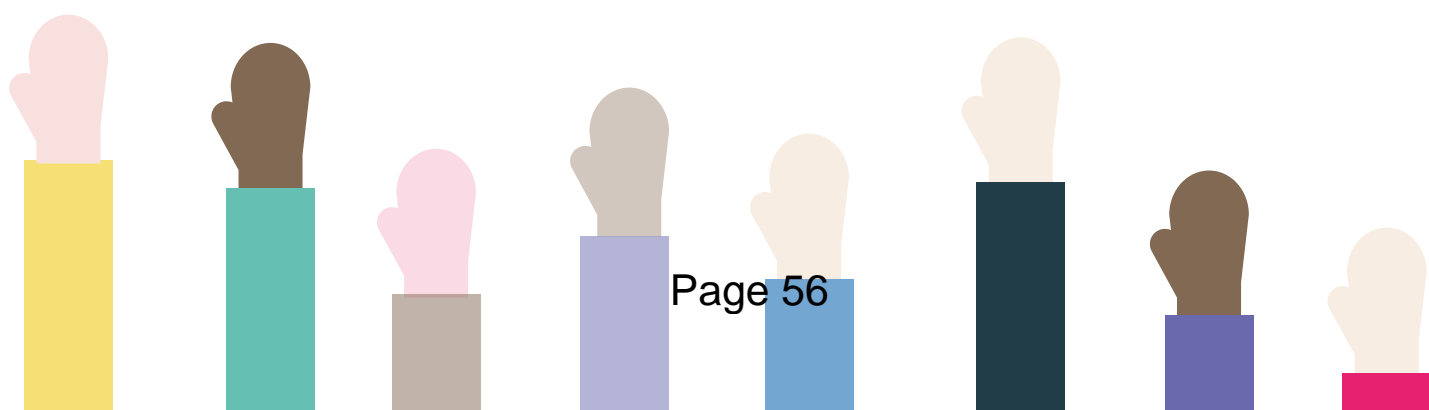
Supporting new governors

- Provide training for potential volunteers
– pair those less experienced with more experienced governors
- Can you collaborate with other school boards? If you're in a rural location, could you twin with an inner-city, culturally diverse school to learn from each other?



Governors for Schools will work with you to tap into diverse networks. We will provide ongoing support to governors to help them be effective in their roles and drive positive educational improvement. [Learn more](#) about how we work with schools and [register](#) your vacancies with us online.

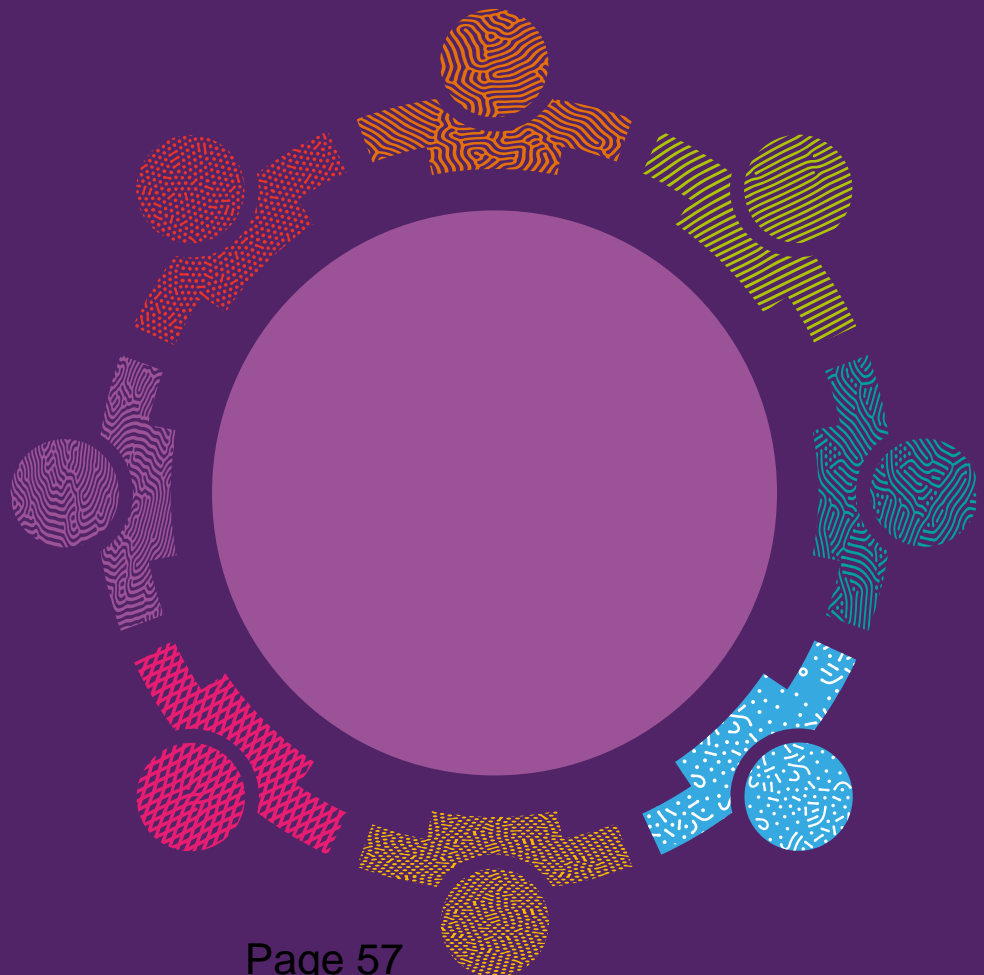
The advice and ideas set out in this document featured in an online panel discussion held by Governors for Schools in September 2020 on increasing racial diversity on school boards. The panellists were Sharon Warmington, Raj Unsworth, Josephine Okokon, Adrian McLean and Rosemary Hoyle. [You can watch the webinar on our website.](#)



Increasing participation in school and trust governance

A state of the nation report on
recruiting and retaining volunteers

Summary report
June 2021



Making the case for diverse boards

Having the right people around the table is essential to good governance. A board's volunteers should share a common vision for the school/trust but bring different skills, knowledge, experience, perspectives and approaches to the table. If a board is making decisions through a limited lens, decisions won't always be in the best interest of pupils. Boards must avoid groupthink.

Boards need to ensure that the people participating in decision-making and oversight understand the experiences of the community served and offer a healthy difference of perspectives. Everyone around the table should demonstrate a commitment to training, awareness and action to be thinking beyond their own interests and experiences to include and understand the people they serve. This should not be left only to those from underrepresented groups.

Having volunteers with experiences or an identity in common with pupils, parents and the wider community enables boards to better meet their needs. Being reflective of the community – and wider society – will be unique to every board but in all cases, it will help it to keep connected to local needs and build confidence.

There are two crucial elements to increasing participation and perspectives in school and trust governance: recruitment and retention of volunteers. Embracing and celebrating the benefits of diversity and inclusion offers governing boards a significant opportunity to further their positive impact on children and young people. This is now an expectation, not an option, for governing boards in schools and trusts.

The Department for Education's Governance Handbook (October 2020) says:

“It is important that boards reflect the diversity of the school/trust communities that they serve”.

“More than ever we also need diverse boards, and the Handbook has been updated to emphasise the expectation that recruitment processes should encourage volunteers from a wide range of backgrounds, cultures and perspectives, that better reflect the communities they serve.”

Why this is important

There are many reasons why a board needs to strive to reflect its community and wider society. Most significantly it is an opportunity to do the right thing because the evidence shows that celebrating difference and diversity and being inclusive enables organisations to best serve the people they want to make a positive difference to. In addition, diverse and representative boards can help to build the confidence of the community and provide role models for all children and young people.

Setting a culture for equality and diversity to thrive is a critical role of the governing board. By committing to diversifying itself and changing its behaviours, the board will set an example and be a catalyst for achieving diversity and equality at all levels of the organisation.

Diversity of thought at board level is essential for the effective running of any organisation. Thinking differently – or cognitive diversity and perspectives based on lived experience – is a good thing, and is essential to good governance.

Benefits for boards include better problem solving and decision making; being more aware of current and upcoming opportunities and challenges; and reducing risks because of fewer blind spots across the group. It also helps to avoid 'groupthink' which can otherwise lead to a lack of questioning of information, assumptions and decisions; and an insufficient challenge of executive leaders. Having a group of individuals with different perspectives around the table will help to create healthy debate, questioning, challenge and conflict.

Diversifying boards

No group of characteristics or viewpoints should dominate the makeup of the board. Ultimately boards need a blend of volunteers who between them understand the communities served – gained though having characteristics, experiences and backgrounds in common with stakeholders – and have the skills, approaches and attributes needed for effective governance. There is no 'right answer', and a representative board will be different in every school and trust. Boards should define what their composition should look like in relation to the community they serve.

Efforts must go beyond widening the diversity of characteristics – or the faces around the table – to create the outcome of diversity of representation and thought.

Recruiting skilled volunteers to governing boards has been encouraged over the past few years. This can include personal attributes, qualities and capabilities as well as knowledge and perspectives that will contribute to good decision making. There can be a tension between skills and representation. It is particularly important to think about the willingness to learn and develop new skills for both the incumbents and the newly recruited volunteers. Incumbents may need a willingness to learn and develop new skills around their understanding and knowledge of diversity and inclusion.

No one should be recruited for what they bring in terms of their protected characteristics or lived experience alone. Volunteers should be sought because they have the requisite or potential skills, experience and ability for the role. Skills and backgrounds are equally important and both should be targeted simultaneously. Boards should define and understand why they want to diversify and why it is important to avoid tokenism.

Setting the scene

NGA's annual governance survey gives an insight into the demographic of school and trust governance volunteers year on year, and the 2021 figures in this report confirm:

- All ethnic minorities remain significantly and consistently underrepresented on governing boards. 93% of respondents are white, 1% are from mixed or multiple ethnic groups, 3% are Asian, 1% are Black with the remainder other or 'rather not say'. These figures are almost identical to when NGA started to collect this data in 2015 and to 1999 where a study found that 5% of governors came from ethnic minorities.
- Young people are underrepresented on boards too. 9% of volunteers are aged under 40, including 1% aged under 30. Volunteers from ethnic minorities tend to be younger.
- Newer governors and trustees are more likely to be both young and from an ethnic minority background.
- Meanwhile, 33.9% of primary school pupils, 32.3% of secondary school pupils and 30.2% of special school pupils come from an ethnic minority background.

Other protected characteristics of respondents to the annual survey:

- 63% identify as female and 35% as male (1% prefer not to say).
- 97% said that the gender they identify with is the same

as their registered sex at birth – a small number (but not enough to form a percentage) said no. 2% preferred not to say.

- 7% of governors and trustees considered themselves to have a disability while 92% did not (2% prefer not to say).
- 90% of respondents identify as heterosexual with 2% identifying as bisexual, 1% as a gay man and 1% as lesbian or as a gay woman and a handful preferring to 'self describe' as pansexual or asexual. 7% preferred not to say.

A third (33%) of respondents perceived that their board 'very much' reflects the community it serves while around half (48%) said it 'moderately' did so. Young people were less likely to say their board 'very much' reflected the community (21%), while Black (33%) and Asian volunteers (38%) were equally or more likely to think the same. Only volunteers from mixed/multiple ethnic groups were less likely to feel that their board very much reflects the community at 19%.

Recruitment and retention

What we found:

Through focus group research with governors and trustees from underrepresented groups, NGA's annual governance survey 2021 and a review of research and insight from other sectors we found a number of barriers to boards diversifying including:

- closed recruitment practices
- lack of visibility of governance
- a lack of priority given to the issue.

As a result, groups of people who make up a sizeable part of the population remain largely excluded from decision making in schools and trusts.

This same combination of organisational barriers and individual barriers to board diversity were identified by both focus group participants and from evidence in other sectors.

Recruitment practices

A lack of open and transparent recruitment is a significant barrier to entry for underrepresented groups getting involved in governorship and trusteeship. Focus group participants were clear that the emphasis and responsibility for attracting more volunteers from underrepresented groups is with boards to advertise vacancies and provide opportunities.

The ways which boards share information about roles to recruit governors/trustees aside from the school/trust's own channels (used by 46% of respondents) are by asking people

who their governors, trustees or executives knew personally or professionally (38%); using an independent recruit service (22%) and using existing governors/trustees networks to share information about roles (20%).

Research from other sectors showed that board vacancies are often only advertised in a limited way and that there is a tendency for existing board members to draw from their own connections. This practice can replicate existing underrepresentation on boards.

Almost three-quarters (73%) of boards responding to the annual survey that had actively sought volunteers from a Black, Asian or minority ethnic background had successfully done so, while 83% of boards actively trying to recruit a young volunteer had successfully done so.

The volunteers that sign up with and are appointed by free independent recruitment services are generally more representative of wider society in the characteristics they bring. These services therefore offer boards a way to reach volunteers with the skills they need beyond their existing networks while adding to the representation of their board.

“The opportunities tend to be passed through word of mouth or through networks, and if you've got a white network that's how opportunities of learning about governorship spreads. But it ends up building these bubbles that don't really spread out, and so it means that you can be cut out of opportunities as an ethnic minority.”

Participant in focus group – volunteers from an ethnic minority background, aged under 40

“How do you become a co-opted governor if you've never seen an advert and nobody knows this post exists? I think it's always put on ‘all these ethnic people don't apply’. The barrier is the actual institution themselves, because they are not putting the roles out there for anyone to know they exist. What are they applying for if they don't know it exists? What are we, mind readers?”

Participant in focus group – volunteers from an ethnic minority background, aged over 40

A lack of visibility of the role

A lack of visibility of governance both within schools/trusts and within wider society leads to limited awareness and understanding of the role, its importance and how to get involved, which is restricting the opportunities for potential volunteers to join boards. Research from the education sector shows that governance does not have a high profile and is largely hidden from view. Focus group participants expressed

how there is a lack of understanding about their role from parents, staff and pupils. Educating people more widely about what governance is, why it is needed in organisations and the difference it makes would help people to be aware of the opportunity to volunteer, focus group participants added.

More generally, wider promotion of – and myth-busting about – the role by schools and trusts themselves, as well as by the DfE, the wider school system and people already involved in governance was seen by participants as being critical to increasing participation.

“[Pupils and parents] don't know anything about governing... we've got our headteacher. But we've also got a governing board – ‘what do they do?’”

Participant in focus group – volunteers from an ethnic minority background, aged under 40

“The biggest struggle is knowing how to get into this and where vacancies exist [...] I'd love to be able to support others, but I have no idea where I would start to see if other boards are looking for people. I talk openly about how great it is and more and more people want to get involved, but where do the opportunities come from and how are they presented?”

Participant in focus group – volunteers from an ethnic minority background, aged under 40

A lack of priority given to diversity

When boards do actively seek candidates from underrepresented groups, they are more likely than not to be successful. Yet the range of responsibilities boards have also meant it is not regarded as a pressing matter for some. With boards having plenty of other challenges, they can feel that there is a hierarchy of need, which prevents them from making diversity and inclusion a priority.

“Our school is going through changes so we just need to push some stuff through and maybe once we're not massively in debt and not needing to make people redundant then we'll start to worry about self-indulgent things like a diverse governing body. And then [we'll look at] how much diverse inputs will help the school flourish once we're on that secure foundation.”

Participant in focus group – volunteers from a white British background, aged under 40

Individual factors

Individual factors on the part of prospective volunteers also contribute:

- worries about confidence, in terms of doing the role well and speaking up

"I always saw people in leadership as being typically... not from my ethnic background and not for my age group, so I didn't think I had anything to contribute."

Participant in focus group – volunteers from an ethnic minority background, aged under 40

- concerns about how much time it takes to carry out the role

"I always say to my friends and fellow parents, 'Why don't you become a governor?' and they say 'I haven't got the time, because it's a lot of responsibility and you're doing it in your own time as well'."

Participant in focus group – volunteers from an ethnic minority background, aged over 40

- added cultural barriers for some.

"Some people had a very negative experience of our education system, which means that there's quite large proportions of individuals who would be reluctant and may not think that they've got much to offer because of their experience in the classroom."

Participant in focus group – volunteers from an ethnic minority background, aged over 40

What can make the difference:

Transforming recruitment:

Transforming recruitment processes – how and why boards recruit – can have a significant impact on increasing the participation of underrepresented groups and increasing the diversity of thought on governing boards. Importantly, taking this approach will widen – not narrow – the pool and calibre of volunteers available. Using a wide range of routes – for parent and staff roles as well as co-opted and other roles – reduces the number of potential volunteers excluded from finding out about the role. Boards need to ensure their recruitment practice widens – rather than replicates – the range of perspectives and experiences held by current board members. This means advertising any volunteer vacancies using a wide range of channels, including the free recruitment services, so that everyone with the potential to fulfil the role has an equal opportunity to apply.

Visibility and a national recruitment campaign:

People need to know who governors and trustees are, what they do, how they do it and why. If their contribution and impact is not recognised in school and trusts, by executive leaders, by the school system, education organisations, policymakers and of course governance volunteers and professionals themselves, then it can be no surprise that it is a struggle to get people to volunteer.

NGA is calling for a large-scale national recruitment campaign, funded and delivered by the DfE, to give a tremendous boost to awareness of the role and on volunteers coming forward. Given the significance and responsibility attached to the role, there is a duty to match the investment provided by volunteers with investment to persuade a wide range of talented, skilled individuals to join school and trust boards.

A systematic approach to retention:

Moving around the system at the conclusion of their term of office was the intention of several focus group participants, who noted the opportunity to both take on a different challenge and for other schools to benefit from the governance experience they had gained. There is an opportunity for the system to encourage this with existing volunteers to make them aware of the option and to retain expertise, as well as to take a strategic approach to organise and facilitate that moving around the system. A more defined approach will have positive implications for succession planning and upskilling volunteers.

Inclusion

What we found:

Recruiting onto the board is one thing: the board must also be ready to accept people with backgrounds and experience different to their own, so that they can retain and make the most of what volunteers have to offer. Key features of being inclusive are ensuring all volunteers feel welcomed, have their opinion valued, have a sense of belonging, are developed and are able to contribute to the board's discussions and work equally to others. It also means being open to accepting different points of view and challenge.

Overall, the picture of inclusion on boards seems fairly positive. However, both governors and trustees from ethnic minority backgrounds and young volunteers were less likely to feel that their opinion is valued or that they are invited equally to contribute to the board's discussions.

White volunteers were more likely to strongly agree that their opinion is valued by their board (71%) than Asian (55%), mixed /multiple group (58%) or Black (50%) volunteers and that they feel invited to participate in board discussions equally to others (70%) than Asian (69%), mixed /multiple group (58%) or Black (55%) volunteers. Similarly young governors and trustees were less likely to feel their opinion is valued by their board when offered (53% compared to 71% of over 40s) and to feel invited to participate in board discussions equally to others (57% compared to 71% of over 40s). Focus group participants shared both positive and negative examples of inclusion:

"[My lack of confidence to ask questions] may have been overcome by [being invited to share my perspective] ... But it was more about 'let's get through this meeting in two hours'."

Participant in focus group – volunteers from a White British background, aged under 40

"At the board table, I don't feel like I'm a token person there. There are other people [from ethnic minority backgrounds] and we're listened to equally, we equally support and challenge and we're equally supported and challenged in the views that we express. I feel that it's a really productive place."

Participant in focus group – volunteers from an ethnic minority background, aged over 40

Focus group participants shared how feeling excluded by their board or in other arenas such as governance training can manifest. Volunteers can be excluded by being made to feel unwelcome or like they don't 'fit in' to the environment; meeting practices such as having limited opportunities to speak or not being able to add topics to the agenda; a lack of access to impartial and free information to help them learn more about the topics they are discussing; and poor board dynamics including boards with long serving governors/trustees becoming stale or meetings being dominated by executive leaders.

Ultimately, a better experience with a board encourages governors and trustees to remain.

What can make the difference:

Creating an inclusive culture:

Inclusion so that all volunteers can participate and contribute to decision-making fully is critical, and so that they feel their contribution is valued, listened to and makes a difference. No one continues to volunteer if their efforts are not having any effect.

Chairs, governance professionals and executive leaders can have a significant impact on creating an inclusive environment where volunteers' confidence can grow. Focus group participants highlighted how being invited to participate in discussions, being asked for feedback and ideas, being encouraged to speak up and being shown appreciation for their contributions had all added to them feeling valued.

"Superb board, excellent chair, excellent clerk. Between them they ensure that everybody is contributing and it doesn't feel like you're picking people out to contribute. It feels very natural and I can only put that down to a very good team and it's a diverse and inclusive group."

Participant in focus group – volunteers from an ethnic minority background, aged under 40

"The head and the chair both draw challenge from the right people at the right time and that does add to your confidence because you're being invited to contribute."

Participant in focus group – volunteers from a white British background, aged under 40

High-quality induction:

High-quality induction and ongoing training for all governors and trustees is crucial in raising the effectiveness of governance and giving volunteers a confident start to their role. Inductions should be provided to all new volunteers regardless of their role, and be accessible and engaging.

"I feel more empowered now, I understand the different bits because prior to that, I've sat in on two or three meetings where I have no clue what they were talking about. So, it was good to get that proper induction. I know it's still going to be a steep learning curve, but at least I feel super empowered right now."

Participant in focus group – volunteers from an ethnic minority background, aged under 40

Offering a buddy/mentor for new volunteers can provide reassurance and a clear point of contact. It was mentioned particularly by young focus group participants as one way to improve their induction – either because they had experienced and benefitted from it, or it had been absent and they would have valued it. A sense of structure and getting the right person involved were given as key components to make buddying work well.

"I absolutely think buddying and mentoring is the way forward to support new people who otherwise can feel quite threatened by coming into a governing environment. But you have to pick the people with the right temperament and availability to be a buddy or mentor. [The person assigned as my buddy was really busy] and didn't have time for a needy new governor."

Participant in focus group – volunteers from a white British background, aged under 40

Where next?

Boards need to reflect and understand the communities they serve and wider society. There is a big disconnect between the demographic of the people governing our schools and the pupil population they are serving which means that groups of people who make up a sizeable part of the population remain largely excluded from decision making in schools and trusts. The number of volunteers from underrepresented groups (particularly ethnic minorities and young people) needs to increase.

We have known that for many years, and despite three years of the Everyone on Board recruitment campaign and the active support from many partners, and the grassroots networks, particularly the BAMEed network and Diverse Educators, we have not seen the change that is needed. This time we need concerted and universal action across the sector, and with the background of a national recruitment campaign. However even while waiting for this to happen, there are actions that can be taken at trust and school level which will make a difference. There is no single defined route or quick fix but there are lots of things that can be done to accelerate transformation.

Boards must take ownership of continually reviewing and addressing their composition, practices and dynamic strategically. It is not something that can be done once and ticked off. Diversity and inclusion should not be a separate agenda item – it should be threaded through everything a board considers both for itself and throughout the school/trust. It is not unconnected to or a distraction from raising standards or giving children and young people the best education or finding the best decision in difficult circumstances – it is an essential part of the answer.

Boards need to dig deep to define their purpose and motives for increasing participation in their own context. They should acknowledge their current position, why they are seeking change and what they hope to achieve. Indeed, tackling difficult issues is core to good governance being achieved.

The full report provides insight, ideas and interpretation to equip boards, and especially those with responsibility for recruiting volunteers, with what they need to navigate discussions and action. The recommendations set out many ways in which boards can move the dial on underrepresentation and creating an inclusive environment so that people with the skills, talents and passion needed are drawn from a wide range of backgrounds and lived experiences. Some boards may already have made progress – and if so, please share your practice so that others know it is not insurmountable.

Alongside this report, NGA has updated its popular practical ‘right people around the table’ guidance to support boards with the ‘how’ of recruitment and retention with a focus on diversity and inclusion.

It is the responsibility of everyone in governance to move this forward. Progress will ultimately come down to the action of the people with involvement and influence in recruitment, appointment and induction processes – their understanding of why it is in the best interest of children and young people, their approach and their will to change.

Read the full report for more of the voices of the focus group participants and more on:

- the picture of representation and inclusion in school and trust governance, and the impact of the current landscape.
- the experiences and perceptions of governing boards and their practice from groups which are underrepresented.
- how they can best make it possible for people to join boards by taking a different approach to recruitment and practice.
- the importance of a diversity of thought and representation to increase governance’s positive impact for children and young people.
- that it is the responsibility of governing boards and the organisations that support them to drive the change needed, and identify approaches to doing so.
- how to move forward with intention and practical action.

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Committee(s)	Dated:
Education Board	20 October 2022
Subject: Culture Mile Learning – School Visits Fund	Public
Report of: Sharon Ament, Director, Museum of London	For Information
Report author: Frazer Swift, Head of Learning & Engagement, Museum of London and Beth Crosland, Senior Programme Manager (Culture Mile Learning)	

Summary

This paper provides the quarterly update information on the Schools Visits Fund that Culture Mile Learning (CML) was asked to provide as a condition of its funding for 2022/23. It includes data on uptake of the fund and the actions CML is taking to promote the fund.

Main Report

1) Applications

Data is provided by month from the date of our previous report.

- June 13 – June 30: 14 applications were made, set to benefit 477 children
- July: 16 applications were made, set to benefit 613 children
- August: 24 applications were made, set to benefit 821 children
- September: 19 applications were made, set to benefit 697 children

This takes the total number of applications for this financial year to 140. These applications were made by 77 different schools or youth groups with an average Pupil Premium level of 48%.

Two applications were not approved during this period as both schools did not meet the Pupil Premium requirement of the fund (i.e. at least 35% of pupils at the school should be eligible for Pupil Premium).

Overall this quarter, applications were made to visit 15 different cultural venues supported by the City and within the Culture Mile Learning network.

Patterns of note:

- Natural Environment sites (previously called Open Spaces) continued to be the most popular request for visits during this quarter. This is likely due to ideal weather conditions during the summer months as well as the benefit of ‘hands on learning sessions’ and working in ‘areas with a STEM focus’, as stated by teachers.

- Applications reduced in July, but saw a steady increase in August and through to September as teachers returned to school, with the majority of visits booked in August and September scheduled to take place in autumn 2022.
- Other venues attracting significant attention this quarter were the Museum of London and Museum of London Docklands, with their offer for self-led visits.
- Teachers have communicated a notable increase in confidence from parents who support schools using the fund for private travel (as opposed to public transport) as a safety precaution in light of the pandemic. We however will continue to point schools to free Transport for London offers so that the fund can be prioritised for other purposes and stretches as far as possible. Schools continue to mention how the fund and the visits it enables help support Covid recovery for pupils who have experienced significant financial hardship and a lack of access to environments other than school and home over the last two years.
- The most common reason for applying for funding in this quarter has been to cover transport costs and admission fees to venues (including workshop charges).

2) Grants paid out

25 grants have been paid out in this period totalling £6,936, taking the total number of grants this financial year to 35 and the combined amount awarded to £10,787. The number of grants paid out is different to the number of applications received, because schools are paid after they have made their visits, not on approval of their applications, and the majority of the visits that are the subject of the 140 applications are due to take place later this term or in the spring term.

3) Evaluation and feedback

Feedback forms completed by grantees show the value of the Schools Visits Fund to schools and their pupils and also the ease of the application process.

- The visit increased young people's confidence and motivation
56% of teachers 'strongly agree' and 44% 'agree'
- The young people learnt something new as a result of the visit
78% of teachers 'strongly agree' and 22% 'agree'
- The young people were engaged and enjoyed the visit
56% of teachers 'strongly agree' and 44% 'agree'
- The visit supported our objectives and/or curriculum
56% of teachers 'strongly agree' and 44% 'agree'
- The visit helped develop young people's communication, thinking, organisational, or creative skills:

56% of teachers 'strongly agree' and 44% 'agree'

- Ease of applying
40% of teachers found the application process 'very easy', 40% 'fairly easy' and 20% 'neither easy nor difficult'

'The Fund has been extremely useful to us as we simply could not have afforded to run this trip at a cost to the school and most of our parents would not be able to afford such a trip. We have limited staff availability for trips and rely heavily on parents and volunteers to assist us. It is nice to know that if we really needed to, we could use supply/agency staff and get the cost refunded to us...A really excellent and valuable resource for all schools!'

'We would not have been able to go without it - thank you so much.'

'Students' learning experiences and cultural capital were enhanced significantly by the trip. The itinerary included a walk through the Barbican and visits to the Museum of London and the Roman Amphitheatre under the Guildhall Art Gallery.'

'The trip supported our curriculum objectives; students were able to enhance their knowledge of Roman culture and gain a much better understanding of the development of London from its Roman foundations. However, the trip provided so much more; incidental but very worthwhile topics explored included town planning and urban living, ancient and modern architecture and the curating of ancient objects. For most, this was the first school trip they had ever been on and the skills that students were able to develop as part of the trip are invaluable.'

'This visit to Epping Forest definitely encouraged the Year 3 children to engage with map reading, direction finding and working in teams.'

'Our children absolutely loved this visit, especially the workshop which was a real treat for them. It gave them a perspective of the city they live in as most of them had never seen the river or Tower of London from Tower Bridge. It brought our history topic to life and the children are now more engaged with London history. The children benefitted from learning to use the Tube, cross busy roads and being out in busy London especially as they haven't done anything like this for a couple of years due to lockdown.'

'This is a fantastic way to support and engage young Londoners. Thank you!'

4) School Visits Fund development

We are taking a two-pronged approach to this:

- targeted marketing to schools with higher needs
- general marketing to all eligible schools.

Targeting marketing to schools with high needs – During the summer we have carried out significant planning to develop access to the fund for schools, including Pupil Referral Units, who have extremely high Pupil Premium rates - ranging from 50% to 87%. We are reaching out to schools within this bracket who either do not currently use the fund or who have only used it sparingly. In total, 16 schools have been contacted across six boroughs - Southwark, Hackney, Lambeth, Tower Hamlets, Newham and Haringey. We selected these boroughs due to them having some of the highest poverty rates in London. Given that the fund is also less used by secondary schools, 10 of the selected schools are secondaries.

We have begun building relationships with these schools through direct contact with teachers, discussing specific partner offers which align to their curriculum/enrichment needs. For example, where a school has communicated that the primary curriculum focus this term is Geography, we have successfully marketed Natural Environment workshop offers as well as Thames Explorer workshops at the Museum of London Docklands. We are finding that this form of targeted marketing and support makes the schools feel confident in their ability to access the fund.

Another key component of this work is further strengthening our relationships with cultural partners. We are actively working with our partners to explore specific programming, events, workshops and self-led offers that relate to the varying school curriculum and enrichment needs. In some cases, bespoke offers can also be provided. This work is also creating another marketing avenue for partners which in turn helps them engage with schools. We are currently developing this work with Keats House, Natural Environments, LSO, London Metropolitan Archives and Guildhall Art Gallery.

General marketing to all eligible schools – Given that due to the pandemic, the fund was largely dormant for two years, we thought it would also be a good time to remind schools about it. We are therefore working with a digital marketing agency with expertise in the education sector on an email campaign in mid-October to promote the fund to all eligible schools in London.

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Committee(s): Education Board	Dated: 20/10/2022
Subject: London Careers Festival 2022 Evaluation Report	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 5, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	n/a
What is the source of Funding?	n/a
Has this Funding Source been agreed with the Chamberlain's Department?	n/a
Report of: Director of Community and Children's Services	For Information
Report author: Caitlin McMillan, Lead Partnerships and Programmes Officer, Education Strategy Unit	

Summary

This report updates Members on the outcomes of the London Careers Festival (LCF) 2022 which engaged primary, secondary and post-16 pupils across London in work-related and skills development activities. The London Careers Festival was delivered in a blended fashion (with virtual and in-person activities). The full report in **Appendix 1** examines the achievements of LCF against the strategic aims, reach, and impact on young people. Several new delivery methods and outputs were piloted this year, and recommendations have been made for continued improvements for future years.

Recommendation(s)

Members are asked to:

- Note the LCF 2022 evaluation report with key outcomes and achievements.
- Note the recommendations for LCF 2023 and onwards.

Main Report

Background

1. The City of London Corporation (COL) is committed to enabling pupils in its Family of Schools to make informed career choices and flourish in the world of work.
2. The vision for the London Careers Festival 2022 (LCF) was to build on the success of previous years, delivering a blended (both virtual and in-person) two-week festival where young people could meet and engage with employers and apprenticeship providers across a range of jobs and industry sectors.

3. The event was marketed to young people and educators across London and the UK. The programme of events was aimed at young people from primary through to post-16.

Current Position

4. The London Careers Festival 2022 was delivered between 20 June – 1 July 2022. The virtual week (20 June – 24 June) included:
 - Employer-led webinars exploring specific job roles, organisations and industries
 - Webinars exploring different career access pathways
 - Workshops exploring entrepreneurship and entrepreneurial skills
 - Virtual talks from employers
 - Online skills building workshops
 - Q&As with experts and professionals
5. The in-person week (27 June – 1 July) was structured as follows:
 - Monday June 27 – Post 16 (*with Apprentice Futures*)
 - Tuesday June 28 – Secondary (*with Apprentice Futures and Livery Showcase*)
 - Wednesday June 29 – Primary (*with Livery Showcase*)
 - Thursday June 30 – Creative Careers (*with Culture Mile Learning*)
 - Friday July 1 – Big Apprentice Meet Up (*with the Association of Apprentices*)
6. The Monday, Tuesday and Wednesday sessions all took place at the Guildhall. Careers and skills workshops occurred alongside the Apprentice Futures and Livery Showcase. The Thursday programme occurred in a range of cultural venues. The Friday Big Apprentice Meet-up was hosted at the Guildhall.

Key findings from LCF 2022:

7. The following points provide headline summaries from the full evaluation report contained in Appendix One:
 - In excess of 6,140 young people attended LCF 2022. Of these, 4,279 attended the virtual festival and 1,861 attended in-person. Over 141 businesses, arts organisations training providers and livery companies participated in the delivery of LCF 2022.
 - Over 70% of young people felt more confident about their career choices after attending LCF with 80% indicating that the festival has helped them think about new career options.
 - 100% of teachers felt that the sessions were relevant to pupils from all backgrounds and rated LCF as 'excellent' with regards to careers awareness and the skills curriculum.
 - 100% of facilitators felt there was a 'good' representation of diverse young people in attendance at LCF and that the event's contribution to social mobility was either good or excellent.
8. Key insights:
 - 8.1 Young people value dialogue and are far more engaged by experiences that involve two-way communication.

- 8.2 When considering careers, many young people do not realise just how broad the spectrum of professions and pathways is.
- 8.3 We can super-charge the outcomes and value of the LCF experience by better acknowledging the *expectations* of young people, teachers and facilitator partners.
- 8.4 Young people find a speaker's lived experience particularly compelling, and inspiring.
- 8.5 All attendees find our unique venues a captivating part of the LCF experience.
- 8.6 The complex framing of the festival with its multiple component parts makes branding confusing.

Options

Item for information only.

Proposals

- 9. After analysing the insights and the quantitative data from the London Careers Festival, the LCF team would make the following recommendations for 2023:

9.1 Re-structure the days: Move to a model of two timeslots nearer the middle of the day (e.g. 10:30 – 12:00, 12:30 – 14:00) for the in-person LCF 2023 as this would make the most of the school day. It was also suggested that it be considered to move the festival earlier in the year (around March) for LCF 2024.

9.2 Keep the blended mode of delivery but streamline the virtual offer: LCF 2022 was the first blended festival (part virtual, part in-person) and the structure worked well, allowing a broad range of young people to engage with LCF content whilst maintaining and building upon the impact of the Guildhall as a venue. We would suggest continuing with the blended structure into 2023 with the following adaptations to the virtual programme:

- a. A streamlined virtual offer for primary and secondary, with post-16 focused on the in-person event.
- b. Greater partnership engagement to manage some of the administrative activities and ensure quality of offer.

9.3 Get everyone on the same page: Generating unified terms of engagement for core partners would lead to greater clarity for schools and other attendees about how the various components of LCF interact to form a cohesive whole. An audit of all partnerships would ensure continuity of expectation and alignment around the LCF's core objectives.

9.4 Cover more careers: Whilst LCF 2022 covered a wide variety of career opportunities, there were some areas of interest identified by young people that were not represented (such as the sports and beauty industries). This could be addressed by:

- a. Having an area within the in-person festival for LCF invitees who are not part of Apprentice Futures or the Livery Showcase, allowing for a broader and more comprehensive career sectors spread of industries

- b. Including the creative careers workshops into the festival as a whole (rather than holding it on a separate day) to ensure representation of the creative industries
- c. Engaging on-site careers advisors to help the young people to navigate the broad spectrum of pathways and professions available to them

9.5 Keep it interactive: Young people consistently reported that the sessions that were the most engaging and effective were those that were interactive and allowed the space for two-way dialogue. It is important to ensure that this is a component of all LCF sessions, both virtual and in-person, and should be a priority for 2023.

9.6 Find opportunities for co-creation: Youth voice is a vital component to ensuring that LCF 2023 is engaging, relevant and useful. Encourage co-creation of programmes and events, and perhaps turning the tables to allow employers to learn from young people, would enhance the design and impact of the London Careers Festivals in the future.

9.7 Leverage the networks: The pilot model that was successfully employed in the LCF 2022 of collaborating with the Association of Apprentices should be further embedded in future festivals. Embedding further opportunities for discussion and networking into the post-16 and secondary parts of the festival should be encouraged. This would provide pupils with more focused opportunities to directly engage with inspiring professionals, and encourage them to begin forming a professional network whilst enhancing their Fusion skills.

Key Data

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

Corporate and Strategic Implications –

Strategic implications

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

Financial implications

11. The festival continues to be good value-for-money and have impact on its core audiences: pupils, schools, businesses and livery companies. Furthermore, the festival has delivered a blended delivery model and the expanded two-week event while remaining within its original budget. Key to running the 2023 festival

will be the expansion of successful partnerships to support marketing and operational activities. This, combined with the inflation of costs for in-person events, will mean that the festival will continue to need financial support to ensure that it can be delivered successfully with lasting impact for its intended audience.

Resource implications

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

Equalities implications

13. A majority of the schools who booked for LCF 2022 had a pupil premium rate of 31% or higher. Four sessions were run specifically for children with SEND, with quiet space being set aside during the festival itself to ensure an inclusive environment. Whilst data was not specifically collected around race or gender identity, 100% of surveyed facilitators felt there was a 'good' representation of diverse young people in attendance at LCF and that the event's contribution to social mobility was either good or excellent.

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

Conclusion

The London Careers Festival continues to deliver against its aim to connect schools and young people across London and beyond with the world of work. The blended approach to the festival worked well, meaningfully reaching over **6,000** young people.

The festival continues to explore innovative ways to meet its aims and shape its offers to ensure that it delivers against the City's Corporate Plan and the Education Board's three strategies.

Appendices

- **Appendix One - London Careers Festival 2022 evaluation report**
- **Appendix Two - Summary report on London Careers Festival 2022**

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LONDON CAREERS FESTIVAL 2022 EVALUATION REPORT

"Way too much fun to be a school day."

LCF
London Careers Festival



Table of Contents

1. What is the London Careers Festival?	4
2. What was the offer at LCF 2022?	4
2.1 Events	4
2.1.1 Virtual Events	4
2.1.2 In-Person Events	5
2.1.3. Resources	5
3. How did we prepare for LCF 2022?	6
3.1 Corporation Event Management	6
3.2 Partnerships	6
3.2.1 Operational Partners	6
3.2.2 Delivery Partners	6
3.2.3 Participating organisations	8
3.3 Marketing & Communications	9
3.4 Media coverage	9
3.5 Booking and Onboarding Process	10
4. How was LCF 2022 evaluated?	10
4.1 Data collection	10
4.2 Methods	11
4.3 Sampling	11
5. So what happened	12
5.1 Turnout	12
5.1.1 Virtual Festival Turnout	12
5.1.2 In-Person Festival Turnout	12
5.2 Finance	14
6. How did the LCF experience affect attendees?	14
6.1 A Focus on Impact:	14
6.2 Impact for Attendees: Youth perspective	14
6.3 Impact for Attendees: teacher perspective	16
6.4 Impact for Partners and Facilitators	16
7. Key Insights & Recommendations	19
7.1 Key insights	19
7.2 Key recommendations	19
Appendices	21
Appendix 1	21

Appendix 2	24
Appendix 3	25
Appendix 4	26

1. What is the London Careers Festival?

The London Careers Festival (LCF) is an annual event that has been run since 2019.

The festival was born of the City of London Corporation's commitment to ensuring that **learning is linked to the world of work at all stages to enable learners to make informed career choices**, working particularly towards the following outcomes:

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

In its commitment to achieve these outcomes, the City of London Corporation entered into a collaboration with The Stationers' Company (Apprentice Futures) and the Livery Schools Link (Livery Showcase) to deliver a festival for learners from primary to post-16.

2. What was the offer at LCF 2022?

LCF 2022 adopted a blended delivery model¹, building on the success of previous in-person (2019) and virtual (2020 and 2021) festivals. The structure of the festival was as follows:

Virtual Festival June 20 – June 24

In-person Festival June 27 – July 1

2.1 Events

The full set of LCF 2022 programmes can be found here: [Your visit – London Careers Festival](#)

2.1.1 Virtual Events

The Corporation partnered with a range of organisations to host **48** live virtual events, with a full programme on offer for primary, secondary and post-16 pupils. These sessions included:

- Employer-led webinars exploring specific job roles, organisations and industries
- Webinars exploring different career access pathways
- Workshops exploring entrepreneurship and entrepreneurial skills
- Virtual talks from employers
- Online skills building workshops
- Q&As with experts and professionals

A full list of the virtual events can be found in Appendix 1.

¹ 'blended delivery' is defined as the practice of using both online and in-person learning experiences.

2.1.2 In-Person Events

The in-person week at LCF 2022 was arranged as follows:

- **Monday June 27** – Post 16 (*with Apprentice Futures*)
- **Tuesday June 28** – Secondary (*with Apprentice Futures & Livery Showcase*)
- **Wednesday June 29** – Primary (*with Livery Showcase*)
- **Thursday June 30** – Creative Careers (*with Culture Mile Learning*)
- **Friday July 1** – Big Apprentice Meet Up (*with the Association of Apprentices*)

The Monday, Tuesday, Wednesday and Friday sessions all took place at the Guildhall. Alongside the Apprentice Futures and Livery Showcase events were a full range of careers and skills workshops.

A full list of the in-person events can be found in Appendix 2.

2.1.3. Resources

Building on the work of LCF 2021, the LCF team continued to offer businesses the opportunity to share resources/opportunities via the resource page on the LCF website ([Resources – London Careers Festival](#)). An additional **10** new organisations added resources this year, bringing the total number of resources to **174**.



3. How did we prepare for LCF 2022?

3.1 Corporation Event Management

With the new blended delivery approach and two-week festival length, new modes of project management were required to build on the success of previous festivals.

LCF management was led by the ESU's Lead Partnerships & Programmes Officer with support from the Projects Officer.

In-event data gathering was led by the ESU's Lead Strategy and Impact Manager with the support of the Lead Policy Officer.

A temporary support officer was also employed to work across the different aspects of festival preparation, delivery and evaluation.

Feedback on event management was positive:

*"The event was well managed with no major issues and lots of friendly support staff on hand." **City of London Police***

*"A very well organised event, set in a beautiful location. As an exhibitor we were very well looked after, there was a steady stream of young people attending the event and a wide range of providers exhibiting." **Ben Godfrey, Skills Training UK***

3.2 Partnerships

Effective partnerships were key to the success of LCF 2022.

3.2.1 Operational Partners

As in 2021, we engaged **Pathway CTM** as operational partners, working with them to:

- Set up and oversee the booking process for LCF webinars and in-person events
- Provide a host/facilitator for all LCF webinars and support with safeguarding policies
- Provide technical support throughout the week of the virtual festival
- Support the virtual onboarding process for partners
- Share evaluation surveys and encourage schools to complete them

3.2.2 Delivery Partners

Core delivery partners for LCF 2022 were:

- Education & Employers
- The Stationers' Company
- Livery Schools Link
- Association of Apprentices

Education & Employers were a key partnership at LCF 2021. This year we re-engaged them to:

- Deliver **8** live careers sessions (6 virtual, 2 in-person) for primary and secondary pupils
- Oversee the management of these sessions

- Confirm inspiring role models from key employer partners.
- Carry out a survey during session.
- Promote and engage these and other LCF offers to their schools' network.

The Stationers' Company and their **Apprentice Futures** event have been a core component of the LCF since its conception. This year we partnered with them to:

- Manage the employers, providers, colleges and universities involved in Apprentice Futures
- Manage communications with participating organisations
- Generate floor plans for the Great Hall including tech requirements
- Provide Stationer apprentices to act as festival guides
- Promote the festival to school contacts

Livery Schools Link and their **Livery Showcase** have also been a core part of the LCF since conception. This year we partnered with them to:

- Manage the livery companies involved in the Livery Showcase
- Manage communications with participating livery companies
- Generate floor plans for the Livery Hall, Print Room and Old Library including tech requirements
- Promote the festival to school contacts

For the first time, the LCF 2022 team partnered with the **Association of Apprentices** to:

- Manage and deliver a networking, training and social event for current apprentices
- Book speakers/workshop leaders
- Manage bookings for the *Big Apprentice Meet Up*
- Organise food, drinks, and entertainment for the social part of the *Meet Up*.

The Association of Apprentices themselves partnered with **Investors in People** to manage and fund the event.



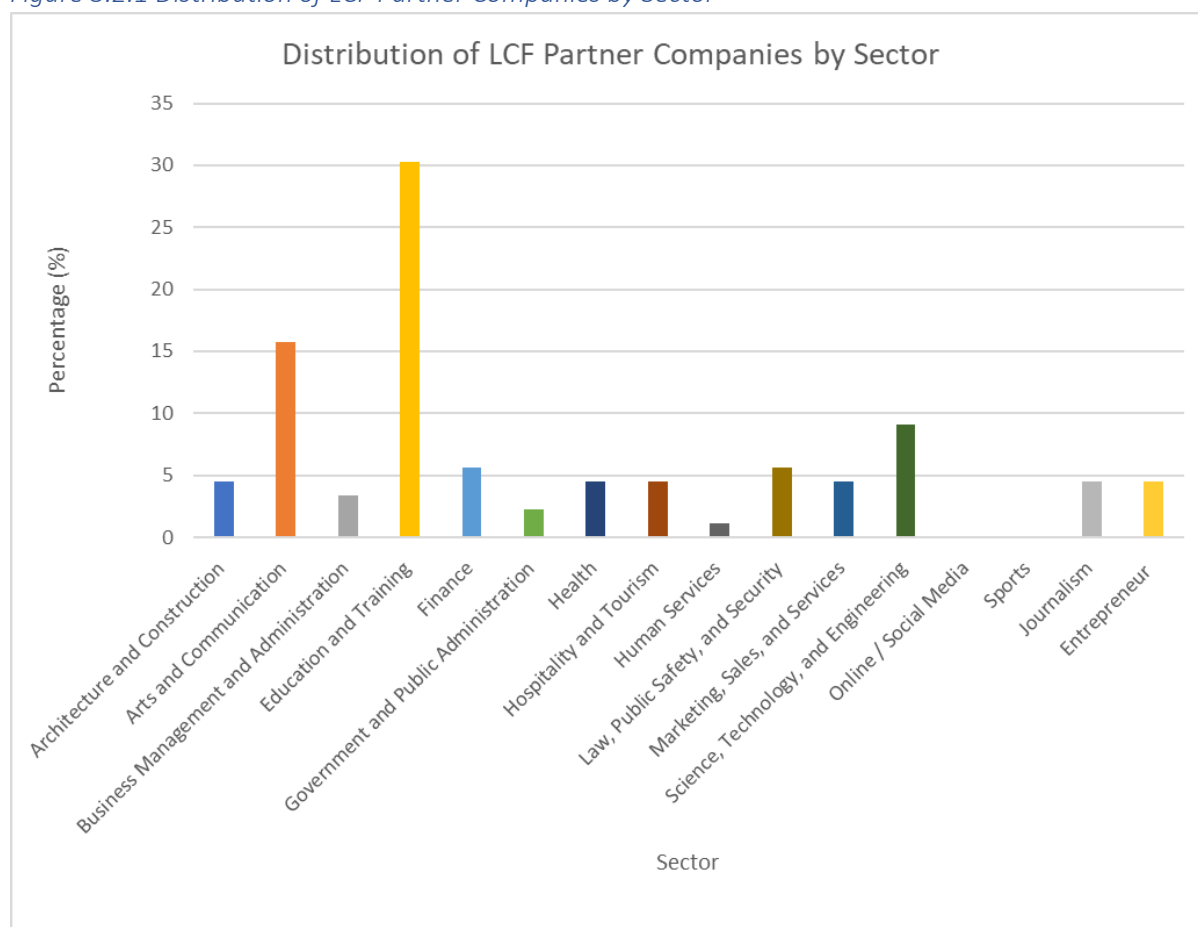
3.2.3 Participating organisations

Across the festival, the LCF team worked with approximately **141** business, arts organisations, training providers and livery companies.

Of these organisations, **28** were livery companies participating as part of the Livery Showcase, and **42** were business and training providers participating through Apprentice Futures. The remaining **71** were engaged through contacts held by the City Corporation and the LCF team.

The partners came from 14 different industry sectors with the most partners coming from Education and Training, Arts and Communications and Science, Technology and Engineering, as can be seen in Figure 3.2.1.

Figure 3.2.1 Distribution of LCF Partner Companies by Sector



N=89 participating organisations and excludes livery companies

These organisations were all asked to fill in a form outlining their festival offer and sharing their promotional materials. They were also sent marketing copy and resources that could be used to promote their sessions; organisations were variable in their engagement with these resources.

Developing some terms of engagement for LCF 2023 that outline expectations/opportunities as well as producing festival branding guidelines would be useful.

3.3 Marketing & Communications

The LCF team generated a marketing plan for direct mailouts to schools, local authorities and other education partners. Weekly emails were sent to those registered for LCF updates via Mailchimp.

The City Corporation's media team shared the festival on the main corporation Twitter and LinkedIn feeds, with approximately one post per week in the run-up to the festival.

Conversations are ongoing as to how to build a social media presence for future festivals as this was a particular request from industry partners.

"I am unaware of publicity, however we promoted on socials but there was not an account for the event to tag." **London South Bank University**

"I would have liked to see more social media promotion." **Big Creative Education**

The LCF team also worked closely with a number of partner organisations to further promote the festival across a wider network of schools and young people. This was done through a variety of different channels including promoting the festival via partners' websites, social media channels, newsletters and speaking at virtual events (for example, a meeting of the GLA careers hub leads).

3.4 Media coverage

Press and media coverage for LCF 2022 was led by the City Corporation's media team.

The most extensive coverage was achieved in the two weeks leading up to the festival, when a piece covering the LCF was placed in City AM (June 20).

The copy for this article can be found in Appendix 4.

The City AM article led to an approach by a BBC journalist asking to cover the LCF.

A film crew attended the festival on Tuesday June 28, speaking with pupils, participating organisations and City Corporation representatives. The segment was broadcast on BBC London News during the lunchtime and early evening programmes on Friday July 1.

[BBC London TV](#)



The Association of Apprentices shared the success of the event in their summer update: [Summer Update \(associationofapprentices.org.uk\)](#)

As a result of the success of their collaboration with LCF, the Association of Apprentices has run further meet-ups in Birmingham and Manchester.

3.5 Booking and Onboarding Process

The booking process for all LCF events, with the exception of the *Big Apprentice Meet Up*, was managed by Pathway CTM. Attendees for both virtual and in-person sessions registered via Eventbrite. Pupils over the age of 16 could book individually for post-16 sessions; all other sessions were booked by an educator for a group of young people.

Pathway CTM managed the set-up of the booking form and automated onboarding communications sent two weeks, one week and one day before a webinar was due to take place.

It was, however, also necessary for the LCF team to stay closely engaged with booking numbers, particularly for the in-person events where capacity for some sessions was limited and where extra promotion was needed for events where numbers were low.

The LCF team also called schools and emailed individuals 48 hours prior to their sessions to confirm attendance.

Possibilities for further outsourcing should be sought here due to the time-intensive nature of this task. For example, further engaging Education & Employers who manage their own bookings for virtual sessions.

Bookings for the Big Apprentice Meet Up were managed by the Association of Apprentices. Again, Eventbrite was used for registration.

4. How was LCF 2022 evaluated?

The methodology was designed to ensure the evaluation was able to provide a holistic overview of LCF 2022. Pupils' experience was at the heart of impact assessment, but it was also crucial to capture the experiences of teachers and workshop facilitators. To this end, it was necessary that feedback was collected from the following groups: young people, teachers and workshop facilitators/exhibitors. Having the evaluation designed around understanding these experiences was key to ensuring the discussion and recommendations in this report are based on credible and robust evidence

4.1 Data collection

The data in this evaluation provides feedback from four sources: The City of London Corporation, Education & Employers, Apprentice Futures and Livery Schools Link. All sources collected feedback from either the virtual or in-person festival (or both) from June – July 2022. However, it must be noted that whilst the final evaluation has incorporated the feedback collected from Education & Employers, Apprentice Futures and Livery Schools Link, the methodology for this evaluation was designed based on the data collected by the Education Strategy Unit (ESU) at the City of London Corporation. This was largely down to the ESU having access to all areas of the festival (both virtually and in-person) which in-turn provided the opportunity to ensure the evaluation aligned with the objectives and aims.



4.2 Methods

A 'mixed-methods' approach was used which consisted of both surveys and semi-structured interviews. A survey containing both closed and open-ended questions was sent to pupils, teachers and workshop facilitators. For attendees, questions were designed according to whether they had attended workshops virtually or in-person. In each case, attendees were asked a range of questions which were centred around their experiences and the impact they feel LCF had on their career trajectories. Teacher surveys were also designed according to the type of session attended (virtual or in-person). The aim was to further understand teachers' thoughts on both the quality of the festival and their views of the festival in relation to skills development and social mobility. Lastly, the facilitator surveys were designed to understand their experiences of the festival and to deliver a deeper insight into the value of the festival in relation to their wider organisational aims and priorities. The semi-structured interviews provided rich qualitative data which allowed the evaluation to 'dig deeper' into the attendees' experiences.

4.3 Sampling

For in-house data, participants were recruited through both 'probability' and 'non-probability sampling'. Probability sampling was used for the surveys to ensure all participants had an equal probability of being selected to provide feedback. The LCF team achieved this through ensuring all those who signed up for the event (attendees, teachers and workshop facilitators) were given the opportunity to provide feedback via the surveys. For the interviews, non-probability sampling was used to ensure that key portions of the broader population of young people were included within the final sample. To do this, interviewers recruited interviewees based on their school age whilst also making conscious efforts to recruit from a diverse and broad range of backgrounds. The final sample size for both the surveys and interviews was large enough to provide a reliable insight on the impact of the London Careers Festival for attendees.

5. So what happened?

5.1 Turnout

5.1.1 Virtual Festival Turnout

Attendance at the virtual LCF was measured as being in excess of **4,279** young people.

This broke down by age group as follows:

Primary	3938
Secondary	269
Post-16	72

N.B. Due to the nature of online sessions (pupils attending as part of a group were not asked to leave personal details, multiple pupils often attended from one device) confirming exact attendance numbers is not possible. These numbers are based on the observations of the LCF and Pathway CTM facilitators alongside information provided by participating teachers.

The event numbers mirrored the experiences of the LCF team in marketing the virtual events, where primary and secondary sessions were extremely popular but post-16 were more challenging to recruit to.

From conversations with young people, this seemed to be due to a number of factors including the need to book as an individual rather than a teacher booking for a class, timing within the year (around exams) and a reduced appetite for online events following the pandemic.

It is also worth noting that the top three most popular virtual sessions (Creative Jobs, Jobs in the Gardens and What's My Line) were all run for primary and secondary pupils in partnership with Education & Employers, with hundreds of pupils attending each of these sessions.

For LCF 2023, it seems advisable not to offer a specific post-16 virtual offer, focusing virtual efforts on primary and secondary and post-16 efforts on in-person.

5.1.2 In-Person Festival Turnout

Attendance at the in-person LCF was measured at **1,861** young people.

This broke down by age group as follows:

Primary	400
Secondary	851
Post-16	446
Creative Careers	47
Apprentices (AoA event)	200

N.B. With large school groups on the Primary and Secondary events, numbers of pupils are based on information given by participating teachers. For the Creative Careers day, numbers are based on the observations of the LCF team and reports from the delivery organisations.

The LCF team noted that the bookings were not spread evenly throughout the time slots: Monday had a delayed start due to insufficient 09:30 bookings, Tuesday's morning bookings almost

universally arrived half an hour late and Wednesday saw almost all bookings made in the 11:30 time slot.

For LCF 2023, two time slots nearer the middle of the day (e.g. 10:30 – 12:00, 12:30 – 14:00) could help to even out the spread of bookings and better accommodate the school day.

The Creative Careers Day (Thursday June 30) saw an unfortunate number of last-minute dropouts (both whole classes and individual students).

Folding the creative careers workshops in with the festival as a whole as opposed to running it as a separate day might help to mitigate against this in 2023.



5.2 Finance

A breakdown of the costs associated with LCF 2022 can be found in Appendix 3.

6. How did the LCF experience affect attendees?

6.1 A Focus on Impact:

For the 2022 event, the LCF team sought to further enrich their dialogue with attendees. The intention was to better understand the LCF experience through the eyes of participants (**especially** the pupils) and to ascertain its impact on potential career choices and future trajectories. By consolidating feedback from digital surveys, in-person surveys, voice recordings and video interviews, the LCF team was able to develop rich insights into the festival's impact on attendees and use their crucial perspective to inform the development of recommendations for future events.

6.2 Impact for Attendees: Youth perspective

Evidence suggests that the majority of LCF 2022 attendees felt it was a highly valuable, informative experience that provoked them to think deeply about their futures. For many, it opened their eyes to new possibilities: for some it resolved confusion, for others it solidified their existing thinking.

"It encouraged me to learn about things I wouldn't have usually looked at" (Attendee)

"It's fun and enjoyable and I was able to learn new things about different careers" (Attendee)

Attendees of all ages indicated that the experience had opened their eyes to a much broader spectrum of careers than they realised existed and encouraged them to contemplate options they would not have otherwise considered. The data show that over 70% of young people felt more confident about their career choices after attending LCF with over 80% indicating that the festival has helped them to think about new career options. Secondary-age attendees were particularly inspired by professionals sharing their lived experiences.

"That there were actual people who do the job that can give us very formal answers" (Attendee)

"They actually spoke about their job in detail. They showed pictures. They did a quiz" (Attendee)

The realisation that university was not the only option for them appeared to be a real 'moment' for many young people.

"I was uni, uni, uni but now I think it will be better to do an apprenticeship" (Attendee)

"I used to be 100% confident on a certain pathway I was going to take, but now that I have realised that a different opportunity can yield different results so now, I am looking at other areas to go in" (Attendee)

For a number of attendees, the discovery of apprenticeships as a pathway to the world of work was particularly exciting.

"You don't have to go to uni to do well, I have been thinking about doing an apprenticeship because by the time uni students get their degree the apprentices will be more qualified for their job" (Attendee)

Conversely, for a smaller percentage of attendees, the value of the LCF lay in the solidifying of the decisions they had already made around their next steps and future careers.

“Definitely - solidified my opinion that I want to do a university apprenticeship because it’s much more suited to me and what I want to do.” (Attendee)

Young people also appeared to appreciate being shown the important role that Fusion Skills would play in their futures and valued the opportunity to start learning about and developing their skills. Attendees particularly appreciated being encouraged to use their oral communication and critical thinking skills to creatively explore their career choices.

“Standing Infront of everyone and saying your thoughts and careers helps to take it off our own shoulders and express ourselves as human beings” (Attendee)

“I really liked it because it helped us brainstorm ideas on a collage and helped us formulate clear pathways, so overall it was helpful. It was a good socialising event” (Attendee)

The word cloud below (Figure 6.2.1) was based on over 240 responses; it shows that the festival was most often seen as informative, interesting, helpful.

Figure 6.2.1 Word cloud showing responses from secondary-aged pupils at the in-person festival



6.3 Impact for Attendees: teacher perspective

Despite only a small number of teachers responding to surveys, their feedback proved to be useful and remained encouraging with regards the impact of the festival on their pupils. The teachers' opinions resonated with much of what young people had communicated. Of the teachers surveyed, 100% felt that the sessions were relevant to pupils from all backgrounds and rated LCF as 'excellent' with regards to careers awareness and skills curriculum.

The vast majority of teachers rated LCF positively for the long-term impact they felt it would have on their pupils. This echoes the feedback received from young people around their understanding of the broader careers landscape and non-university pathways to the world of work.

Also worth noting is that, within the sample of teachers, nearly a quarter felt that the event's contribution to social mobility was not explicit – clarity around this outcome is a note for improvement in LCF 2023.

6.4 Impact for Partners and Facilitators

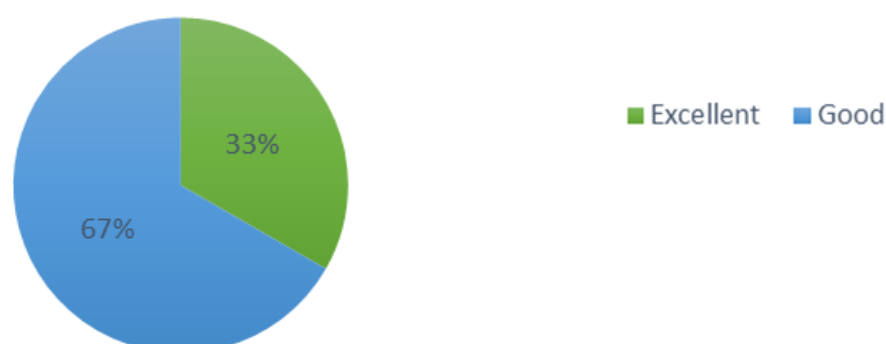
Considerations regarding impact are not limited to attendees only. The partners and facilitators that contribute to LCF should also benefit from their experience, so understanding impact from their perspective is also key. Again, only a small number of partners responded to survey requests, but valuable insights were available in the responses that were received.

"Apprentices Futures 2022 event at the Guildhall, was a fantastic opportunity to showcase a career with the City of London Police & to promote the 'Police Constable Degree Apprenticeship' route, alongside the opportunity to build rapport and trust with the community. Over two days we had lots of positive engagement & promoted City Police in the best light possible" (Facilitator)

Overwhelmingly, partners rated the event positively (good or excellent) with regard to its contribution to their organisation's priorities and values. 100% of facilitators felt there was a 'good' representation of diverse young people in attendance at LCF and that the event's contribution to social mobility was either good or excellent (see Figure 6.4.1)

Figure 6.4.1 LCF's contribution of Social Mobility

LCF contribution to social mobility



N= 13 participating organisations

A vital component of the impact that partners felt they were receiving from the LCF was the opportunity to quickly and easily connect with a large number of young people from a broad spectrum of backgrounds.

“Our member ambassadors who were with us on the stand, agreed that the event provided an excellent opportunity to engage with a large number of students” (Facilitator)

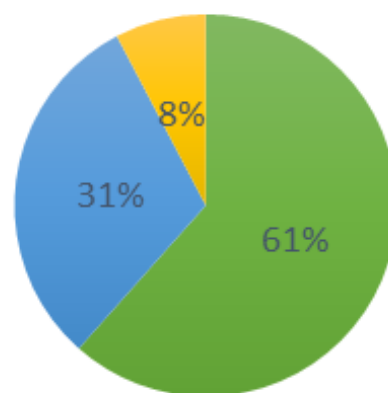
“It was great to see students with the confidence to approach our stand and start the conversation. It’s good that students as young as Year 10 are wanting to know more about apprenticeships and are already thinking about this as a potential route after they leave school/college” (Facilitator)

This opportunity to ‘turbo-charge’ their outreach efforts and raise brand awareness within the learner community was highly valued and left the majority strongly inclined to participate in the event again.

Figure 6.4.2 shows that 92% of session hosts would be somewhat likely or very likely to want to host future sessions.

Figure 6.4.2 Likelihood to host sessions at LCF 2023

Likelihood to host sessions at LCF 2023



■ Very likely ■ Somewhat likely ■ Unlikely

N= 13 participating organisations

From the feedback, it is reasonable to argue that facilitators see the event as an investment that will benefit them as an organisation whilst simultaneously giving them an opportunity to deliver positive impact to attendees. This combination of positive experiences is perhaps what underpins the

positive net promoter score² (NPS 46) for partners to recommend involvement in the festival to other organisations.

It is also worth noting a theme that emerged from the qualitative data around organisational expectations. Several partners, in particular those exhibiting at Apprentice Futures, felt that some of the secondary-age attendees were not in their expected age bracket and were thus not in a position to be immediately recruited into apprenticeships. Whilst most organisations were happy to engage with this younger cohort, several expressed that they would have prepared differently in order to offer better value and more impact to attendees.

The LCF team would recommend an audit of all partnerships to ensure that there is continuity of expectation and that partners' expected outcomes are aligned with the core values of the LCF.

A number of partners also suggested that, in order to maximise the impact of the event and mitigate against disruption due to public examinations, LCF should be held at a different point in the year.

Whilst bringing LCF 2023 forward is not practicable, the LCF team would recommend exploring this as an option for the 2024 festival.

The advantages of the blended approach to delivery were also recognised by partners, with a small majority of respondents saying that they would favour in-person over remote. In all cases, the quality of engagement with young people was prioritised.



² The Net Promoter Score is an index ranging from -100 to 100 that measures the willingness of customers to recommend a company's products or services to others.

7. Key Insights & Recommendations

7.1 Key insights

The key insights have resulted from the analysis of the quantitative and qualitative feedback received. These valuable, participant-informed observations are:

1. Young people value dialogue and are far more engaged by experiences that involve two-way communication.
2. When considering careers, many young people do not realise just how broad the spectrum of professions and pathways is.
3. We can super-charge the outcomes and value of the LCF experience by better acknowledging the *expectations* of young people, teachers and facilitator partners.
4. Young people find a speaker's lived experience particularly compelling, and often inspiring.
5. All attendees find our unique venues a captivating part of the LCF experience.
6. The complex framing of the festival compromises the experience for all attendees, especially young people, and makes branding confusing.



7.2 Key recommendations

After analysing our insights as well as the quantitative data from the festival, the LCF team would make the following key recommendations for 2023:

1. **Re-structure the days** by moving to a model of two time slots nearer the middle of the day (e.g. 10:30 – 12:00, 12:30 – 14:00) for the in-person LCF 2023. This would make the most of the school day, allowing for two time slots in which schools could bring pupils. We would also suggest looking at trying to move the festival earlier in the year (around March) for LCF 2024.
2. **Keep the blend and shake-up virtual** – LCF 2022 was the first blended festival (part virtual, part in-person) and the structure worked well, allowing a broad range of young people to engage with LCF content whilst maintaining and building upon the impact of the Guildhall as a venue. We would suggest continuing with the blended structure into 2023 with the following adaptations to the virtual programme:

- a. A streamlined virtual offer for primary and secondary, with post-16 focused on the in-person event.
 - b. Greater partnership engagement (e.g. further engaging Education & Employers) to manage some of the administrative load and ensuring quality of offer.
- 3. **Get everyone on the same page** – Generating unified terms of engagement for core partners would lead to greater clarity for schools and other attendees about how the various components of LCF interact to form a cohesive whole. An audit of all partnerships would also allow us to ensure continuity of expectation and alignment around the LCF’s core objectives.
- 4. **Cover more careers** – Whilst LCF 2022 covered a wide variety of career opportunities, there were some areas of interest identified by young people that were not represented (e.g. sport and beauty). We suggest addressing this by:
 - a. Having an area within the in-person festival for LCF invitees who are not part of Apprentice Futures or the Livery Showcase, allowing the team to plug any gaps in provision.
 - b. Folding the creative careers workshops into the festival as a whole (rather than running a separate day) to ensure representation of the creative industries.
 - c. Engaging on-site careers advisors to help the young people to navigate the broad spectrum of pathways and professions available to them.
- 5. **Keep it interactive** – Young people consistently told us that the sessions that were the most engaging and effective were those that were interactive, allowing the space for two-way dialogue; ensuring that this is a component of all LCF sessions, both virtual and in-person, should be a priority for 2023.
- 6. **Find opportunities for co-creation** - Youth voice is a vital component to ensuring that LCF 2023 is engaging, relevant and useful. We would encourage co-creation of programmes and events, and perhaps turning the tables to allow employers to learn from young people.
- 7. **Leverage the networks** – Following the model that was successfully employed in the LCF 2022 collaboration with the Association of Apprentices, we would suggest embedding opportunities for discussion and networking into the post-16 and secondary parts of the festival. This would provide pupils with more focused opportunities to directly engage with inspiring professionals, and encourage them to begin forming a professional network whilst enhancing their Fusion skills.

Appendices

Appendix 1

Virtual Festival Programme

Monday June 20			
	9:30	11:30	13:30
Primary	London Mithraeum Bloomberg SPACE virtual tour Bloomberg Mithraeum	Pets For All ELSA	Growing the Future: Jobs in the garden Education & Employers: Primary Futures
Secondary	Artificial Intelligence - Pets for All ELSA	<u>Could you be a young food poverty campaigner?</u> Food Foundation	The Oppidan Education Careers Roundtable Oppidan Education
Post-16	Understanding what it takes to be employable City & Guilds	Running Your Own Business Small Business & Enterprise Centre	The Ivy House Award: My Life Ivy House
		Caring careers: Extraordinary Lives. Outstanding People. Caring Homes	

Tuesday June 21			
	9:30	11:30	13:30
Primary	Creative Problem Solving Role Models	Virtual Livery Showcase Livery Schools Link	Discover Your Voice – developing oracy skills English Speaking Union
Secondary	Inspiring the Future: Jobs in the digital and tech sector Education & Employers	Discover Your Voice – developing oracy skills English Speaking Union	
	Passions for Purpose Barbican & Culture Mile Learning		
Post-16	Intro into Investment Management Investment 2020	Paths to a career in tech Credera	How to Find the Career Path That Works For You Career Ear
		Passions for Purpose Barbican & Culture Mile Learning	

Wednesday June 22			
	9:30	11:30	13:30
Primary	What's My Line? Education & Employers: Primary Futures	Creative Problem Solving Role Models	How can LEGO help you to develop the skills of the future workforce? Lego & Daydream Believers
Secondary	Your career in law – a role for everyone City Lawyers	Inspiring the Future: Pathways into Law Education & Employers	Careers and Skills in the Creative Industries LSO & LSA
Post-16	Introduction to Entrepreneurship Nat West Dream Bigger	Start a new career, and earn whilst you learn, in the City of London! City of London Apprenticeship Service	5 factors that prevent diverse talent from succeeding Generation Success

Thursday June 23			
	9:30	11:30	13:30
Primary	Jobs in cooking Ottimo	Creative Jobs Education & Employers: Primary Futures	Code like a pro (with Scratch) Louise Wade
Secondary	Jobs in journalism and working in the broadcasting industry BBC Young Reporter	Jobs in cooking Ottimo	Surviving and Thriving as a Dyslexic Entrepreneur Onyinye Udokporo
			Virtual Livery Showcase Livery Schools Link
Post-16	Developing an Entrepreneurial Mindset Nat West Dream Bigger	Choose Geography Royal Geographical Society	The Future Leaders Project: Polishing your Pitch Ivy House

Friday June 24			
	9:30	11:30	13:30
Primary	<u>Construction Challenge – Design Your Own Welfare Facilities</u> Sir Robert McAlpine	How can LEGO help you to develop the skills of the future workforce? Lego & Daydream Believers	Pets for All ELSA
Secondary	Careers in Healthcare Education & Employers	Choose Geography Royal Geographical Society	Career opportunities with the City of London Police City of London Police
Post-16	Defining Entrepreneurial Purpose Nat West Dream Bigger	Jobs in journalism and working in the broadcasting industry BBC Young Reporter	Start a new career, and earn whilst you learn, in the City of London! City of London Apprenticeship Service

**sessions highlighted in grey were booked but did not take place, either due to school or facilitator drop-outs.*

Appendix 2

In-Person Festival Programme

Monday June 27		
9:30	11:30	13:30
Apprentice Futures		
Ivy House Award: My Life Ivy House	Paths to a Career in Tech Credera	Careers in tech VMWare & Robot Wars
Starting your own business Small Business & Enterprise Centre	Speed mentoring with City Professionals Generation Success	How to Find the Career Path That Works For You Career Ear
Careers round table Oppidan Education		

Tuesday June 28		
9:30	11:30	13:30
Apprentice Futures		
Livery Showcase		
Pets for All ELSA		
Chess in Schools		
Law insight session Paul Hastings & Generation Success		

Wednesday June 29		
9:30	11:30	13:30
Livery Showcase		
	Discover Your Voice – developing oracy skills English Speaking Union	
Drawing the Future Education & Employers: Primary Futures		
	Chocolate Workshop Ottimo	

Creative Careers Programme

Thursday June 30			
10:00 - 11:30	The Goldsmiths' Centre	Careers in the Jewellery Industry	post-16
10:00 - 11:30	Culture Mile Learning & Barbican	Using your passions for purpose	secondary & post-16
10:00 - 11:00	London Symphony Orchestra	Roles and Skills at the LSO	secondary
10:30 - 12:00	Museum of the Order of St John	Saving Lives on the Home Front	primary ((Older KS1 and KS2)
14:00 - 14:45	London Mithraeum Bloomberg SPACE	London Mithraeum Bloomberg SPACE tour	primary & secondary
15:00 - 16:30	City & Guilds Art School	Tour and Talk Degree Show	post-16
11:00 - 12:00	London Metropolitan Archives	LMA Careers Day: Behind the scenes	all ages
12:00 - 13:00	London Symphony Orchestra	Roles and Skills at the LSO	primary
12:00 - 13:00	Guildhall Art Gallery and London's Roman Amphitheatre	Who works in a Gallery like this?	primary & secondary

**sessions highlighted in grey were booked but did not take place, either due to school or facilitator drop-outs.*

Appendix 3

Costs associated with LCF 2022

Item	Cost (£)
Delivery Partners	25358.75
LCF merchandise	2376.54
Security	3959.75
Catering	5528.4
Sound	802.5
AV/screens	4033
Videography	2000
Photography	1500
Sundries	77
AoA Sound	400.5
AoA Tech	2470
Temporary Project Staff	2862.09
ESU Staff time	6000
Total	57,368.53

Appendix 4

Copy from City AM article

One of the most common concerns I hear from City businesses is about a shortage of workers with the right skills.

But the solution lies in the hands of companies themselves.

By working closely with the education sector, firms of all sizes can develop a pipeline of talent, helping them compete globally and create lasting value for people across the UK.

According to research by London Councils, almost a quarter of all vacancies in the capital are due to a lack of applicants with the necessary talents.

More than four in 10 London companies say they are not confident that they will be able to recruit people with the right skills over the next five years.

And the number of cases where employers have been unable to fill a vacancy due to skills shortages in the capital has more than doubled since 2011.

Young people have been dealt a particularly bad hand by the pandemic, which has been hugely disruptive to their education and career opportunities.

And we are still seeing that too many of those at the top are drawn from a narrow background, and this is particularly acute in professional sectors such as finance, government, and law.

But there is hope on the horizon. Employers across a range of sectors are increasingly realising that diversity of thought is good for business -and greater diversity in the workforce can bring benefits to the bottom line.

And as London recovers from the virus, so does the capital's jobs market.

Today is the first day of the London Careers Festival, a two-week hybrid event hosted at Guildhall, where 20,000 young people from across London are connected to the world of work.

It brings together students from the capital's primary and secondary schools, with major firms including the BBC, The Guardian Foundation, Royal Geographical Society, and Sir Robert McAlpine.

These businesses will offer employment advice, apprenticeships opportunities, and work experience, to kickstart young careers after the struggles of the past two-and-a-half years.

But it is not only the young people themselves who will benefit.

By working with schools, these businesses are building the young, diverse, and resilient future workforce they need to ensure they are competitive - and stay one step ahead of their rivals.

Firms like these become more attractive to young talent from all backgrounds, with better community engagement, greater diversity and inclusion, and a buzzing staff morale.

In her inaugural speech as Chair of the Social Mobility Commission, Katharine Birbalsingh raised some important questions about what we can do for those young people who have not gone to university, but still need a route to high skills and good careers.

She asked how as a society – and an economy - we can help those young people at the very bottom of the jobs market – particularly those with low levels of basic literacy and numeracy – who cannot take advantage of higher education, and are unable to access higher paid work.

The answer is clear.

Trailblazing employers are simply changing what defines talent and adjusting their recruitment and progression procedures to secure a more dynamic workforce.

The Department for Education's Careers Strategy describes how a young person who has four or more encounters with an employer during their education is not only much less likely to be unemployed - but also likely to be better paid.

So, rather than lament a lack of skills, let us instead take bold and practical action to ensure our young people are equipped to play a leading role in our economy.



Report prepared by
the Education
Strategy Unit,
City of London
Corporation

LONDON CAREERS FESTIVAL 2022

SUMMARY EVALUATION

Virtual Festival June 20 – June 24

In-person Festival June 27 – July 1



What is the London Careers Festival?

The London Careers Festival (LCF) is an annual event that has been run since 2019.

The festival was born of the City of London Corporation's commitment to ensuring that 'learning is linked to the world of work at all stages to enable learners to make informed career choices.'

LCF 2022 adopted a blended delivery model, building on the success of previous in-person (2019) and virtual (2020 and 2021) festivals.

Virtual week

The Corporation partnered with a range of organisations to host **48** live virtual events, with a full programme on offer for primary, secondary and post-16 pupils.

In-person week

The in-person week at LCF 2022 was arranged as follows:

- **Monday June 27** – Post
- **Tuesday June 28** – Secondary
- **Wednesday June 29** – Primary
- **Thursday June 30** – Creative Careers
- **Friday July 1** – Big Apprentice Meet Up

Core LCF 2022 partners



Festival Feedback

"It's fun and enjoyable and I was able to learn new things about different careers" (Attendee)

100% of teachers felt that the sessions were relevant to pupils from all backgrounds and rated LCF as 'excellent' with regards to careers awareness and skills curriculum.

Over **80%** of young people said that LCF has helped them think about new career options.

"Standing in front of everyone and saying your thoughts and careers helps to take it off our own shoulders and express ourselves as human beings." (Attendee)



"Way too much fun to be a school day." (Attendee)

Over **70%** of young people felt more confident about their career choices after attending LCF.

100% of facilitators felt there was a 'good' representation of diverse young people in attendance at LCF and that the event's contribution to social mobility was either good or excellent.

"It was great to see students with the confidence to approach our stand and start the conversation. It's good that students as young as Year 10 are wanting to know more about apprenticeships and are already thinking about this as a potential route after they leave school/college" (Facilitator)

LCF 2022 in numbers

- | | |
|-----------------------------|--|
| • 10 days | • 141 business/training providers |
| • 80 sessions/events | • 6,140 young people |

Recommendations

1. **Re-structure the days** - by moving to a model of two time slots nearer the middle of the day (e.g. 10:30 – 12:00, 12:30 – 14:00) for the in-person LCF 2023. Look at a March date for LCF 2024.
2. **Keep the blend and shake-up virtual** – streamline the virtual offer for primary and secondary, with post-16 focused on the in-person event. Engage further with partners to ensure quality of offer.
3. **Get everyone on the same page** – generate unified term of engagement. Audit partnerships to ensure continuity of expectation and alignment around the LCF's core objectives.
4. **Cover more careers** – broaden the offer to include areas of interest to young people (e.g. sport and beauty). Fold the creative careers workshops into the festival as a whole (rather than holding on a separate day).
5. **Keep it interactive** – ensure that two-way dialogue is a key component of all LCF sessions, both virtual and in-person.
6. **Find opportunities for co-creation** – look for opportunities to co-create programmes and events, and perhaps turning the tables to allow employers to learn from young people.
7. **Leverage the networks** – embed opportunities for discussion and networking (like those seen in the *Big Apprentice Meet Up*) into the post-16 and secondary parts of the festival.

Committee(s): Education Board	Dated: 20/10/2022
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 Decision
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 and requests that a decision be made in respect of the Board authorising the City of London's Media Team to support the programme so that it can more effectively and efficiently reach potential participants.

Recommendation(s)

Members are asked to:

- Note the report
- Agree to authorise the City of London's Media Team to support the programme

Main Report

Background

1. The Report to the Education Board 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. Since the last report to the Board one Caseworker has recently left the team and the Connecting Communities Team now consists of: 1 x Business Manager, 1 x

Employment Engagement Officer, 3 x Caseworkers and 1 x Administrator. It has been decided due to time constraints not to recruit a direct replacement.

3. Communication and outreach activities

The biggest challenge for the team is external communication and outreach. Reaching potential participants (people seeking further education and employment) is difficult and yet potential jobs and educational and training opportunities are plentiful.

3.1. In particular we

3.1.1 have recently developed relationships with a number of Social Prescribers in adjoining boroughs and are receiving referrals

3.1.2 were introduced by Alderman Bronek Masojada to a community group (SPLASH) in Poplar with which we hope to build a long-term relationship to support their residents into work

3.1.3 are supporting some of the City of London's care leavers

3.1.4 have organised an employment event on 28 September 2022 at the Canopy London City, the new Hilton Hotel in Aldgate. This provides an opportunity to place existing participants in jobs and attract new ones

3.1.5 have added information about support from Connecting Communities to a leaflet about help available for residents experiencing economic hardship which will be distributed in mid-October to each household in the Corporation's City-based housing estates

3.1.6 have developed a relationship with Heart of the City in order to reach the City's SMEs

3.1.7 are featured in a new page on the City of London's website designed to support residents through the economic crisis
<https://www.cityoflondon.gov.uk/services/getting-help-with-the-cost-of-living>

3.1.8 are planning a 2-week Construction Academy in October in partnership with the Paviours' Company at the London Construction Academy in Canada Water

3.1.9 are building a strong partnership with the City of London's HR Team to support anyone who is applying for an apprenticeship in the City (and is eligible for Connecting Communities support) to be registered with the programme prior to completing an application form so that we can support them through the process. We can also offer support to those who apply for (and are eligible for the Connecting Communities programme) jobs with the Corporation but are not successful and have asked that our details be passed to unsuccessful candidate as a source of ongoing help

3.1.10 distributed our information at the Election of the Lord Mayor on 29 September

3.1.11 continue to take every opportunity to meet with influencers, partners and stakeholders from within and beyond the Corporation

4. Unemployment and the current Economic Climate in the UK

4.1 When Central London Forward negotiated the Connecting Communities contract there was an expectation that there would be high post-pandemic unemployment. This has not been the case. There are jobs available but also an increasing number of people opting out of economic activity and employment (economically inactive).

4.2 Education Board Members will be aware that the latest ONS figures released in mid-September indicated that unemployment was at a 50 year low. Although the number of economically inactive (i.e. not in work and not claiming Universal Credit (UC)) was high. Some of the economically inactive people were inactive due to long-term health issues or caring responsibilities.

4.3 The Government's latest announcement that from January 2023 stated that those claiming UC will be required to work 15 (rather than 12) hours a week otherwise their UC will be impacted. This may result in some people seeking work with more hours.

4.4 The increasing cost of energy may encourage more people into the labour market. This may especially be the case for the so-called 'Covid Graduates,' those who have recently graduated and who have suffered from a lack of in-person work experiences, have low confidence and few work-related skills, including inter-personal verbal communication. Connecting Communities can support these young people.

5. Outcomes

5.1 Achieving the full contractual outcomes will be particularly challenging for the City of London Connecting Communities programme. Our Inputs and Outputs are exactly the same as those for the other 11 boroughs, most of which have resident populations in the region of 200-360k compared with 8,600 for the City of London. (2021 Census population figures)

5.1 Although a cross-borough contract, the performance of each borough's Connecting Communities team is pitched competitively against that of other boroughs. This puts the City's team at a significant disadvantage. For example other boroughs:

5.1.1 Have established referral agencies within their boroughs (e.g. Job Centres).

5.1.2 Have existing employability programmes and teams and have, in some instances, switched participants from an existing programme to their Connecting Communities programme.

5.1.3 Produce regular newsletters/magazines delivered through residents' letter boxes promoting Connecting Communities.

5.1.4 More local media channels.

5.1.5 Strong links with community influencers.

5.2 CLF has recently asked all participating boroughs to re-forecast its contractual outcomes. Connecting Communities in the City of London has forecast achieving the number as originally proposed less 10 percent. This minimises our contractual risk, whilst still be stretching targets for the City. Although we have fewer residents from which to directly recruit participants, the demand for a skilled workforce in the City is high hence our emphasis on outreach and marketing/communication actions to reach a wider pan-London population group.

6. Contractual Reviews

6.1 Central London Forward, the main contract holders, review each borough's progress against targets on a monthly basis. In the last three months a number of compliance audits have been undertaken and the City of London's programme has scored well. Connecting Communities, like all ESF-funded contracts, requires accurate data entry supported by the provision of specific evidence. The City of London's Connecting Communities project produces monthly financial claims which are prepared on time and have been accepted without need for revision.

Options

Not applicable.

Proposals

Connecting Communities' biggest challenge is reaching potential participants. Currently the City of London Corporation's Media Team is not able to provide support or agree to our issuing press releases because there is no Committee/Board Minute authorising it to do so.

The Board is therefore formally requested to give its consent to Connecting Communities receiving support from the Corporation's Media Team in order that it can issue press releases and other information that highlights;

- success stories
 - employer/employability events
 - our service to employers and unemployed people
- and
- information about and comment on employment statistics and trends affecting employment and employability

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 decent 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 collaborate 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 decent 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. The City of London's Connecting Communities team has made an impact to the lives of many of the Afghan Guests resident in the City up to the summer of 2022 and is now supporting a number of Ukrainian refugees. We are also supporting young graduates whose lives have been severely impacted by the Covid-19 pandemic to gain confidence, acquire work-related skills and secure employment.

Appendices

None.

Background Papers

None.

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Committee(s): Education Board - For Information	Dated: 20/10/2022
Finance Committee – For Information Department Of Community and Children’s Services	N/A
Subject: Adult and Community Learning Ofsted Inspection Report - Monday 14 th June – Friday 17 th June 2022	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?: 1. People are safe and feel safe 2. People enjoy good health and wellbeing 3. People have equal opportunities to enrich their lives and reach their full potential. 4. Communities are cohesive and have the facilities they need	Corporate Plan Numbers. 1,2,3,4
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source funding?	Grant Funding
Has the funding source been agreed with the Chamberlain’s Department?	Yes
Report of: Andrew Carter: Director of Community and Children’s Services	<ul style="list-style-type: none"> • Ofsted Inspection Report - for Information • Post Inspection Action Plan – for information
Report author: Barbara Hamilton: Department of Community and Children’s Services: Adult Skills, Education and Apprenticeships.	

Summary

Members are asked to note the Ofsted Post Inspection Action Plan in Appendix One

A full Ofsted inspection of the City of London Corporation’s Adult and Community Learning Service took place on Tuesday 14th June – Friday 17th June 2022.

The Inspection results were as follows:

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good

Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Recommendations:

The Ofsted inspection report recommendations:

- Leaders and managers should ensure that targets set by tutors for apprentices and learners challenge them to develop their skills beyond the minimum requirements for their qualifications.
- Tutors should provide feedback on learners and apprentices work that is clear, concise and helps learners and apprentices to improve
- Leaders and managers should ensure that they have an accurate overview of the quality of provision offered by subcontractors.

Main Report

Background:

1. The Ofsted Inspection report confirmed that the Adult Skills and Education Service provides a good standard of education and training for residents and employers in the City of London.

2. The report confirmed that training support is also provided to residents who live in neighbouring local authority areas. The inspection team reviewed the Service's response to the needs of approximately 350 ACL learners each term. Each learner had enrolled on an average of two or three courses. The team was impressed with the Service's quick response to the needs of learners, especially those needing accredited high level ESOL, Functional Skills Maths and English.

3. The Inspection report confirmed that a majority of courses were designed to support those learners who needed to acquire new skills to enable them to secure sustainable employment.

4. The report also reviewed the apprenticeship provision. Although, prior to the Inspection, there had been a 'freeze' on apprentice recruitment, the Apprentice Training and Employment Service was graded as good. The team commented on the high number of apprentices who secured a distinction grade at the end of their apprenticeship training.

5. In relation to an observation in the report the number of subcontractors being used to deliver external training for the apprentices has been reduced. The aim is to continue to reduce the Service's reliance on the use of external subcontractors.

6. The report confirmed that learners and apprentices are fully supported throughout their learning journey. All tutors, teachers and assessors are highly knowledgeable, qualified, and experienced in their individual teaching areas. Many have extensive industry experience. Relevant up to date information is skilfully transferred to learners and apprentices.

7. The service was commended on its very quick response to the skills needs of learners and employers. This level of response would ensure that learners were able to efficiently response to job vacancies.

8. The Ofsted inspection graded the Safeguarding provision as being good. Learners and apprentices felt safe during their learning. Learners also had knowledge and confidence to report any Safeguarding concerns.

9. Learners and apprentices continue to benefit from good careers advice. A dedicated programme has been set up to support all learners with CV preparation, confidence building and interview practice. The inspectors were impressed with the number of learners who had secured qualifications and employment as a result of the 'Grow programme'.

Current Position:

10. The Adult Skills and Education Service has prepared an action plan to respond to the three Ofsted recommendations (Appendix One

Options:

11. The Community and Children's Services Committee have the following options:
- a. Approve the 2022/2023 Action Plan in Appendix One
 - b. Approve the action plan subject to amendments
 - c. Not approve the Action Plan

Proposals:

12. The Ofsted recommendations is being fully implemented as part of the Services overall continued improvement.

Key Data:

13. The Adult Skills and Education Service prepare monthly data which is sent to the main funding agencies. This data was used to form the Ofsted inspection performance judgement.

Corporate and Strategic Implications:

14. The action plan sets out the response to the Ofsted Inspection recommendations. These actions will also form part of the Adult Skills and Education Service's annual Quality Improvement Plan.

Financial Implications:

15. The annual budget for this Service follows an academic year and not a financial year. The main grant funding is awarded for the start of the September teaching delivery year. Additional funding for this service is available throughout the year.

Resources Implications:

16. The Action Plan will be delivered by dedicated members. Additional support will be available from individuals who form part of the core team.

Legal Implications:

17. There are no immediate legal, Risk, Climate or Security implications identified.

Equalities Implications:

18. The proposals in this report comply with the City Corporations Public Sector principles of the Equality Duty Act 2010.

Conclusion:

19. The inspection that took place in June 2022 was a full inspection. It took place over four days. The inspection team was assisted by internal nominees. The process reviewed all relevant strategic documents such as the recently published self-assessment report, development plan and the ASES's impact report. This report carefully examined the impact of the Service on local communities, both business and domestic areas.

20. ASES was graded an overall Good.

21. The further Education Inspection handbook was used to inspect all relevant service areas. Supporting evidence was collected to inform the final judgements.

Appendices:**Appendix One: Post Ofsted Inspection Action Plan****Appendix Two: City of London Corporation's Adult and Community Learning Ofsted Inspection Report, 14th – 17th June 2022.**

Barbara Hamilton
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Appendix One: Post Ofsted Inspection Action plan

Code / Priority	Improvement Area (Intent)	Success Criteria (Impact)	Actions (Implementation)	Action Owner (unless otherwise specified)	By When
42 OFS	Leaders and managers should ensure that targets set by tutors for apprentices and learners challenge them to develop their skills beyond the minimum requirements of their qualification .	All learners will be able to articulate that they were stretched and challenged throughout their learning journey. Distinction pass rates for apprentices remain significantly above national average	<p>Review of course curriculum to ensure all programmes have stretch and challenge - ESOL and Functional Skills to be geared towards achieving a higher level where a learner is achieving the maximum expectations.</p> <p>CPD programme in place for tutors to be extended to learners, particularly those highly achieving (City Learning modules).</p> <p>Extend GCSE opportunity to maths learners who are achieving maximum expectations of functional skills programmes.</p>	<p>MH & cluster managers / RS / MB / KS</p> <p>ST</p> <p>MH / RS</p>	<p>Oct 2022 (initiate process); Nov 2022 completion</p> <p>Sep 2022</p> <p>Dec 2022</p>
43 OFS	Tutors should provide feedback on learners and apprentices work that is clear, concise and helps learners and apprentices improve.	Quality checks recognise that all learner feedback from tutors within portfolios is sufficiently constructive and developmental to provide positive steer to all learners..	<p>Further CPD on feedback to be provided to tutors in CPD Day</p> <p>Monthly Quality Assurance checks on both e-portfolios to continue with a deep dive on quality of feedback</p> <p>Monthly tutor caseload and performance reviews to include quality of feedback as an agenda item.</p>	<p>MH / ST</p> <p>ST</p> <p>MH/JM</p>	<p>Nov 2022</p> <p>Monthly ongoing</p> <p>Monthly ongoing</p>

44 OFS	Leaders and managers should ensure that they have an accurate overview of the quality of provision offered by subcontractors.	Leaders and managers will have a clear understanding of the quality of delivery for all sub-contractors enabling swift intervention where a sub-contractor is not meeting the expectations of the Quality Framework.	Review of the Observation / Quality monitoring forms to ensure all terminology is consistent with the EIF (as picked up by HMI); all continuous improvement recommendations to be SMART and in line with Ofsted expectations	EPM	Sep 2022
			Schedule of visits to be generated for each 6 months, leading to detailed reports.	EPM	Sep 2022
			6 monthly survey with learners to assess impact of learning; 23 monthly review of learner session feedback	EPM	Sep 2022

Inspection of City of London Adult Community Learning

Inspection dates:

14 to 17 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Adult learning programmes	Good
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Apprenticeships	Good
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Overall effectiveness at previous inspection	Good
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Information about this provider

The City of London Adult Skills and Education Service (ASES) is based in the community and children's services department. It provides education and training for residents and employees in the City of London and its neighbouring local authorities and uses sites both inside and outside the borough. At the time of the inspection, around 350 learners were studying courses. Approximately 150 learners were on accredited courses that lead to qualifications, mostly in English and mathematics. Around 200 learners were enrolled on non-accredited courses that do not lead to qualifications. These courses provide skills for employment or support them to increase their confidence, reduce feelings of loneliness or help people participate more fully in their local communities and with their families. The number of apprentices enrolled with the service has decreased recently to around 45, the majority in business-related subjects. ASES works with six subcontractors who teach a very small number of their apprentices.

What is it like to be a learner with this provider?

Learners and apprentices study in a friendly and supportive environment. From the point at which they enquire about a course, staff give them as much time as they need to ask questions and find out all the information they need. This level of support and encouragement continues throughout their studies.

Learners and apprentices are taught by assessors and tutors who are highly qualified and have relevant industry knowledge and experience. Many staff who teach vocational subjects have current industry experience in the subjects they teach. They use this skilfully to ensure that they pass on up-to-date knowledge and skills to their learners.

Leaders put on courses that meet the immediate needs of learners. For example, learners can attend short courses in English for speakers of other languages (ESOL) in which teachers help them quickly learn language skills so that they can begin to converse in English.

Learners and apprentices feel safe and know how to report concerns. Assessors thoughtfully deliver safeguarding topics that help apprentices understand how to keep themselves safe. For example, apprentices learn about the potential risk of abuse and exploitation and dealing with sexual harassment.

What does the provider do well and what does it need to do better?

Leaders and managers focus effectively on the moral responsibility that the ASES has in helping residents to improve their employment prospects, as well as their health and well-being. They link the strategic plan for the adult education service closely to the adult skills, education and cultural plans of the corporation. They ensure that the offer of education and skills training is targeted to a wide range of population groups.

Leaders and managers work rapidly with partners to provide courses for newly arrived Afghan refugees. Staff respond quickly to put on ESOL courses for refugees, many of whom could not speak any English. Tutors work out of two local hotels where refugees are housed to ensure that language support is available to as many of the refugees as possible. Leaders and managers also have good links with a local charity that provides interpreting and volunteer work. This helps learners who are new to the country to gain confidence and settle into life in the United Kingdom, before being relocated to other parts of the country.

The ASES steering group operates independently of the council. It provides an effective challenge to senior leaders. Members of the group have a good understanding of the service and the quality of the curriculum offered. Despite being independent of the council's formal committees, matters are reported to the strategic director for escalation to the elected representatives as required. As a

result, leaders and managers have a good overview of the quality of the provision offered by the service.

Tutors provide good support to learners and apprentices. They have a secure understanding of the apprenticeship standards and use this well to plan their lessons. For example, in accountancy apprenticeships, tutors recognise that the basics of bookkeeping need to be understood in detail before apprentices can start learning about management accounts. They plan the curriculum accordingly, with a heavy emphasis on teaching bookkeeping skills in the early stage of the course.

Tutors support learners effectively to develop their skills through clear explanations and good use of strategies to check learning. In art lessons, learners develop their skills enabling them to produce work of a high standard. In ESOL lessons, tutors help those with almost no spoken English to develop confidence in speaking. In a few instances, tutors do not correct errors in learners' use of English. For example, they do not place sufficient emphasis on showing learners where stresses come in words or the pronunciation of local place names. This results in learners, at times, repeatedly making the same mistakes in their spoken English.

Most apprentices receive helpful feedback on their work from tutors. They also have regular reviews in which they evaluate their progress with their employer and assessor. Apprentices in business administration and customer service receive feedback from tutors encouraging them to work towards a distinction. Tutors provide clear guidance on what apprentices need to do to achieve this. However, apprentices on the procurement apprenticeship and learners on some ESOL courses do not receive feedback which is sufficiently detailed and helps these apprentices or learners to improve.

Most tutors set targets that help apprentices and learners make progress. However, in a small number of cases, targets for apprentices are not always challenging enough and do not encourage apprentices to go beyond the minimum requirements of their qualification. In non-accredited ESOL lessons, learners often exceed their targets quickly. Teachers do not subsequently set targets that challenge learners further to develop their language skills. As a result, a few apprentices and learners are not challenged sufficiently well.

Tutors create a calm and relaxed environment in which to learn. In apprenticeships, tutors create a calm environment and are skilful at engaging apprentices in discussions. Consequently, apprentices and learners are motivated to learn and demonstrate a good attitude to learning. They are polite and respectful to their peers and tutors and demonstrate behaviours that are appropriate to the workplace.

Tutors help learners apply their learning to be active citizens. For example, in philosophy lessons, learners develop their critical thinking skills and apply these to evaluate and discuss current affairs. They also apply their philosophical knowledge to the concept of law and democracy. They recognise how respect and tolerance towards each other apply when discussing controversial issues, which they feel safe to do. In ESOL classes, learners start to access local services independently, such as

joining the public library, using public transport and accessing their local medical surgery. This leads to female learners in particular feeling empowered that they can access services, such as medical services, on their own.

Staff provide a wide range of opportunities for learners to stay physically and mentally healthy, such as cooking and Christmas card making at various community locations. ESOL learners can also access other opportunities provided by the City of London, such as football, chess and a homework club in their temporary accommodation. Apprentices and learners have access to local running and football clubs, nature walks and healthy eating workshops. As a result, learners and apprentices are helped to maintain a healthy lifestyle, improve their mental health and reduce feelings of isolation.

Learners and apprentices benefit from good careers advice. Through a dedicated careers programme, referred to as The Grow Project, staff support learners who wish to change careers. They help people develop their confidence through writing curriculum vitae and learning interview techniques, particularly for online interviews. The volunteer programme for ESOL learners in a local hospice's retail shops helps learners develop the skills needed to work in customer service roles.

Staff support learners effectively for their next steps. In non-accredited ESOL courses, staff use process cards on which they record what learners can do. These can be taken by learners if they leave education or should they move out of the area unexpectedly.

Leaders and managers meet with subcontractors frequently. These meetings include a review of compliance and quality issues. However, leaders do not review sufficiently well the quality of education and apprentices' experiences at subcontractors. As a result, leaders and managers do not have an accurate enough understanding of the quality of subcontracted provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a positive culture of safeguarding. This is led by the director who communicates effectively to staff their responsibility for safeguarding. All staff have been trained beyond the minimum requirements. As a result, staff can discharge their responsibilities effectively.

Leaders and managers have a good overview of any safeguarding issues. They track concerns well, referring to external agencies as appropriate. The director and members of the safeguarding steering group receive frequent reports on any safeguarding concerns.

Apprentices and learners feel safe and have an appropriate understanding of the risks associated with living in, or near to, the City of London. They know who to contact should they have any concerns.

What does the provider need to do to improve?

- Leaders and managers should ensure that targets set by tutors for apprentices and learners challenge them to develop their skills beyond the minimum requirements of their qualification.
- Tutors should provide feedback on learners' and apprentices' work that is clear, concise and helps learners and apprentices improve.
- Leaders and managers should ensure that they have an accurate overview of the quality of provision offered by subcontractors.

Provider details

Unique reference number	51359
Address	PO Box 270 EC2P 2EJ
Contact number	020 7606 3030
Website	www.cityoflondon.gov.uk
Principal/CEO	Andrew Carter
Provider type	Community learning and skills
Date of previous inspection	23 to 26 May 2016
Main subcontractors	London Metropolitan University Capel Manor College The college of animal welfare Ltd Professional Training Solutions Ltd Just IT training Ltd The West Midlands Creative Alliance Ltd

Information about this inspection

The inspection team was assisted by the head of service, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Steve Lambert, lead inspector

Pamela Wallace

Sherrilee Dougan

Her Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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