



Education Board

Date: FRIDAY, 2 DECEMBER 2022
Time: 10.00 am
Venue: COMMITTEE ROOM 4 - 2ND FLOOR WEST WING, GUILDHALL

Members:

Caroline Haines (Chair)	Ruby Sayed
Naresh Hari Sonpar (Deputy Chairman)	Mandeep Thandi
Alderman Sir Peter Estlin	James Adeleke
John Griffiths	Tim Campbell
Deputy Madush Gupta	Bolu Faseun
Alderman Robert Howard	Mary Robey
Alderman Nicholas Lyons	
Deputy Shravan Joshi	
Benjamin Murphy	

Enquiries: Chloe Ainsworth
Chloe.Ainsworth@cityoflondon.gov.uk

Accessing the virtual public meeting

Members of the public can observe this virtual public meeting at the below link:
<https://youtu.be/Xs8CFORKEtg>

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

Part 1 - Public Agenda

1. **APOLOGIES**

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

3. **PUBLIC MINUTES**

To agree the public minutes and summary of the meeting held on 20 October 2022

For Decision
(Pages 7 - 14)

4. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 15 - 16)

5. **LEAD MEMBER FOR ENVIRONMENTAL EDUCATION**

The Chair to be heard

For Decision

Education

6. **CHILDREN AND YOUNG PEOPLE'S PLAN 2022 - 25**

Report of the Director of Community & Children's Services

For Information
(Pages 17 - 52)

7. **GOVERNOR APPOINTMENTS UPDATE**

Report of the Director of Community & Children's Services

For Information
(Pages 53 - 66)

8. **REVENUE BUDGETS 2023/24**

Report of the Director of Community & Children's Services and the Chamberlain

For Decision
(Pages 67 - 72)

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

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

For Information
(Pages 73 - 80)

10. **CITY SCHOOLS CONFERENCE EVALUATION**

Report of the Director of Community & Children's Services

For Information
(Pages 81 - 116)

Cultural & Creative Learning

11. **CULTURE MILE LEARNING SCHOOL VISITS FUND**

Report of the Director of Museum of London

For Information
(Pages 117 - 122)

12. **REVIEW OF FUNDING TO THE GUILDHALL SCHOOL OF MUSIC & DRAMA FOR SCHOLARSHIPS**

Report of the Principal of Guildhall School of Music & Drama

For Decision
(Pages 123 - 124)

Skills

13. **CONNECTING COMMUNITIES**

Report of the Director of Community & Children's Services

For Information
(Pages 125 - 130)

14. **LONDON CAREERS FESTIVAL UPDATE**

The Director of Community & Children's Services to be heard

For Information

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

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

17. **EXCLUSION OF THE PUBLIC**

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

For Decision

Part 2 - Non-Public Agenda

18. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 20 October 2022

For Decision
(Pages 131 - 132)

19. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 133 - 134)

20. **CHAIRS' UPDATES**

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

For Information

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

Report of the Director of Community & Children's Services

For Information
(Pages 135 - 150)

22. **CITY PREMIUM GRANT EVALUATIONS**

Report of the Director of Community & Children's Services

For Decision
(Pages 151 - 156)

23. **APPENDIX TO ITEM 12**

For Information
(Pages 157 - 160)

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, 20 October 2022

Minutes of the meeting of the Education Board held at Committee Room 2 - 2nd Floor West Wing, Guildhall on Thursday, 20 October 2022 at 10.00 am

Present

Members:

Caroline Haines (Chair)	Mandeep Thandi
Naresh Hari Sonpar (Deputy Chairman)	Tim Campbell
Deputy Madush Gupta	James Adeleke <i>Present from Item 11</i>
Alderman Robert Howard	Bolun Faseun <i>Present from Item 6</i>
Deputy Shravan Joshi	Mary Robey <i>Present from Item 6</i>
Benjamin Murphy	

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
Barbara Hamilton	- Community and Children's Services Department
Mark Jarvis	- Chamberlain's Department
Jack Joslin	- Bridge House Estate
Caitlin McMillan	- Department of Community & Children's Services
John Park	- Town Clerk's Department
Vasima Patel	- Department of Community & Children's Services
Veronica Pearce	- Bridge House Estate
Emily Rimington	- Comptroller and City Solicitor
Torri Stewart	- Department of Community & Children's Services

1. APOLOGIES

Apologies for absence were received from Alderman Sir Peter Estlin.

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

There were no declarations.

3. PUBLIC MINUTES

RESOLVED – That the public minutes and summary of the meeting held on 23 June were approved as a correct record.

4. OUTSTANDING ACTIONS

RESOLVED - That the outstanding actions be noted.

5. **ELECTION OF DEPUTY CHAIRMAN**

The Board proceeded to elect a Deputy Chair in accordance with Standing Order No. 30. The Town Clerk informed the Board that as the only Member expressing their willingness to serve, Naresh Sonpar, was therefore duly elected as Deputy Chair for the ensuing year.

RESOLVED – That Naresh Sonpar be elected Deputy Chair of the Education Board for the ensuing year.

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

The Chair updated the Education Board on the candidates that had applied for the External Member vacancies on the Board.

The Chair proposed the appointment of Mary Robey for a term starting immediately, concluding in October 2025. The Chair also proposed the appointment of James Adeleke and Bolu Faseun for terms starting immediately and concluding in October 2026. This would ensure continued staggering of co-opted terms.

RESOLVED, that –

- Mary Robey be appointed to the Education Board for a term expiring in October 2025;
- James Adeleke be appointed to the Education Board for a term expiring in October 2026.
- Bolu Faseun be appointed to the Education Board for a term expiring in October 2026.

Mary Robey and Bolu Faseun joined the meeting and introduced themselves to the Board.

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

The Board received a report of the Town Clerk advising Members of action taken since the last meeting in accordance with Standing Order Nos. 41(a) and 41(b).

RESOLVED – That the report be noted.

8. **UPDATE ON SCHOOLS BILL**

The Board received a verbal update on the Schools Bill from the Director of Community and Children's services. Members were updated on the following points:

- a) There had been 68 changes to the bill.
- b) The main recommendations relate to religious schools.
- c) The articles of association of a relevant Academy proprietor must be updated to contain the provision: *“An Academy agreement or master agreement (including an agreement entered into before this section comes into force) is void as far as it is inconsistent with any provision*

made by or under this Part and is to be read with such modifications as are necessary to take account.”

- d) Section 15 refers to securing 16 to 19 year-old places. Members were informed that the City Corporation has two new sixth form provisions due to open in September. However, as the decision to open predates the Schools Bill, it would only apply to new post-16 provision going forward.
- e) The government is proposing to be tougher on children absent from school, particularly where parents are not supportive of attendance. This includes serving parents and schools with attendance orders.

Members were informed of the following omissions from the Schools Bill:

- a) It does not mention that all schools should be academised.
- b) It does not mention the number of schools in a Multi Academy Trust (MAT).
- c) It does not refer to the enhanced powers of MAT inspection.
- d) There is no requirement for MATs to have a pupil referral unit and their own special education provision.
- e) It does not mention enhanced school hours.
- f) It does not mention the £30,000 minimum starting wage for teachers.

In response to a query from a Member, the Board was informed that it is not currently a requirement for schools to become academies, although it was noted that this requirement may return in the future.

RESOLVED – That the update be noted.

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

The Board received a report of the Director of Community and Children's Services updating Members on recent events and activities delivered across the three strategies overseen by the Education Board: education; cultural and creative learning; and skills.

A Member provided an update on the event 'Education London 2030: Social Mobility - The New Challenge Conference' and informed the Board that the aim is to connect this work with the social mobility forum and how to take this forward as a London-wide strategy.

A Member informed the Board that the Worshipful Company of Gardeners had requested school contacts to offer their assistance with initiatives such as the Environmental Picnic Day. The Chair informed the Board that the Education Unit had been collaborating with the Natural Environment Division to offer work placements to the apprenticeship academy.

The Chair noted the relevance of the discussion to the role of Lead Member for the Environment and invited Members to inform the Town Clerk if they were interested in taking up this role.

RESOLVED – That the report be noted.

10. EDUCATION BOARD BUDGET UPDATE

The Board received a joint report of the Director of Community and Children's Services and the Chamberlain containing the latest forecast outturn position for the 2022/23 Education Board Budget.

RESOLVED – That the report be noted.

11. GOVERNOR APPOINTMENTS UPDATE

The Board received a report of the Director of Community and Children's Services updating it on the appointments of Governors to the Local Governing Bodies (LGBs) of the City of London Academies Trust (CoLAT).

Members were informed of a minor error in the report at page 41 which incorrectly stated that the four independent schools are registered as charitable trusts.

At this point the Director of Community and Children's Services raised an additional item for approval, which prior to the meeting the Chair had agreed could be addressed verbally. Members were invited to approve the appointment of Mr Steve Goodman as Chair of the City Academy, Hackney LGB.

The Chair emphasised the importance of succession planning on the LGBs and ensuring that the LGBs reflect the diversity of their schools.

A Member provided an update on the following:

- Preet Singh has been appointed staff governor at City of London Academy Shoreditch Park LGB;
- Alderman Robert Howard is no longer a governor at the City of London Freeman's School LGB.

The Member also informed the Board of upcoming changes which had not yet been ratified.

A Member stressed the value of training for governors. The Member stated that it was particularly important for governors of the LGBs to understand the role of a trustee within a MAT.

A Member reminded the Board that issues relating to the LGB of the academies is the responsibility of CoLAT and that this distinction of responsibilities should be reflected in the City Corporation's documentation.

RESOLVED, that –

- The report be noted;
- Mr Steve Goodman be appointed as Chair of the City Academy, Hackney LGB.

James Adeleke joined the meeting and introduced himself to the Board.

12. CULTURE MILE LEARNING - SCHOOL VISITS FUND

The Board received a report of the Director of the Museum of London providing a quarterly update on the Schools' Visits Fund that Culture Mile Learning was asked to provide as a condition of its funding for 2022/23.

RESOLVED – That the report be noted.

13. **LCF 2022 EVALUATION REPORT**

The Board received a report of the Director of Community and Children's Services updating Members on the outcomes of the London Careers Festival (LCF) 2022 accompanied by a presentation on the same subject.

The Board was pleased with the media coverage of the festival, noting that it was the first time the LCF had been covered by the BBC.

A Member queried how businesses were being encouraged to engage with the local community, given that workers were travelling into the City for work less frequently than they had historically. It was agreed that Officers would explore this point further with the Member outside of the meeting.

A Member informed the Board that it was important that dates for the LCF were established three to five years in advance as this would enable schools to include it within their academic calendar and prepare for the event. The Member suggested developing a school stakeholder map to allow for targeted communications to schools focusing on particular career pathways. The Member also suggested that the Board could work with businesses to develop the LCF into a week of volunteering.

In relation to social mobility, a Member noted that there remain a number of barriers to pupils from disadvantaged communities preventing them from entering businesses. The Member stated that given the current labour shortages it was an opportune time to encourage businesses to invest in developing a local, diverse workforce. It was noted that this would involve matching pupils with the correct business as well as developing their soft skills.

A Member noted that the City is now covered by Business Improvement Districts and suggested exploring involving these businesses in the LCF. The Board noted that it was important to utilise existing platforms to connect students into work placements. It was agreed that the role of the Board was to facilitate and enable this process.

The Board was informed that Officers were working actively to develop a partnership pool and to engage with neighbouring boroughs.

At this point, the Chair informed the Board that the Deputy Chair was the only candidate who had put themselves forward to chair the LCF. As such, the Education Board agreed that the Deputy Chair should be appointed to this role.

RESOLVED, that –

- the LCF 2022 evaluation report with key outcomes and achievements be noted;

- the recommendations for LCF 2023 and onwards be noted.

14. **CONNECTING COMMUNITIES**

The Board considered a report of the Director of Community and Children's Services updating Members on the progress of the Connecting Communities programme and requesting the Board's authorisation for the City Corporation's media team to support the programme.

Due to time constraints, it was agreed that an accompanying video would be circulated to Members following the conclusion of the meeting.

Members were informed of the challenge the City Corporation element of Connecting Communities faced in reaching potential participants due to the limited number of unemployed residents within the City of London.

It was noted that the media team currently provides the programme with a Twitter feed, a corporate page on the City Corporation website and that it is featured on the 'Getting help with the cost of living' webpage.

Members were informed that the media team were content to:

- a) Promote Connecting Communities through its local media, including City Matters;
- b) Issue a news release.

It was noted that the programme runs across 12 London boroughs and is a Central London Forward Project. As such, any wider promotion of the scheme would have to be agreed at the Education Board and Policy & Resources.

The Education Board agreed that the current media plan as previously established remains unchanged, but was content to agree that the media team promote Connecting Communities through its local media channels.

RESOLVED, that –

- The report be noted;
- Members agreed to authorise the City of London's media team to support the programme within the City of London.

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

The Board received a report of the Director of Community and Children's Services summarising the findings of the Ofsted inspection of the City of London Corporation's Adult and Community Learning Service which took place on 14 to 17 June 2022.

In response to a query from a Member, the Board was informed that Officers were exploring expanding the service and were working with external connections to do so.

RESOLVED – That the report be noted.

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

There were no questions.

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

There were no items of urgent business.

18. **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 as follows:-

Item	Paragraph
19, 20, 21&22	3

19. **NON-PUBLIC MINUTES**

RESOLVED – That the non-public minutes of the meeting held on 23 June were approved as a correct record.

20. **NON-PUBLIC OUTSTANDING ACTIONS**

The Board received a report of the Town Clerk setting out the non-public outstanding actions.

RESOLVED – That the report be noted.

21. **EDUCATION CHARITIES REPORT**

The Board considered a report of the Managing Director, Bridge House Estates, providing an update on the strategic work of the City Educational Trust Fund (CETF) (290840) and the spends of the funds.

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

The Board received a report of the Director of Community and Children's Services providing Members with an overview of the City Family of Schools results for 2022.

RESOLVED - That the report be noted.

23. **CHAIR'S UPDATES**

The Board received verbal updates in relation to City Junior School, City of London School for Girls and CoLAT.

RESOLVED – That the updates be noted.

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

There were no questions.

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

There were no items of urgent business.

The meeting ended at 12.15 pm

Chairman

**Contact Officer: Chloe Ainsworth
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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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Committees: Community and Children's Services Committee – For Decision Education Board – For Information Culture, Heritage, and Libraries – For Information	Dated: 03/11/2022 02/12/2022 14/11/2022
Subject: Children and Young People's Plan 2022–25	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1,2,3,4
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: Andrew Carter, Director – Community and Children's Services Report author: Scott Myers, Strategy & Projects Officer, Department of Community and Children's Services	For Decision – CCS For Information – CHL & EB

Summary

The Children and Young People's Plan 2022–25 (CYPP) sets the strategic priorities for the City Corporation to ensure that children and young people who live or study in the Square Mile, or access our services, live the best life that they can.

This paper sets out the final version of the plan for Members' approval. This final version was developed in response to feedback from a 12-week public consultation.

Recommendation

Members of Community & Children's Services are asked to:

- Approve the Children and Young People's Plan 2022–25

Members of the Education Board and Culture Heritage and Libraries Committee are invited to:

- Note the report.

Main Report

Background

1. CYPP's were introduced by the Children Act 2004 which asked local authorities to write a single, strategic, overarching plan for all services provided for children and young people. Statutory regulations were revoked in October 2012, and local authorities are no longer required to prepare a plan. However, it is still seen as

best practice to develop a plan that focuses on several shared strategic priorities that drive the continued improvement in outcomes for children and young people.

2. The draft CYPP for 2022–25 put forward to public consultation five key outcomes, each with four areas of focus. These outcomes were as follows:
 - a. Children and young people are and feel safe
 - b. Children and young people are happy, healthy and enjoy good mental health and wellbeing
 - c. Children and young people have the resources to develop independence and empowerment over their services
 - d. Children and young people have the tools to fulfil their potential and are prepared for success in adulthood
 - e. Children and young people grow up with a sense of belonging.
3. The plan was updated following consultation, and a copy of the final plan for approval can be found in Appendix 1. Details of the changes can be found in the section below.
4. The development of a dedicated action plan will be undertaken after the approval of this Plan. Actions will be developed by using the feedback from the public consultation, other engagement work recently completed, as well as further discussions with our key partners.
5. The action plan will show how we are going to tackle the identified outcomes and focus areas and will be measured by stating what success would look like in delivering each action.
6. The CYPP and future action plan will be overseen and monitored by the City of London's Children's Partnership Board.
7. Details of the public consultation, as well as a summary of the initial engagement activity during the start of the development of the strategy has been set out in Appendix 3.
8. The design of this Plan represents a change to previously developed strategies within the Department of Community and Children's Services. The design of this Plan aims to be more relevant and engaging to children and young people by being more concise, visually appealing through use of graphics and being outcome focused.

Current Position

Response to consultation feedback

9. As a result of the consultation feedback received, through either response to the consultation, responses to other related surveys, and verbal feedback from residents, elected Members of the City Corporation and City Corporation staff, the following changes to the proposed Plan have been made. Other than these changes, the rest of the proposed Plan remains the same.

Outcomes and focus areas

10. Feedback received tended to highlight some confusion regarding one of the five outcomes listed as part of the Plan – ‘Children and young people have the resources to develop independence and empowerment over their services’.
11. Some feedback received noted confusion regarding the wording of this outcome, and what it is attempting to achieve.
12. Therefore, because of this feedback, this outcome has been removed and the priorities related to it will be merged with the four outstanding outcomes.
13. Consultation feedback also raised internet safety and protection from online harms as being a priority for children and young people. To address this, an online harm focus area has been added to Outcome 1.

Data

14. All data shown within the Plan has also been updated to the latest figures as of August 2022.

Action Plan

15. Consultation feedback strongly noted the need for meaningful actions to achieve the proposed outcomes and focus areas, with clear identification of which agency is responsible, how and when this will be delivered, and what success will look like.
16. An action plan will be developed to sit alongside this Plan after approval by Members. This is to ensure that both consultation feedback, other recently undertaken engagement work with the City’s young people, and further conversations with key partners result in actions that are evidence-based, using feedback from children, young people and families, as well as other residents and service professionals.

Design

17. The design of the Children and Young People’s Plan has been developed with accessibility at the forefront, and therefore it meets the required accessibility standards.
18. In response to feedback received relating to the design and layout of the Plan as part of the consultation, accessibility has been rechecked to ensure that standards have been met.
19. To improve accessibility further, an easy-read version of the Plan will be developed based on feedback received.

UNICEF Child Friendly Cities Initiative

20. During the consultation phase of the Plan, some City Corporation Members raised the prospect of the City Corporation working towards becoming a UNICEF Child Friendly City.
21. The UNICEF Child Friendly Cities Initiative is a wide-ranging programme that requires a significant multi-year commitment.
22. Many of the requirements to become a recognised Child Friendly City align with the outcomes and focus areas of the Children and Young People's Plan, and therefore signing up to the initiative could be seen as repeating work already underway.
23. It is therefore proposed to use the Children and Young People's Plan and future action plan to match some the requirements, rather than pursuing the initiative formally, to drive progress much more quickly than through signing up to the initiative.

Corporate & Strategic Implications

Strategic implications

24. This Plan's outcomes are designed to contribute to the delivery of the Corporate Plan 2018–2023 by aligning to these four outcomes:

Outcome 1: People are safe and feel safe

Outcome 2: People enjoy good health and wellbeing

Outcome 3: People have equal opportunities to enrich their lives and reach their full potential

Outcome 4: Communities are cohesive and have the facilities they need.

25. The Plan also sits below the Department of Community and Children's Services business plan by contributing to its delivery by mirroring its priorities and applying them to the needs of our children and young people.

26. The Plan also supports, and is supported by, several other strategies and documents, such as:

- Joint Health and Wellbeing Strategy
- Barbican and Community Libraries Strategy
- City & Hackney Emotional Health and Wellbeing Strategy
- City of London Safer City Partnership Strategic Plan
- City & Hackney Joint Mental Health Strategy
- City of London Early Help Strategy
- City of London Early Years Strategy
- City of London SEND Strategy

Financial implications

27. None identified

Resource implications

28. None identified

Legal implications

29. None identified

Risk implications

30. None identified

Equalities implications

31. Developing a dedicated Children and Young People's Plan with a strong action plan will work towards tackling inequality across the Square Mile. A dedicated Equality Impact Assessment has been developed to demonstrate this, as inequality disproportionately impacts on those with protected characteristics. A copy of the Equality Impact Assessment can be found in Appendix 2

Climate implications

32. None identified

Security implications

33. None identified

Conclusion

34. The proposed Children and Young People's Plan 2022–25 is the overarching strategic document that guides services and activity related to children, young people and their families in the City of London. The outcomes and focus areas it sets out will guide our work and vision for children and young people over the years set out in the Plan. This Plan is a partnership document that allows us to deliver our services and activities in synergy with our key partners to improve the lives of children and young people in the City of London.

Appendices

- Appendix 1 – Children and Young People's Plan 2022–25
- Appendix 2 – Children and Young People's Plan 2022–25 Equality Impact Assessment
- Appendix 3 – Children and Young People's Plan 2022–25 Consultation Responses

Scott Myers

Strategy & Projects Officer

Department of Community and Children's Services

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CITY OF LONDON CHILDREN AND YOUNG PEOPLE'S PLAN 2022-25



OUR VISION

The City of London is a place where children and young people feel safe, have good mental health and wellbeing, fulfil their potential and are ready for adulthood whilst growing up with a sense of belonging.

A PICTURE OF THE

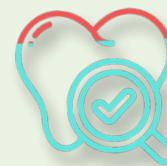
CITY OF LONDON

THE CHILDREN AND YOUNG PEOPLE WHO LIVE IN THE CITY OF LONDON

2940 children and young people (0-25) live in City of London



92% dental checks were up to date for looked after children



709 children from ethnic minority backgrounds



19 children with an Educational Health and Care Plan (October 2022)



92% of annual health checks were up to date for looked after children

56 Care Leavers (August 2022)



12 looked after children (August 2022)

23 children in need (August 2022)



WHAT WOULD AN AVERAGE YEAR GROUP LOOK LIKE?

If all school-aged City of London children attended one school, what would the average year group of 281 children look like?



41% would be from ethnic minority backgrounds



11% would receive free school meals

47% female
53% male



59% would speak a first language other than English



Our Challenges

- Many of our young people attend school and access services outside of the local authority boundary and must travel to reach them
- Some of our children and young people live in more deprived households where issues such as poverty and overcrowding impact on their wellbeing
- The majority of our Looked After Children are Unaccompanied Asylum-Seeking Children who can have specific complex needs
- The small size of our resident population presents a challenge to our strategic planning
- The Covid-19 pandemic has increased demand for child and adolescent mental health and speech and language services, as well as impacting on children's personal, social, and emotional development

Safe

Are and feel safe at home and in their communities

Successful

Have the tools to fulfil their potential and are prepared for success in adulthood

Our outcomes for Children and Young People...

Healthy

Are happy, healthy and enjoy good mental health and wellbeing

Connected

Grow up with a sense of belonging in their communities

Our Strengths

- Fifth least deprived area in Greater London, but also with pockets of deprivation
- Children's Services and one maintained state school are rated 'Outstanding' by Ofsted
- An extensive Early Years offer provided by the City Child and Family Centre and COLTALE programme, as well as other local early years providers
- Embedded within a mature health and care system locally and well connected to neighbouring London Boroughs
- Children and young people have access to local sporting facilities, opportunities for learning and an excellent cultural offer through the City Corporation's Cultural Plan

THE VOICE OF THE CHILD

We want children and young people to work with us to help make the City of London a better place for children, young people, and their families.

City of London children and young people can have their say and participate in the service they receive.

This includes the following:

OPPORTUNITIES FOR CHILDREN AND YOUNG PEOPLE TO GET INVOLVED

- City of London Youth Forum
- City of London Children in Care Council and activities
- Special Educational Needs and Disabilities Short Breaks
- City of London Talks and Listens Enthusiastically (COLTALE) programme
- City of London Member and Deputy Member of Youth Parliament (MYP)
- City Parent Carers Forum
- City of London Corporation Focus Groups

WHAT CHILDREN AND YOUNG PEOPLE AND THEIR FAMILIES HAVE TOLD US

- They would like to see more psychological and therapeutic support for parents and children
- They would like to see more local Short Breaks for carers
- They prefer face to face meetings with their social worker and at Children in Care Council meetings, rather than being held virtually.
- Many young people have ambitions to attend university or college or take up an apprenticeship
- Young people rank having safe and secure accommodation as being a top priority
- Young people want to be protected against serious violence, knife crime and gangs

YOU SAID, WE DID

Young people and their families have made it clear to us that they would like to see what action has been taken as result of what they have told us. We will continue to produce a 'you said, we did' update to show what has been done based on the feedback that children, young people, and their families have given us.

WHERE THE PLAN SITS

City of London
Corporate Plan 2018-23

Children and Young People's Plan 2022-25

Linked with Joint Health and Wellbeing Strategy, Carers Strategy and Safer City Partnership Strategic Plan

Corporate Parenting Strategy

SEND Strategy

Early Help Strategy

Sufficiency Strategy

Early Years Strategy

Threshold of Needs

OUTCOME	OUR FOCUS IS TO	HOW WE WILL ACHIEVE THIS	HOW WE WILL MEASURE THIS
Children and young people are and feel safe	Protect children and young people from all types of abuse and neglect		
	Prevent an increase in youth offending		
	Secure policies and services that deliver excellent outcomes for our children and young people leaving care		
	Safeguard children and young people from gangs, serious violence, drug abuse and exploitation		
	Ensure children and young people are and feel safe		
Children and young people are happy, healthy and enjoy good mental health and wellbeing	Improve our Special Educational Needs and Disabilities offer		
	Improve Emotional Health and Wellbeing as we recover from the pandemic		
	To make sure children and young people grow up healthy and have the best start in life by promoting healthy choices		
	Encourage children and young people to be physically active		
	Improve children and young people's access to information in a way that suits them best		
Children and Young People have the tools to fulfil their potential and are prepared for success in adulthood	Improve youth services, education, and work experience for all		
	Support children, young people, and their families to make sure they are prepared for school		
	Encourage families with early years children to make the right decisions		
	Helping children and their families become more resilient through prevention and Early Help		
	Support children and young people to thrive and contribute to society in a positive way		
Children and Young People grow up with a sense of belonging	Make the most out of our fantastic community assets		
	Use the Neighbourhoods model to improve local services for children and young people		
	Insist that children and young people are at the heart of everything we do		
	Promote opportunities for young people to volunteer within their local communities		
	Promote excellent participation, co-production and engagement with our children and young people		

Action Plan under development!

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EQUALITY ANALYSIS (EA) TEMPLATE

Decision

Children and Young People's Plan 2022-25

Date

November 2022



What is the Public Sector Equality Duty (PSED)?

The Public Sector Equality Duty (PSED) is set out in the Equality Act 2010 (s.149). This requires public authorities, in the exercise of their functions, to have 'due regard' to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not, and Foster good relations between people who share a protected characteristic and those who do not

The characteristics protected by the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

What is due regard?

- It involves considering the aims of the duty in a way that is proportionate to the issue at hand
- Ensuring real consideration is given to the aims and the impact of policies with rigour and with an open mind in such a way that influences the final decision

The general equality duty does not specify how public authorities should analyse the effect of their business activities on different groups of people. However, case law has established that equality analysis is an important way public authorities can demonstrate that they are meeting the requirements.

Case law has established the following principles apply to the PSED:

- **Knowledge** – the need to be aware of the requirements of the Equality Duty with a conscious approach and state of mind.
- **Sufficient Information** – must be made available to the decision maker.
- **Timeliness** – the Duty must be complied with before and at the time that a particular policy is under consideration or decision is taken not after it has been taken.
- **Real consideration** – consideration must form an integral part of the decision-making process. It is not a matter of box-ticking; it must be exercised in substance, with rigour and with an open mind in such a way that it influences the final decision.
- **Sufficient information** – the decision maker must consider what information he or she has and what further information may be needed in order to give proper consideration to the Equality Duty.
- **No delegation** – public bodies are responsible for ensuring that any third parties which exercise functions on their behalf are capable of complying with the Equality Duty, are required to comply with it, and that they do so in practice. It is a duty that cannot be delegated.
- **Review** – the duty is not only applied when a policy is developed and decided upon, but also when it is implemented and reviewed.

- Due regard should be given before and during policy formation and when a decision is taken including cross cutting ones as the impact can be cumulative.

What is an Equality Analysis (EA)?

An equality analysis is a risk assessment tool that examines whether different groups of people are, or could be, disadvantaged by service provision and decisions made. It involves using quality information, and the results of any engagement or consultation with particular reference to the protected characteristics to understand the actual effect or the potential impact of policy and decision making decisions taken.

The equality analysis should be conducted at the outset of a project and should inform policy formulation/proposals. It cannot be left until the end of the process.

The purpose of the equality analysis process is to:

- Identify unintended consequences and mitigate against them as far as possible, and
- Actively consider ways to advance equality and foster good relations.

The objectives of the equality analysis are to:

- Identify opportunities for action to be taken to advance quality of opportunity in the widest sense;
- Try and anticipate the requirements of all service users potentially impacted;
- Find out whether or not proposals can or do have any negative impact on any particular group or community and to find ways to avoid or minimise them;
- Integrate equality diversity and inclusion considerations into the everyday business and enhance service planning;
- Improve the reputation of the City Corporation as an organisation that listens to all of its communities;

However, there is no requirement to:

- Produce an equality analysis or an equality impact assessment
- Indiscriminately collect diversity data where equalities issues are not significant
- Publish lengthy documents to show compliance
- Treat everyone the same. Rather, it requires public bodies to think about people's different needs and how these can be met
- Make service homogenous or to try to remove or ignore differences between people.

An equality analysis should indicate improvements in the way policy and services are formulated. Even modest changes that lead to service improvements are important. In it is not possible to mitigate against any identified negative impact, then clear justification should be provided for this.

By undertaking an equality analysis officers will be able to:

- Explore the potential impact of proposals before implementation and improve them by eliminating any adverse effects and increasing the positive effects for equality groups
- Contribute to community cohesion by identifying opportunities to foster good relations between different groups
- Target resource more effectively
- Identify direct or indirect discrimination in current policies and services and improve them by removing or reducing barriers to equality

- Encourage greater openness and public involvement.

How to demonstrate compliance

The Key point about demonstrating compliance with the duty are to:

- Collate sufficient evidence to determine whether changes being considered will have a potential impact on different groups.
- Ensure decision makers are aware of the analysis that has been undertaken and what conclusions have been reached on the possible implications.
- Keep adequate records of the full decision making process.

In addition to the protected groups, it may be relevant to consider the impact of a policy, decision or service on other disadvantaged groups that do not readily fall within the protected characteristics, such as children in care, people who are affected by socio-economic disadvantage or who experience significant exclusion or isolation because of poverty or income, education, locality, social class or poor health, ex-offenders, asylum seekers, people who are unemployed, homeless or on a low income.

Complying with the Equality Duty may involve treating some people better than others, as far as this is allowed by discrimination law. For example, it may involve making use of an exception or the positive action provisions in order to provide a service in a way which is appropriate for people who share a protected characteristic – such as providing computer training to older people to help them access information and services.

Taking account of disabled people's disabilities

The Equality Duty also explicitly recognises that disabled people's needs may be different from those of non-disabled people. Public bodies should therefore take account of disabled people's impairments when making decisions about policies or services. This might mean making reasonable adjustments or treating disabled people better than non-disabled people in order to meet their needs.

Deciding what needs to be assessed

The following questions can help determine relevance to equality:

- Does the policy affect service users, employees or the wider community, including City businesses?
- How many people are affected and how significant is the impact on them?
- Is it likely to affect people with particular protected characteristics differently?
- Is it a major policy, significantly affecting how functions are delivered?
- Will the policy have a significant impact on how other organisations operate in terms of equality?
- Does the policy relate to functions that engagement has identified as being important to people with particular protected characteristics?
- Does the policy relate to an area with known inequalities?
- Does the policy relate to any equality objectives that have been set?

Consider:

- How the aims of the policy relate to equality.
- Which aspects of the policy are most relevant to equality?
- Aims of the general equality duty and which protected characteristics the policy is most relevant to.

If it is not clear if a policy or decision needs to be assessed through an equality analysis, a Test of Relevance screening tool has been designed to assist officers in determining whether or not a policy or decision will benefit from a full equality analysis.

Completing the Test of Relevance screening also provides a formal record of decision making and reasoning. It should be noted that the PSED continues up to and after the final decision is taken and so any Test of Relevance and/or full Equality Analysis should be reviewed and evidenced again if there is a change in strategy or decision.

Role of the assessor

An assessor's role is to make sure that an appropriate analysis is undertaken. This can be achieved by making sure that the analysis is documented by focussing on identifying the real impact of the decision and set out any mitigation or improvements that can be delivered where necessary.

Who else is involved?

Chief Officers are responsible for overseeing the equality analysis proves within departments to ensure that equality analysis exercises are conducted according to the agreed format and to a consistent standard. Departmental equality representatives are key people to consult when undertaking an equality analysis.

Depending on the subject it may be helpful and easier to involve others. Input from another service area or from a related area might bring a fresh perspective and challenge aspects differently.

In addition, those working in the customer facing roles will have a particularly helpful perspective. Some proposals will be cross-departmental and need a joint approach to the equality analysis.

How to carry out an Equality Analysis (EA)

There are five stages to completing an Equality Analysis, which are outlined in detail in the Equality Analysis toolkit and flowchart:

2.1 Completing the information gathering and research stage – gather as much relevant equality-related information, data or research as possible in relation to the policy or proposal, including any engagement or consultation with those affected;

2.3 – Developing an action plan – set out the action you will take to improve the positive impact and / or the mitigation action needed to eliminate or reduce any adverse impact that you have identified;

2.4 Director approval and sign off of the equality analysis – include the findings from the EA in your report or add as an appendix including the action plan;

2.2 Analyse the evidence – make and assessment of the impact or effect on different equality groups;

2.5 Monitor and review – monitor the delivery of the action plan and ensure that changes arising from the assessment are implemented.

The Proposal

Assessor Name:	Scott Myers, Strategy Officer, Department of Community & Children's Services	Contact Details:	Scott.Myers@cityoflondon.gov.uk
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1. What is the Proposal

Children & Young People's Plan 2022-25

2. What are the recommendations?

The Children and Young People's Plan (CYPP) sets the strategic priorities and direction for services that affect Children and Young People and their families in the Square Mile, covering the period of 2022-25. The Plan has been developed with integration with key services in mind, and sets out priorities and challenges for young people, how we will improve outcomes and measure success.

The CYPP sets out four main outcomes that will translate into tangible improvements for children and young people in the City of London, with the aim to work collectively with our partners and young people themselves to deliver these improvements. These four outcomes are:

1. City Children and Young People are and feel safe at home and in their communities
2. City Children and Young People are happy, healthy and enjoy good mental health and wellbeing
3. Children and Young People in the City have the tools to fulfil their potential and are prepared for success in adulthood
4. City Children and Young people grow up with a sense of belonging in their communities

The proposed Plan does not attempt or reflect a change to policy, processes, or practice within the Department of Community & Children's Services. The plan is expected to enhance the educational, health and wellbeing outcomes and provide all children and young people with positive opportunities to develop.

An action plan will be developed to sit alongside this Plan after further engagement and using the results of the public consultation. This action plan will fully consider equalities issues and this equality impact assessment will be updated as this work progresses.

3. Who is affected by the Proposal?

The Plan will aim to have a positive impact on all children, young people and their families who live and work in the City of London, access our services, and those who the City Corporation is a Corporate Parent for.

Data shows that the City of London is an affluent area, with pockets of deprivation, especially in the East of the City.

The City of London has around 8,600 residents (ONS Census 2021), of which 2900 are aged 0-25 according to the ONS mid-year population estimates for 2021.

Age

Check this box if NOT applicable ☐

Age - Additional Equalities Data (Service Level or Corporate)

What is the proposal's impact on the equalities aim?

As the Children & Young People's Plan specifically focuses upon children and young people, there is likely to be an overall positive impact on this protected characteristic due to its focus on improving outcomes for this age group.

The plan aims to improve outcomes for children and young people aged from conception to 18 years and up to 25 years for care leavers and young people with special educational needs and disabilities.

According to the Office for National Statistics in 2021, the City of London has the lowest proportion of children aged under 16 in England in relative low-income families at 4.4% of children, and the lowest in England in absolute poverty at 3.7%.

5% of children in the City of London are between the ages of 0-5. Young people aged between 18-25 make up 14% of the population.

The number of referrals for specialist NHS mental health care has recently reached a record high in England by the end of 2021 (according to the Royal College of Psychiatrists). The data shows that there were 4.3 million referrals for conditions such as anxiety and depression. Just under a quarter of these – 1.025 million – were for children or adolescents. This reflects a 77% rise in the number of children and young people who were referred to the NHS in England for specialist mental health care in 2021. Referrals related to the City of London have also been increasing inline with national statistics and has become a huge challenge to service capacity.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

The plan is underpinned and supported by a series of other departmental strategies that all have a direct impact on this protected characteristic. These include (but are not limited to):

- Community & Children Services Business Plan
- Corporate Parenting Strategy
- Early Help Strategy
- Early Years Strategy
- SEND Strategy
- Youth Justice Strategy

The CYPP outcomes and focus areas have been designed to align with some of the requirements of UNICEF's 'Child Friendly City' initiative, without formally signing up to the programme. This will increase equality of opportunity for our children and young people due to the scope and ambition of the initiative.

All proposed outcomes include a range of priorities that will have a positive impact on improving equality, inclusion, and opportunities to further children and young people's aspirations and achievements.

The Plan has a strong emphasis on improving outcomes related to mental health and wellbeing for children and young people. During the engagement process, mental health and wellbeing was the most raised theme, and has also been reflected within responses to the public consultation. Therefore, it is reflected as one of the five key outcomes and has priorities linked across the other four

<p>The development of a specific action plan alongside the CYPP will positively affect this protected characteristic as it will be based on evidence of need and concerns raised by young people themselves.</p>	<p>outcomes, which will help to better advance the negatives raised by poor mental health and wellbeing on young people.</p> <p>Despite not being a statutory strategy, the Children and Young People's Plan will give the Corporation a strategic pathway to follow in continuing to improve the lives of children and young people, and therefore the plan's aims will have a strong positive effect on this characteristic.</p>
<p>Key borough statistics:</p> <p>The City has proportionately more people aged between 25 and 69 living in the Square Mile than Greater London. Conversely there are fewer young people. Approximately 955 children and young people under the age of 18 years live in the City. This is 11.8% of the total population in the area. Summaries of the City of London age profiles from the 2011 Census can be found on our website.</p>	<p>A number of demographics and projections for Demographics can be found on the Greater London Authority website in the London DataStore. The site details statistics for the City of London and other London authorities at a ward level:</p> <ul style="list-style-type: none"> • Population projections <p>NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.</p>

Disability

Check this box if NOT applicable ☐

Disability - Additional Equalities Data (Service Level or Corporate)

What is the proposal's impact on the equalities aim?

The CYPP will have a positive impact on this protected characteristic due to the strong focus on disadvantaged children and young people with a disability reflected within the Plan's focus areas. The development of a dedicated action plan will also further this through targeted measures to support individuals within this group.

The plan has a strong focus on the priorities and barriers faced by children and young people with special educational needs and disabilities, and the need for specialist provision for this cohort to support their development and keep them safe.

Disabled children and young people are some of our most vulnerable residents. If not supported correctly, their outcomes could be considerably worse than those who are non-disabled due to the difficulties they experience in everyday life.

The Children & Young People's Plan aims to improve the voice of disabled children and young people through highlighting key focus areas related to the group as well

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

The Children & Young People's Plan has a strong focus on the priorities and barriers faced by children and young people with special educational needs and disabilities, and the need for specialist provision for this cohort to support their development and keep them safe. The priorities identified in this plan will have a positive effect in advancing equality of opportunity for young people with disabilities, and the support provided to their families.

The Children and Young People's Plan is also underpinned by the Special Educational Needs and Disabilities strategy. Once developed, the action plan of the Children and Young People's Plan will have specific actions to advance equality amongst the SEND cohort in conjunction with the SEND strategy.

The Children and Young People's Plan has a focus on improving how children and young people take part in participation as a key priority. This will have a positive impact upon the participation that disabled young people can take part in. Young

<p>as setting out how we will improve engagement with young people as part of a forthcoming action plan. National research from the council for disabled children has stated that there are significant barriers to participation for disabled children and young people. These barriers are that young people are not always aware that they have a right to participate or underestimate the value of their voice. Disabled young people are also more likely to suffer from anxiety or a lack of self-confidence and unable to share their views.</p> <p>The City of London has 19 children and young people with an Education, Health and Care Plan as of October 2022.</p> <p>10% of children attending schools in the City of London (City maintained and non-maintained, which include City and non-City of London residents) require SEND support</p> <p>10% of Looked After Children have an EHCP and 16% of Early Help cases have an EHCP.</p>	<p>people should be made aware that it is their right to participate and be included and encourage young people to be involved from an early age. If confidence is an issue for young people, then it is necessary for professionals to build a positive trust relationship with young people to improve this. Young people have also told us more broadly that one of the barriers to participation is how meetings are conducted after the Covid-19 pandemic. Young people have told us that they dislike formal virtual meetings, and therefore every effort should be put in to finding the right venue, medium and the right time for young people to have their say.</p>
<p>Key borough statistics:</p> <p>Day-to-day activities can be limited by disability or long term illness – In the City of London as a whole, 89% of the residents feel they have no limitations in their activities – this is higher than both in England and Wales (82%) and Greater London (86%). In the areas outside the main housing estates, around 95% of the residents responded that their activities were not limited. Additional information on Disability and Mobility data, London, can be found on the London Datastore.</p>	<p>The 2011 Census identified that for the City of London’s population:</p> <ul style="list-style-type: none"> • 4.4% (328) had a disability that limited their day-to-day activities a lot • 7.1% (520) had a disability that limited their day-to-day activities a little <p>Source: 2011 Census: Long-term health problem or disability, local authorities in England and Wales</p> <p>NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.</p>

Pregnancy and Maternity

Check this box if NOT applicable ☐

Pregnancy and Maternity - Additional Equalities Data (Service Level or Corporate)

<p>What is the proposal’s impact on the equalities aim?</p> <p>The CYPP will have a positive impact on this characteristic by promoting the integration of services and highlighting the importance of a healthy pregnancy for the development of a baby.</p>	<p>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?</p> <p>Significant emphasis has been placed on improving pathways with health services, health visiting and the services that local authorities provide within the identified</p>
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<p>10 to 20% of mothers in England develop a mental health illness during pregnancy or the first year after having a baby (Public Health England, 2019). Health and development outcomes for children are impacted during pregnancy, and a positive well supported pregnancy will improve these outcomes.</p> <p>National statistics for the UK suggest that the birth rate is falling and will continue to fall within the next five years, having an impact on demand for maternity services.</p>	<p>priorities in relation to maternity and preparing for parenthood. This will also be strengthened within the Neighbourhoods model, which aims to further integrate health and social care within a local level.</p> <p>Although the City of London historically and currently has very low rates of adolescent pregnancy, the action plan will consider how pathways can be used and improved should the need arise for young people to be supported in this way.</p> <p>A key focus of the Plan is on mental health. Many of the priorities that focus on mental health as part of the action plan will have both a direct and in-direct impact on the mental health of pregnant women and new parents. The CYPP puts a strong focus on the integration of health services and will look to inform the development of mental health services for pregnant women to meet the required need. This will be delivered through a specific multi-agency action within the CYPP's action plan when published.</p>
<p>Key borough statistics:</p> <p>Under the theme of population, the ONS website has a large number of data collections grouped under:</p> <ul style="list-style-type: none"> • Contraception and Fertility Rates • Live Births 	<p>NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.</p>

Check this box if NOT applicable ☐

Race - Additional Equalities Data (Service Level or Corporate)

<p>What is the proposal's impact on the equalities aim?</p> <p>The CYPP will have a positive impact on this protected characteristic by fostering equal opportunity for children and young people throughout its outcomes and focus areas, regardless of their racial background.</p> <p>In the City of London, 41% of children and young people are from an ethnic minority background</p> <p>The City of London has a notable Bangladeshi community, living particularly in the East of the City. 41% of children living in Bangladeshi households were living in low</p>	<p>What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?</p> <p>The Plan considers the barriers to engaging with our communities and improving engagement with all young people. The plan also promotes inclusivity throughout and will have a positive impact on people with this protected characteristic by fostering good relations through advancing equality of opportunity.</p> <p>The CYPP has an outcome to reflect the importance of children and young people feeling connected and growing up with a sense of belonging within their communities. This outcome will help tackle inequality by highlighting the</p>
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<p>income, which is 21% higher than the national average. Children in Bangladeshi households were the most likely to live in low income and material deprivation out of all ethnic groups. Statistics from the ONS suggest that pupils who are eligible for free school meals make less educational progress between the ages of 11 to 16 than those who are not eligible for free school meals. However, educational outcomes for Bangladeshi children does not follow this trend, and Bangladeshi children receiving free school meals had higher progress 8 scores than the national average.</p> <p>Both mixed and black ethnic groups have a higher percentage of children and young people living in low-income families compared to the national average, which could lead to poorer educational outcomes than their peers.</p>	<p>importance of local services for young people to get involved in, in a way that suits them best, enhancing equal opportunity.</p> <p>The Plan and future action plan will align with a range of services and offers that help address issues of poverty and discrimination.</p>
<p>Key borough statistics:</p> <p>Our resident population is predominantly white. The largest minority ethnic groups of children and young people in the area are Asian/Bangladeshi and Mixed – Asian and White. The City has a relatively small Black population, less than London and England and Wales. Children and young people from minority ethnic groups account for 41.71% of all children living in the area, compared with 21.11% nationally. White British residents comprise 57.5% of the total population, followed by White-Other at 19%.</p>	<p>The second largest ethnic group in the resident population is Asian, which totals 12.7% - this group is fairly evenly divided between Asian/Indian at 2.9%; Asian/Bangladeshi at 3.1%; Asian/Chinese at 3.6% and Asian/Other at 2.9%. The City of London has the highest percentage of Chinese people of any local authority in London and the second highest in England and Wales. The City of London has a relatively small Black population comprising 2.6% of residents. This is considerably lower than the Greater London wide percentage of 13.3% and also smaller than the percentage for England and Wales of 3.3%.</p> <p>See ONS Census information or Greater London Authority projections.</p> <p>NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.</p>

Religion or Belief

Check this box if NOT applicable ☐

Religion or Belief - Additional Equalities Data (Service Level or Corporate)

What is the proposal's impact on the equalities aim?

The CYPP does not consider a child or young person's religion or belief. It is expected that the focus on proving equality of opportunity for all children and young people will have an in-direct positive impact upon this protected group.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

The plan promotes equality of opportunity for children, young people, and their families irrespective of faith or religion.

Key borough statistics – sources include:

The ONS website has a number of data collections on [religion and belief](#), grouped under the theme of religion and identity.

[Religion in England and Wales provides a summary of the Census 2011 by ward level](#)

NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.

Sex

Check this box if NOT applicable ☐

Sex - Additional Equalities Data (Service Level or Corporate)

What is the proposal's impact on the equalities aim?

National research from the National Education Union has said that 37% of girls at mixed-sex schools have been sexually harassed and 24% have suffered unwanted touching of a sexual nature at school. The research also found that 34% of primary school teachers said they have witnessed gender stereotyping every week.

Research by the NSPCC has shown that girls are much more likely to be affected by child sexual exploitation both online and offline. This includes being exploited within gangs, where sexual assault is used as a weapon in conflict.

Exam data suggests that girls do much better in school than boys, especially when it comes to GCSE and A-level results. 5.2% of girls received at least one Grade 9, whilst for boys it was 3.7%. 13.1% of girls received a Grade 8, compared to 9.4% of boys.

Boys make up the vast majority (over 90%) of Unaccompanied Asylum-Seeking Children and Children in Care.

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

The Children and Young People's Plan has a focus on young people being safe and feeling safe in all aspects of the Corporation's work, as identified in Outcome 1 of the Plan. This includes, but not limited to, priorities on tackling exploitation and supporting young people from being exploited by gangs and protecting those who we are Corporate Parents for, regardless of their gender. However, particular focus is placed upon actions that tackle inequalities between the sexes.

The Plan has a focus on improving educational outcomes for all and closing the education attainment gap between boys and girls in a positive way, as set out in Outcome 3 of the Plan.

The Plan will attempt to mitigate the greater likelihood of girls being much more affected by online and offline sexual exploitation with a relevant focus area on tackling online harms, which has been added based on consultation and partner feedback.

Key borough statistics:

At the time of the [2011 Census the usual resident population of the City of London](#) could be broken up into:

- 4,091 males (55.5%)
- 3,284 females (44.5%)

A number of demographics and projections for demographics can be found on the [Greater London Authority website in the London DataStore](#). The site details statistics for the City of London and other London authorities at a ward level:

- [Population projections](#)

NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.

Sexual Orientation and Gender Reassignment

Check this box if NOT applicable ☐

Sexual Orientation and Gender Reassignment - Additional Equalities Data (Service Level or Corporate)

What is the proposal's impact on the equalities aim?

Although there is no specific targeted focus on this protected characteristic, it is anticipated that there will be a positive indirect impact. This is because of the promotion of equality of opportunity for children and young people regardless of their background.

Coming out as lesbian, gay, bisexual, or transgender was the top concern for LGBTQ+ young people contacting Childline about sexual and gender identity in 2021/22. Many young people are worried about how their family may react, or whether they could fully be themselves. Others felt that their family did not understand the impact on their mental health, religious barriers and being bullied.

Key borough statistics:

- [Sexual Identity in the UK – ONS 2014](#)
- [Measuring Sexual Identity - ONS](#)

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

The Plan promotes equality of opportunity for children, young people, and their families irrespective of whether they are the same gender they were at birth or not. Transgender young people are at greater risk of mental health issues. There is a lack of data available locally in relation to this group, and therefore national research was used to determine any impacts. Therefore, some of the related needs and risks may be missed or unknown. It is likely that young transgender people and those who identify as LGBT+ will benefit from the universal actions outlined in this Plan.

Further engagement into targeted actions will be explored during the development of the dedicated action plan of the CYPP in relation to this protected characteristic. This will be to ensure that work to address any inequalities is taken into consideration.

NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.

Marriage and Civil Partnership

Check this box if NOT applicable ☐

Marriage and Civil Partnership - Additional Equalities Data (Service Level or Corporate)

What is the proposal's impact on the equalities aim?

What actions can be taken to avoid or mitigate any negative impact or to better advance equality and foster good relations?

The CYPP takes into consideration the importance of a stable family unit as a positive for a child's development and supporting families to make the right decisions for their child. This is regardless of whether individuals are married or in a civil partnership. Therefore, the CYPP does not target this group individually but are not anticipated to be negatively affecting by this Plan.	It is not anticipated that individuals in this group will be negatively impacted by this Plan and will indirectly benefit from the focus on supporting families to make positive, healthy decisions in relation to their children.
Key borough statistics – sources include: <ul style="list-style-type: none"> The 2011 Census contain data broken up by local authority on marital and civil partnership status 	NB: These statistics provide general data for these protected characteristics. You need to ensure you have sufficient data about those affected by the proposal.

Additional Impacts on Advancing Equality and Fostering Good Relations

Check this box if NOT applicable ☐

Additional Equalities Data (Service Level or Corporate)

None identified.

Are there any additional benefits or risks of the proposals on advancing equality and fostering good relations not considered above?

Yes

The Children and Young People's Plan has been developed after engagement with service professionals who work closely with children and young people in the City of London. It also considered the results from other recent consultation with young people to better inform the outcomes and focus areas to mitigate any potential risks, and to develop a document that is evidence based and developed in conjunction with our partners.

What actions can be taken to avoid or mitigate any negative impact on advancing equality or fostering good relations not considered above? Provide details of how effective the mitigation will be and how it will be monitored.

To further mitigate any negative impact, engagement will be carried out with children and young people during the development of the dedicated action plan, as well as further engagement with service professionals to deliver an action plan that is jointly deliverable with our partners.

This section seeks to identify what additional steps can be taken to promote these aims or to mitigate any adverse impact. Analysis should be based on the data you have collected above for the protected characteristics covered by these aims.

In addition to the sources of the information highlighted above – you may also want to consider using:

- Equality monitoring data in relation to take-up and satisfaction of the service
- Equality related employment data where relevant
- Generic or targeted consultation results or research that is available locally, London-wide or nationally
- Complaints and feedback from different groups.

Additional Impacts on Social Mobility

Check this box if NOT applicable ☐

Additional Social Mobility Data (Service level or Corporate)

None identified.

Are there any additional benefits or risks of the proposals on advancing Social Mobility?

The Children and Young People's Plan puts equality of opportunity and supporting children and young people to achieve their full potential at the heart of its aims. This will have a positive impact on advancing social mobility by supporting those who are disadvantaged and focusing on increasing the voice of children and young people when developing services that affect them.

What actions can be taken to avoid or mitigate any negative impact on advancing Social Mobility not considered above?

The Children and Young People's Plan will have a dedicated action plan that will take into consideration ways that social mobility can be advanced further. This action plan will be developed after further engagement with service professionals and those who work with children and young people.

This section seeks to identify what additional steps can be taken to promote the aims or to mitigate any adverse impact on social mobility. This is a voluntary requirement (agreed as policy by the Corporation) and does not have the statutory obligation relating to protected characteristics contained in the Equalities Act 2010. Analysis should be based on the data you have available on social mobility and the access of all groups to employment and other opportunities. In addition to the sources of information highlighted above – you may also want to consider using:

- Social Mobility employment data
- Generic or targeted social mobility consultation results or research that is available locally, London-wide or nationally
- Information arising from the Social Mobility Strategy/Action Plan and the Corporation's annual submissions to the Social Mobility Ind

Conclusion and Reporting Guidance

Set out your conclusions below using the EA of the protected characteristics and submit to your Director for approval.

If you have identified any negative impacts, please attach your action plan to the EA which addresses any negative impacts identified when submitting for approval.

If you have identified any positive impacts for any equality groups, please explain how these are in line with the equality aims.

Review your EA and action plan as necessary through the development and at the end of your proposal/project and beyond.

Retain your EA as it may be requested by Members or as an FOI request. As a minimum, refer to any completed EA in background papers on reports, but also include any appropriate references to the EA in the body of the report or as an appendix.

This analysis has concluded that ...

The Impact Assessment process alongside engagement with service professionals has identified that the City of London Corporation's Children and Young People's Plan 2022-25 has no negative impacts on the protected characteristics as set out in the Equality Act 2010. The Children and Young People's Plan, where identified, will have a positive impact on the protected characteristics and advance equality of opportunity and inclusion amongst Children and Young People in the City.

Equality analysis will be continued and built upon during the development of the action plan to minimise any impacts on the protected characteristics and support those who are disadvantaged.

Outcome of analysis – check the one that applies

☒ Outcome 1

No change required where the assessment has not identified any potential for discrimination or adverse impact and all opportunities to advance equality have been taken.

☐ Outcome 2

Adjustments to remove barriers identified by the assessment or to better advance equality. Are you satisfied that the proposed adjustment will remove the barriers identified.

☐ Outcome 3

Continue despite having identified some potential adverse impacts or missed opportunities to advance equality. In this case, the justification should be included in the assessment and should be in line with the duty to have 'due regard'. For the most important relevant policies, compelling reasons will be needed. You should consider whether there are sufficient plans to reduce the negative impact and/or plans to monitor the actual impact.

☐ Outcome 4

Stop and rethink when an assessment shows actual or potential unlawful discrimination.

Signed off by Director:

Click or tap here to enter text.

Name:

Click or tap here to enter text.

Date

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Introduction

1. This paper sets out the engagement process followed at the start of the development of the strategy, as well as details on the 12-week public consultation, including how it was promoted, data on who responded and details of the feedback received.
2. As part of the consultation, a series of questions were asked about various aspects of the plan, and whether respondents agreed with the identified outcomes and priorities.

Strategy Development Engagement

3. To identify the outcomes and focus areas of the Plan, a series of one-to-one engagement sessions were held with key service professionals, both internal and external to the City Corporation, as well as attendance at team staff meetings to gauge a wider opinion. Recently published service area reports were also used to gather information on priorities as well as using one-to-one meetings.
4. Engagement was carried out with professionals from the following service areas
 - Children’s Social Care & Early Help
 - Education
 - SEND
 - Early Years
 - Commissioning
 - City & Hackney Public Health
 - Health Visiting Service
 - City of London Virtual School
 - Northeast London Integrated Care Partnership
 - Northeast London Clinical Commissioning Group
 - Homerton University Hospital Foundation Trust
 - East London NHS Foundation Trust
 - Barbican & Community Libraries
 - London Borough of Hackney
5. As most of the engagement work was completed during the Covid-19 pandemic, it was not possible to conduct direct engagement with our children and young people. Attempts to mitigate this were used such as including published national research, recently conducted engagement work with our young people, such as the Action for Children Survey and engagement work by the City of London’s Youth Service provider, SocietyLinks.
6. Engagement questions put to service professionals on a one-to-one basis was also framed in a way that put the views and priorities of young people at the forefront of their response. This was achieved by asking service professionals to

answer on behalf of young people through their knowledge and experience of working with them on a day-to-day basis.

Public consultation

7. Following the development of the strategy, a twelve-week public consultation period was undertaken to gather feedback from children and young people, parents, Members, City of London residents and service professionals on the design of the Plan and the identified outcomes and priorities.
8. The consultation was hosted on the City of London website and was open for a period of twelve weeks (22 June 2022 – 14 September 2022).
9. Translations of the consultation were made available in different languages upon request by a member of the public.
10. The consultation was promoted to various individuals and groups to provide the widest range of feedback. These included:
 - a. The Aldgate School & Children’s Centre
 - b. City of London Corporation staff
 - c. City & Hackney Public Health
 - d. Community & Children’s Services Departmental Leadership Team
 - e. Barbican & Community Libraries
 - f. City of London Children’s Partnership Board
 - g. City of London Parent and Carers Forum
 - h. City of London Family Information Service
 - i. Partnership for Young London
 - j. City of London Police
 - k. Community Safety Partners
 - l. City & Hackney Emotional Health & Wellbeing Partnership
 - m. City & Hackney Families Sub-Group
 - n. City of London Early Help Sub-Group
 - o. City & Hackney Substance Misuse Service
 - p. City of London Health Visiting Service
 - q. London Borough of Hackney
 - r. City of London Virtual School
 - s. Northeast London Integrated Care Partnership
 - t. Northeast London Clinical Commissioning Group
 - u. Homerton University Hospital Foundation Trust
 - v. East London NHS Foundation Trust
11. As well as promoting the consultation to individual groups, other forms of advertising the consultation was conducted. This included:
 - a. Resident & estate newsletters
 - b. Full page advertisement in print copies of City Matters
 - c. Social media posts
 - d. Advertisements on the City of London Family Information Service website

12. In addition to feedback from the consultation itself, feedback from recently conducted consultation work has also been considered as part of the feedback. This includes recently completed engagement work by SocietyLinks, the City Corporation’s commissioned youth provider, and Action for Children’s survey with Looked After Children and Care Leavers.

Consultation response data

13. Over the course of the consultation period, page visits and the bounce rate of the consultation page were monitored on a weekly basis to provide analysis of the amount of people attempting to complete the survey. This provided evidence that promotion of the survey was having an impact on the number of people completing the survey, and if necessary, adjustments to the level of promotion could be made.
14. Page visits and engagement with the consultation remained high throughout the consultation period. At the end of the consultation period, over 300 unique hits to the consultation web page were registered, with an average user time of 12 minutes being spent on the page.
15. Over the 12-week consultation period, a total of 32 responses were received. Of these...
- a. 9.4% (3) were from children under the age of 18 and live in the City of London
 - b. 6.3% (2) were from young people aged 19-25 and live in the City of London
 - c. 21.9% (7) were from a parent or carer who live in the City of London
 - d. 9.4% (3) were from other interested residents who live in the City of London
 - e. 12.5% (4) were from professionals working in the health sector
 - f. 3.1% (1) were from professionals working in the education sector
 - g. 3.1% (1) were from professionals working in social care
 - h. 9.4% (3) were from professionals working in the commissioning of services
 - i. 21.9% (7) were from Officers of the City of London Corporation
 - j. 3.1% (1) were from an Officer of another local authority
 - k. 3.1% (1) were from a City of London tenant in Southwark
 - l. 3.1% (1) were from a City of London based teacher
 - m. 3.1% (1) were from a PhD student
16. In total, 46% (15) of responses were from individuals who live inside the boundary of the Square Mile, with 53% (17) stating that they live outside the boundary of the Square Mile.
17. Of those who stated that they live in the Square Mile...
- a. 15% (5) live in the Barbican Estate

Appendix 3 – Children and Young People’s Plan 2022-25 Consultation Responses

- b. 6.3% (2) live in the Portsoken Estate
- c. 6.3% (2) live in the Golden Lane Estate
- d. 18.8% (6) live in another area of the City of London

18. Due to the discrepancy between page hits, the average time spent on the web page and the lower number of submitted responses, it can be assumed that most individuals who engaged with the proposed plan had no further comment to make and can be taken as a positive response to the consultation.

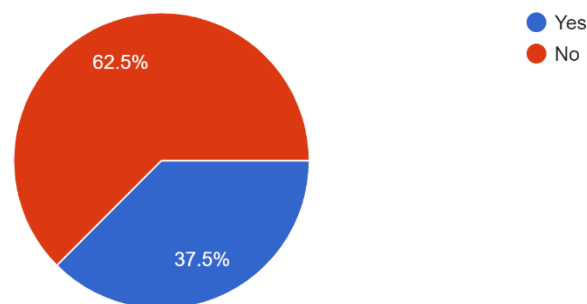
Consultation response

19. The below sets out the questions asked during the consultation, as well as responses to each of the questions.

20. Question 1: Did you know anything about the Children & Young People’s Plan (CYPP) before this consultation?

Did you know anything about the Children and Young People’s Plan (CYPP) before this consultation?

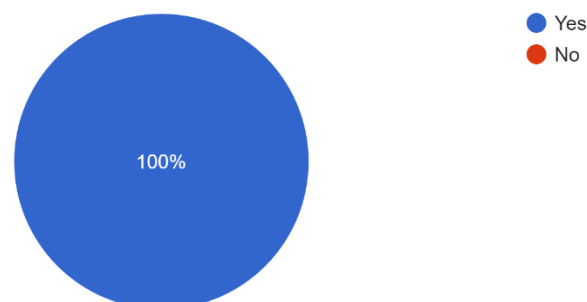
32 responses



21. Question 2: Is the language used in the Children & Young People’s Plan easy to understand?

Is the language used in the Children & Young People's Plan easy to understand?

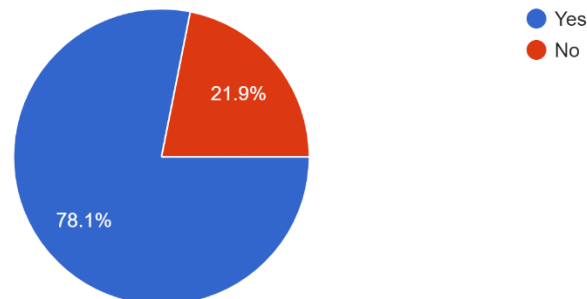
32 responses



22. Question 3: Do you like the design of the Children & Young People’s Plan?

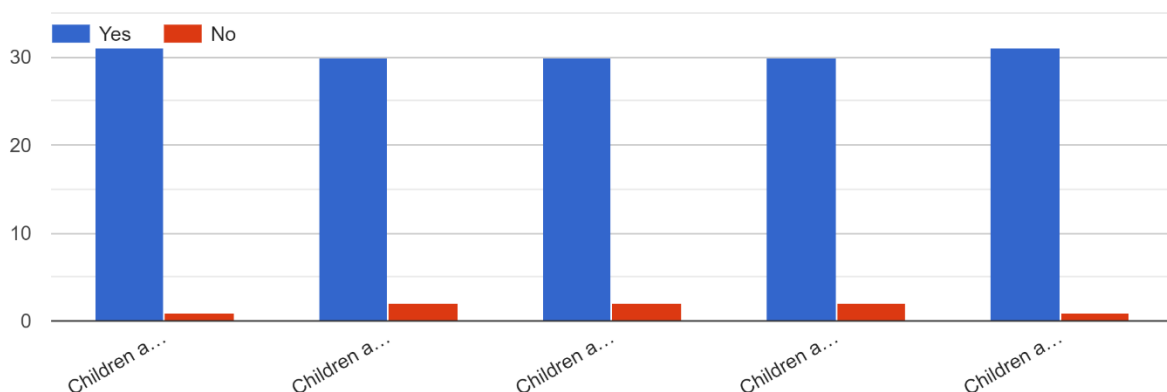
Do you like the design of the Children & Young People's Plan?

32 responses



23. Question 4: Do you agree with our proposed outcomes and their associated focus areas? (see page 3 of the Plan)

Do you agree with our proposed outcomes and their associated focus areas? (see page 3 of the Plan)



24. Question 5: What do you think is the biggest issue facing children and young people in the City of London?

- Having good mental health – 31% (10)
- Having somewhere safe to play – 18% (6)
- Being successful at school – 9% (3)
- Having somewhere safe to live – 9% (3)
- Being happy and able to make good friends – 9% (3)
- Being protected from online harm – 6% (2)
- Exploitation and gangs – 6% (2)
- Feeling safe whilst walking the streets at night – 3% (1)
- Access to a range of development opportunities within the Square Mile – 3% (1)
- Not being an after thought in decision making – 3% (1)

25. Question 6: What would you like to see more of in the City of London
(respondents selected their top three)

- a. Measures to support the mental health and wellbeing of children and young people – 62% (20)
- b. Opportunities for young people to be physically active – 47% (15)
- c. Youth services and activities for young people to get involved with – 40% (13)
- d. Measures to protect young people from gangs and exploitation – 32% (10)
- e. Signposting on how to access services and information – 25% (8)
- f. Careers and job support for young people – 19% (6)
- g. Working with children and young people and their families when designing services? – 19% (6)
- h. Green space and better sporting facilities – 6% (2)
- i. A dedicated state secondary school in the City of London – 3% (1)
- j. Looking at the causes of the problems identifies – 3% (1)

26. Question 7: Anything else you would like to tell us about your thoughts on the Children and Young People’s Plan? (this section summarises all additional comments received to the consultation)

- a. Support for young people doing the career they want to do. I would like to be a vet and I want to have the opportunity to have work experience.
- b. I think the design of the plan is very clear, easy concise. I feel like this would relate to a young person.
- c. Specific work around domestic abuse and what a healthy relationship looks like would be beneficial
- d. How would SEND support work if the child goes to school outside say city of London primary Islington. Double so for secondly schools since there are no state maintained schools in the city.
- e. The plan is fine but how its achieved isn't clear and prevention of the causes is never addressed.
- f. With regards to the question about the design of the plan - it is not so much that I don't like it, but more think that it combines two slightly different approaches, one user (particularly child) focused, and one public facing in a strategic sense. Whilst I can understand the desire to make the plan engaging for the different public audiences that are served by the plan, I do think that some of the colour and font choices could actually cause disengagement with the very important content of the document itself.
- g. The format is clear and easy to access. It's important that children's earliest years are fully taken into account in the plan.
- h. Themes in the plan are repetitive and include meaningless tautology. What does “Improve youth services, education, and work experience for all” mean? What does “Support children, young people, and their families to make sure they are prepared for school”? What does “Encourage families with early years children to make the right decisions” mean? I have a 6.5 year old daughter, never received any support or encouragement. These appear empty statements with little substance. What we would like to see is: “the City will create more green spaces and playground facilities for children.” Or “the City will consider

local intake into City run schools”. We need concrete actions, not some blue sky slogans that are frankly hollow. The demographics have changed significantly over the past few years which ought to be reflected in all City plans and endeavours. In addition, the plan should also address concerns of families from less disadvantaged backgrounds in general.

- i. No mention of crafts and arts or team sports. Language was too generic and could apply to ANY place, doesn't take into account the issues in city of London, ie not great access to state secondary schools, competition when it comes to good access to good schools.
- j. There is simply not enough consideration of how to ensure children can live, learn and play safely in the city. Education and access to quality after school care facilities is very much a postcode lottery and there is little being done to ensure children can gradually and safely learn how to become independent. Basic health needs are not being met including accessing GP or a dentist. Provision of holiday/ half term clubs is poor. There is not enough sport activities that children can access.
- k. The design of the Plan is awful. If it's a serious document it should be set out accordingly. A plus cannot be the fifth least deprived borough in London for children. There should be no deprivation. Whilst there is access to pre-school child care, the removal of funding to the Golden Lane Camus Children’s Centre was callous. Whatever Ofsted may say, the fact that City Corporation spends millions on its Independent Schools and academies and nothing on its one state school over and above government grant is shameful. And are there really newly 3,000 under 25s in the City?
- l. The design is good and the graphics are very well done, particularly the blue to red ratios in the statistics. The yellow textboxes make the appearance quite overcrowded and it can be labour some to read all the information because one is darting between various sections of the file.
- m. A healthy sense of belonging and pride in your area is so important and needs to be encouraged. The strategy objectives are solid.
- n. I think that building positive relationships with parents, teachers and peers is extremely important as young people often feel isolated in an increasingly online world. An increase in community involvement and identity would create a better support network, therefore creating a sense of belonging.
- o. To make sure information gets to parents and young people. Often things get organised but we don't know about it.
- p. This is a magnificent poster, something that I myself have been longing to see ever since I was a kid... someone/anyone that genuinely cares about the children and young people. This poster and its initiatives certainly represent that. All I would like to say is that it is apparent that this is not a quick fix/solution to tackle all the challenges but certainly what you have captured is a very good basis to work with. As they are problems I identified when I was a kid and still feel that way (regarding challenges as a C&YP) now that I am older... so it is reassuring to know that you have actively listened and captured their thoughts. It is hard to get C&YP to engage with materials in general but the quality of what you have got... I am confident that if overtime they are actioned it will

certainly spark a change in the lives of C&YP and encourage them to speak out and engage with their peers and elders a lot more... why? because they feel like they are being listened to and more importantly they get a sense of belonging knowing that people do care about them and are not just saying xyz for the sake of good PR. Hope this helps :)... GOOD LUCK!

- q. I believe a safe playground and space to play for children is very important and lacking in the City. If these facilities exist, they should be clearly signposted so others can access. I understand from consultations regarding the public spaces of the Barbican podium restoration that “natural play features” will be built. If this is designed to be a play space for children this should be clearly signposted so that non Barbican residents are aware also. Being up on the Barbican podium would be a safe place for children in the City, with play features this would be excellent to have somewhere safe to play.
- r. Design - I think this is refreshing and vibrant. A lot different from the usual faceless strategies that we see elsewhere. It is eye catching and encourages people to look further into it. It does draw people in. However, would be good to have it more interactive eventually - perhaps clicking on a topic to get more info on a particular topic. Challenges. I am not an expert, but the challenges facing young people in London per se are many. I feel young people get very little central education for living across the board and I worry schools do not prepare them for the wider challenges of life. Expectation for young people is high and this can lead to unhealthy choices on leaving education, there feels like there is a lack of pathway and opportunity especially for more vulnerable children. As experts in many areas of society I think council departments can get involved a little more.
- s. Like the plan- succinct, colourful, engaging, better than a report. The Youth Forum isn't currently meeting the needs of successfully engaging with City young people
- t. Engaging and concise. May not be accessible for all groups, such as people with learning difficulties or English as a second language.

Committee(s)	Dated:
Education Board	02/12/2022
Subject: Governor Appointments Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

Summary

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

Recommendation(s)

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

Main Report

Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approve the appointment of Chairs to Local Governing Bodies (LGBs) and are consulted on governor vacancies and notified of governor appointments.

Appointment of governors to CoLAT LGBs

2. At the start of the 2022/23 academic year, LGBs across CoLAT conducted a review of their boards and as a result, a number of new governor appointments are due to be ratified by the CoLAT Board of Trustees at their next meeting on 15 December 2022. Newly ratified appointments will be notified to the Education Board at the subsequent meeting, which is scheduled for February 2023.

Governing body membership across the Family of Schools

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

Proposals

4. This report is for information only

Options

5. This report is for information only

Key Data

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

Corporate & Strategic Implications

7. Across all governing bodies, succession planning should be conducted in such a way as to cultivate the balance of skills and experience needed on the governing body as well as to promote greater diversity of governors so that governing bodies reflect the school communities that they serve.
8. 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

9. This report updates Members on the current position of appointments to CoLAT LGBs. The updated list of governors across the Family of Schools is included in **Appendix 1**.

Appendices

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

Scott Caizley

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

Appendix 1 – Governor Appointments Update

City Corporation Family of Schools - Governing Body Membership

City of London Academies Trust (04504128):

City of London Academy Highbury Grove¹

Name	Basis of Appointment	Term of Office
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring 31 st August 2024
Aimee Lyall	Principal – Ex officio	During term of office as Principal
Claire Tunley	Appointed by the Trust Board	4 years expiring 31 st August 2023
Nick Worsley	Appointed by the Trust Board	4 years expiring 31 st August 2026
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring 31 st August 2024
Maggie Elliott	Appointed by the Trust Board	4 years expiring 31 st August 2023
Anisha Radia	Appointed by the Trust Board	4 years expiring 16 th May 2025
Louise Furgason	Non-teaching staff governor	4 years expiring February 2025
Serina Bingham	Teaching Staff Governor	4 years expiring 28 th February 2025
Nicholas Durack	Appointed by the Trust Board	4 years expiring August 2025
Ahlisha Tucker	Parent Governor	4 years expiring 31 st December 2025
Ria Holzerlandt	Parent Governor	4 years expiring 28 th February 2025
Vacancy	Appointed by the Trust Board	VACANT

¹ LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

Name	Basis of Appointment	Term of Office
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring 31 st August 2024
Prince Gennuh	Principal – Ex officio	During term of office as Principal
Shireen Fraser	Appointed by the Trust Board	4 years expiring 31 ^s August 2023
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring 31 ^s August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring 31 ^s August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring 31 ^s August 2024
Peter Bremner	Teaching staff governor	4 years expiring 31 ^s August 2024
Sandra Jenner	Appointed by the Trust Board	4 years expiring 31 ^s August 2025
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Non-teaching Staff Governor	VACANT

2 parent governors awaiting Trust Board approval:

Steven Mitchell

Nneka Onyesoh

²Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

Name	Basis of Appointment	Term of Office
Russell Willmer (Chair)	Appointed by the Trust Board	4 Years expires 31 August 2025
Sonia Jacob	Principal	During term of office as Principal
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
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

³ Part of the City of London Academies Trust effective from 1 September 2020

Name	Basis of Appointment	Term of Office
Alderman Robert Howard, Chair	Appointed by the Trust Board	4 years expiring 31 st August 2024
Holly Arles	Principal – Ex officio	During term of office as Principal
Veronica Wadley	Appointed by the Trust Board	4 years expiring 31 st July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring 31 st July 2024
Rita Krishna	Appointed by the Trust Board	4 years expiring 31 st July 2024
Kam Adams	Appointed by the Trust Board	4 years expiring 31 st July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring 31 st July 2024
Josephine Tupman	Appointed by the Trust Board	4 years expiring 31 st July 2024
Jonathan McIntosh	Parent Governor (elected)	4 years expiring 5 th April 2025
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring 19 th October 2024
Thomas Kibling	Parent Governor (elected)	4 years expiring 5 th April 2025

Appointments awaiting approval:

Grant Aidoo-Nash –Governor

Preet Singh – Staff Governor (Teaching)

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

Name	Appointed as	Term of Office
Dr Steven Berryman, Chair	Appointed by the Trust Board	4 years expiring 31 st August 2026
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-Headteachers Redriff – Ex Officio	During term of office as Headteachers of Redriff Primary School
Sarah Parbhu	Head teacher Galleywall – Ex Officio	During term of office as Headteacher of Galleywall Primary School
Shravan Joshi	Trust Governor	2 years expiring 31 st August 2024
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
Tim McNally	Appointed by the Trust Board	4 years expiring 31 st August 2026
Vacancy	Trust Governor	
Vacancy	Trust Governor	
Vacancy	Parent Governor Galleywall	
Vacancy	Staff governor	
Vacancy	Staff governor	

Awaiting approval of the reappointment of Hilda Cheong

⁵The 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.

City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring 18 th May 2024
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Paul Barry	Appointed by the Trust Board	4 years expiring 8 th September 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring 11 th December 2023
Mark Lawley	Appointed by the Trust Board	4 years expiring 21 st February 2026
Sonja Shah-Williams	Appointed by the Trust Board	4 years expiring 21 st February 2026
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring 2 nd September 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring 2 nd December 2024
Bethan Ferguson	Parent Governor (elected)	4 years expiring 18 th June 2024
Timothy Gittins	Appointed by the Trust Board	4 years expiring 7 th December 2024
Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring 8 th September 2025
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring 8 th September 2025

Name	Basis of Appointment	Term of Office
Simon Beck (Chair)	Appointed by the Trust Board	4 years expiring 30 th September 2026
Anita Lomax	Principal – Ex officio	During term of office as Principal
Caroline Haines (Vice Chair)	Appointed by the Trust Board	4 years expiring 31 December 2025
<i>*Caroline Haines is in the process of handing over as Vice Chair to Peter Greene</i>		
Minesh Talati	Appointed by the Trust Board	4 years expiring 31 st January 2026
James Owolabi Adeleke	Appointed by the Trust Board	4 years expiring 20 th March 2026
Janette Junghaus	Appointed by the Trust Board	4 years expiring March 2026
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2026
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring 3 rd December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring 3 rd December 2023
Anna Forshaw	Appointed by the Trust Board	4 years expiring 1 st October 2023
Nadia Forde	Associate Member Appointed by the Trust Board	4 years expiring 27 th April 2024
Peter Greene	Appointed by the Trust Board	4 years expiring 31 st August 2026
Amy Zambon	Co-opted Governor	4 year expiring 31 st August 2026
James Bounds	Staff Governor (Teaching)	4 years expiring 31 st January 2026
Joanne Spiller	Staff (Non Teaching)	4 years expiring 4 th November 2024
AFM Saiful Islam	Parent Governor	4 years expiring 16 th January 2024
Rosy Awwal	Parent Governor	2 years expiring 16 th January 2024

Governor awaiting approval:

Dhruv Patel – Appointed by the Trust Board

Name	Basis of Appointment	Term of Office
Steven Goodman (Chair)	Appointed by the Trust Board	4 years expiring 5 th October 2026
Anna Sarchet	Principal	During term of office as Principal
Aniqa Begum	Staff Governor	4 years expiring 25 th January 2026
Darren Thompson	Appointed by the Trust Board	4 years expiring 29 th September 2023
Hannah Cool	Appointed by the Trust Board	4 years expiring 15 th December 2025
Kamaru Adams	Appointed by the Trust Board	4 years expiring 15 th June 2025
Mark Essex	Appointed by the Trust Board	4 years expiring 26 th September 2025
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Oleandar Agbetu	Parent Governor	4 years expiring 12 th July 2025
Olu Ladega	Staff Governor (Non-teaching)	4 years expiring 30 th November 2025
Toby Skailes	Appointed by the Trust Board	4 years expiring 15 th December 2024
Vacancy	Appointed by the Trust Board	VACANT

Appointments awaiting approval:

Debra Robinson – Co-opted governor
Katie Marie Travis – Co-opted governor

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

Independent Schools

City of London School

Governor	Basis of Appointment	Current Term Ends
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
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)
Nick Bensted-Smith (Chair)	Commoner	4 years expiring July 2022
Mark Bostock	Commoner	3 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	3 years expiring Oct 2022
Alderman Prem Goyal OBE	Alderman	4 years expiring April 2023
Randall Anderson	Commoner	4 years expiring July 2023

Dr Stephanie K Ellington (Co-Opted)	Co-Opted	4 years expiring July 2024
Elizabeth Phillips (Co-Opted)	Co-Opted	4 years expiring July 2024
Rehana Ameer	Commoner	4 years expiring July 2024
Shravan Joshi	Commoner	4 years expiring July 2024
Alderman Robert Howard	Alderman	4 years expiring April 2025
Mark James	Co-Opted	4 years expiring June 2025
Mary Durcan	Commoner	4 years expiring July 2025
Del Cooke	Co-Opted	4 years expiring Sept 2025
1x Co-opted Vacancy	Board of Governors to appoint	VACANT
6 x Common Councillor Vacancy		VACANT

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
vacancy	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	

Committee(s): Education Board	Dated: 02/12/22
Subject: Revenue Budgets 2023/24	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3,7,8
Does this proposal require extra revenue and/or capital spending?	N
Report of: Director of Community & Children's Services and the Chamberlain	For Decision

Summary

This report is the annual submission of the revenue budgets overseen by your Committee. It seeks approval to the provisional revenue budget for 2023/24, for subsequent submission to the Finance Committee. The proposed budget for 2023/24 has been prepared within the resource envelope allocated to each Director by Resource Allocation Sub Committee.

A detailed breakdown of the budget will be presented to this Committee in February 6 2023, similar to the process adopted in the past for the Board to have an oversight of expenditure.

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

Table 1 Summary	Original Budget 2022/23	Latest Approved Budget 2022/23	Original Budget 2023/24	Movement Original 2022/23 to Original Budget 2023/24
	£'000	£'000	£'000	£'000
Local Risk	(789)	(802)	(814)	(25)
Central Risk	(2,182)	(2,185)	(2,226)	(44)
Total Net Expenditure	(2,971)	(2,987)	(3,040)	(69)

Overall, the 2023/24 provisional revenue budget totals £3.0m, an increase of £69,000 when compared with the Original Budget for 2022/23. The main reasons for this increase are:

- 2023/24 local risk budgets include a net 2% overall increase amounting to £16,000 (4% increase for inflation partly offset by 2% efficiency savings).
- 2023/24 local risk budget was increased by £9,000 in relation to the July 22 pay award
- Increase in Academy grants envelope of £44,000 to a total of £1,458,000 as per the latest Schools Funding Model

Recommendations

Members are asked to:

- Review the provisional 2023/24 revenue budget to ensure that it reflects the Committee's objectives and, if so, approve the budget for submission to the Finance Committee;
- Authorise the Chamberlain to revise these budgets to allow for further implications arising from the agreement by this Committee of specific allocations of funding to Academies and Central Support Services;
- Agree that minor amendments for 2022/23 and 2023/24 budgets arising during budget setting be delegated to the Chamberlain,

Main Report

Introduction

1. The Education Board is responsible for reviewing the strategy and making recommendations to Committees and the Court as appropriate on the delivery of the City Corporation's vision and strategic objectives in this area. The Board will also have responsibility for distributing funds allocated to it for educational purposes. In addition, it will be responsible for the City Corporation's role as an academy sponsor.
2. This report sets out the proposed revenue budgets for 2023/24. The revenue budget management arrangements are to:
 - Provide a clear distinction between local risk and central risk.
 - Place responsibility for budgetary control on departmental Chief Officers
 - Apply a cash limit policy to Chief Officers' budgets
3. The budget has been analysed by service expenditure and compared with the latest approved budget for the current year.
4. The report also compares the current year's budget with the forecast outturn.

Strategic Objectives

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

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

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

Education

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

Skills

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

Cultural and Creative Learning

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

Proposed Revenue Budget for 2023/24

7. The proposed Revenue Budget for 2023/24 is shown in Table 2 analysed between:
- Local Risk budgets – these are budgets deemed to be largely within the Chief Officer's control.
 - Central Risk budgets – these are budgets comprising specific items where a Chief Officer manages the underlying service, but where the eventual financial outturn can be strongly influenced by external factors outside of his/her control or are budget/s of a corporate nature (e.g., interest on balances and rent incomes from investment properties).
8. The provisional 2023/24 budgets, under the control of the Director of Community & Children's Services being presented to your Committee, have been prepared in accordance with guidelines agreed by the Policy and Resources and Finance Committees.

TABLE 2 COMMUNITY & CHILDREN'S SERVICES SUMMARY – CITY'S CASH						
Analysis of Service Expenditure	Local or Central Risk	Actual 2021-22 £'000	Original Budget 2022-23 £'000	Original Budget 2023-24 £'000	Movement 2022-23 to 2023-24 £'000	Para Ref
EXPENDITURE						
Employees	L	(530)	(412)	(424)	(12)	
Supplies and Services	L	(374)	(377)	(390)	(13)	
Fees and Services	C	(14)	0	0	0	
City Premium Grants	C	(1,730)	(1,414)	(1,458)	(44)	9
Partnership Project Grants	C	0	(384)	(384)	0	
Strategic Project Grants	C	0	(384)	(384)	0	
Supplementary Revenue Project	C	(506)	0	0	0	
INCOME						
Government Grants	L	12	0	0	0	
Non-Government Grants	L	80	0	0	0	
TOTAL NET EXPENDITURE		(3,062)	(2,971)	(3,040)	(69)	

9. Increase of £44,000 in relation to the City Premium Grants to Academies as agreed as part of the overall Schools Funding Model.

Revenue Budget 2022/23

10. The forecast outturn for the current year is on budget when compared with the Latest Approved Budget of £2,987. **Appendix 1** shows the movement between the Original Budget 2022/23 and the Latest Approved Budget 2022/23.

Draft Capital and Supplementary Revenue Budgets

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

Project	Exp. Pre 01/04/22 £'000	2022/23 £'000	2023/24 £'000	2024/25 £'000	Later Years £'000	Total £'000
<u>Authority to start work</u>						
City of London Academy Islington New Build (Richard Cloudesley School)	21,988	1,234	-	-	-	23,222
TOTAL EDUCATION BOARD	21,988	1,234	-	-	-	23,222

2. The new build academy school project has now achieved practical completion and the school has been in occupation since August 2021. This project was funded by the Department for Education, although some of the cost increases are currently underwritten from City's Cash pending confirmation of grant. Outstanding costs for 22/23 are attributed to snagging items and outstanding fees.
3. This project has created an asset owned by the City of London Academy Islington.
4. The latest Capital and Supplementary Revenue Project forecast expenditure on approved schemes will be presented to the Court of Common Council for formal approval in March 2023.

Appendices

- Appendix 1 – 2022/23 Original Budget and Latest Approved Budget

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Appendix 1: Movement between 2022/23 Original Book Budget and 2022/23 Latest Approved Budget

	£'000
Original Budget 2022/23	(2,971)
Increase in Central risk base budget due to the Priorities Investment Pot carry forward from 2021/22	(3)
Increase in Local Risk budget due to the July 2022 pay award	(13)
Latest Approved Budget	(2,987)

Committee(s) Education Board	Dated: 02/12/2022
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. Education London 2030: Social Mobility - The New Challenge Conference
On Monday 3rd October at Guildhall from 9-4pm, the annual City Schools Conference took place. The agenda included a keynote speech from Professor Lee Elliot Major, panel discussions, 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 explored the barriers to social mobility, how best to break these down and models of successful practice. Attendees to the conference included staff from the family of schools, London Borough's educational contacts, cultural partners, businesses and education charities.

4. Black History Month activities

The City of London Family of Schools celebrated Black History Month in a number of ways, including, through cultural and creative activities, engagement with the local community, engagement with parents, exploring relevant resources, accessing inspirational talks, literature, discussions, newsletters, assemblies & lessons and exploring foods from different cultures. The City of London Academy Southwark gathered together to watch some incredible music and spoken word performances. Throughout the month, their students also enjoyed Film Nights, Carnival Day, Themed Assemblies and African-Caribbean food cooked by their teaching and pastoral staff. The City of London Highbury Grove had a week-long focus on sharing "My London Story." The aim of this project was to unpick and develop the students' perception of identity and belonging. Some students participated in a debate workshop, - drawing out their opinion of life experiences, and later in the week 30 students participated in a workshop with artist Alaa Alsaraji producing mini zines of images and phrases that expressed their ideas of community and belonging. Finally, students visited the Museum of London and looked at how our history has been recorded and the choice of what gets archived affects what people know of a time period. Four pupils were provided with the opportunity to record their life story which has now been documented and put in the National Archives.

Upcoming

5. 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.

The calendar of forums and events over the 2022/23 academic year is included in **Appendix 1**.

Options

N/A

Key Data

N/A

Corporate & Strategic Implications

N/A. This report is for information only.

Conclusion

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

Appendix 1 – Calendar of Forums and Events over the 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): Education Board	Dated: 02/12/2022
Subject: City Schools' Conference Evaluation	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?	Y/N
Report of: Director of Community and Children's Services	For Information
Report author: Vasima Patel, Events Coordinator & Executive Administrator	

Summary

This report updates Members on the recent Annual City Schools' Conference and provides insights on the evaluation feedback from the event.

Recommendation(s)

Members are asked to note the report.

Main Report

Background

1. The Education Board have strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills 2019-23 Strategies.
2. Goal one of the Education Strategy commits to ensuring that pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive. As part of the annual Action Plan 2022-23, within education, one of the high-level strategic actions is to deliver academic excellence and innovative approaches to teaching and learning. This is achieved through the annual City Schools' Conference.
3. In addition to the three strategies, the City Schools' Conference also takes into consideration the aim of the City Corporation's Social Mobility Strategy 2018-28 which is to bridge and reduce the social and economic divides that may be experienced by people during their lifetime, by maximising and promoting social mobility within businesses, organisations, central and local government and educational and cultural institutions statutory requirements and good practice.

Current Position

4. On Monday 3 October, in collaboration with The City of London Academies Trust, The Education Strategy Unit (ESU) hosted the annual City Schools' Conference 'Educating London 2030: Social Mobility – The new Challenge in London'.
5. The aim of the conference was to bring together London's community of educational practitioners around the topic of social mobility. The theme of the conference was inspired through the findings from the 'One City Two Worlds Report' (Appendix One), which evidences how despite London having 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. As a result, the conference explored the barriers to social mobility, how best to break these down, and models of best practice.
6. The conference consisted of five keynote speakers, 10 panel members, 19 discussion facilitators and two Members of the Education Board who officially opened and closed the event. It was attended by over 120 key stakeholders from London Borough's educational contacts, cultural partners, businesses, education charities and members of staff from across the Family of Schools.

Evaluation feedback

7. Feedback surveys were used to gain insight from conference guests and acted as the main method of data collection. The key data is highlighted below:
 - 95% agreed that they had learnt new things and stated how they intended to share this new knowledge with others.
 - 80% agreed they had made meaningful connections that will enable them to take further action on the challenges addressed.
 - 95% agreed they gained useful knowledge or insight by interacting with people from other organisations and sectors.
 - 'Informative', 'networking' and 'opportunities' were amongst the top key words which were used by conference guests to describe their experiences.
 - Overall, most attendees rated the event as 'excellent.'
8. Recommendations for next year's conference include, but are not limited to:
 - Wider representation from across both local and central Government departments.
 - Have a greater focus on youth voice and ensure young people are considered as key stakeholders, specifically those with SEND.
 - Providing a space for further networking, post-event.

Proposals

9. This report is for information only

Options

10. This report is for information only

Corporate & Strategic Implications

- City of London – Our Corporate Plan 2018-23
- City Corporation's Social Mobility Strategy 2018-28
- City of London Education, Cultural and Creative Learning and Skills Strategies 2019-23

Conclusion

11. Overall, this year's annual City Schools' Conference was very successful, and it is clear from the data collected that there is a continued appetite, not just for the theme, but also, to gather individuals from different sectors to discuss a wide range of issues in one place. The ESU remains in a unique position to leverage its relationships with businesses, cultural institutions, and Family of Schools to ensure that pupils in the Family of Schools have access to transformative education, enabling them to achieve their full potential, flourish and thrive.

Appendices

- **Appendix One:** One City Two Worlds Report

Vasima Patel

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ONE CITY TWO WORLDS

LONDON'S SOCIAL MOBILITY PUZZLE



**MAYOR'S
FUND FOR
LONDON**

HELPING YOUNG LONDONERS GROW

**WE NEED TO BUILD AN
ENVIRONMENT WHICH
INSPIRES YOUNG PEOPLE TO
ACHIEVE THEIR POTENTIAL
BY CREATING A WORKFORCE
THAT IS REPRESENTATIVE OF
LONDON'S MIXED IDENTITY**

Tahira Bakhtiari,
Youth Board Member, Mayor's Fund for London

EXECUTIVE SUMMARY

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Just **17%** of London's professional jobs are occupied by people from lower income backgrounds, compared to **30%** nationally.

On the surface, London provides a very positive environment for young people, due to its strong academic attainment and dynamic job market. But under the surface, young people in London experience two worlds in one city.

Despite academic success, those from London's most deprived neighbourhoods do relatively worse in employment compared to their peers in the rest of England. In fact, only 17% of London's professional jobs are occupied by people from lower income backgrounds compared to 30% nationally.

The GCSE attainment gap between low income students and their peers in London is 15%, which is significantly smaller than 28% across the rest of England. But clearly improving academic ability alone is not enough. Sufficient awareness of opportunities, strong aspiration to achieve and equal access to employment at the right stages of a young person's development are all essential.

Our research has revealed that there is no long-term strategy or agreed approach to addressing social mobility in London. Due to lack of coordination of support to young people as well as significant funding cuts over the years, interventions are often implemented in an inconsistent and ad hoc manner. Across London there is also a geographic mismatch, where many outer boroughs are under-served.

London needs a coherent, strategic approach to social mobility. One that addresses issues from an early age onwards and will take a long-term view of what young Londoners need in order to achieve their potential and live fulfilled lives.

In our view, the potential for immediate impact lies in the hands of London employers who have the power to open doors to different career paths. With the UK leaving the EU, there is an enhanced imperative for businesses to invest in their local, diverse talent pools. We recommend they focus on:

- Stronger cross-sectoral leadership that brings together decision-makers and drives development of positive interventions and partnerships across London
- Placing socio-economic background at the core of workforce strategies and making a senior leadership commitment to achieving this
- Increasing the availability of evidence-based interventions, such as mentorship schemes and the provision of role models. From as young as seven, 36% of children base their career aspirations on people they know, whereas fewer than 1% hear about the jobs they aspired to through people from the world of work coming to talk to them.

To support these actions, educators, employers, charities and statutory organisations must work together more closely. We believe the success of interventions can be accelerated through data sharing and better network coordination, whilst raising the profile of the issue across London.

Real change is required in the thinking and behaviour from all those who are concerned about the future of young people in London. We hope this report inspires meaningful discussion, debate, and ultimately drives the change required to make London a city that works for all young people.

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EPILOGUE

PROLOGUE

The social mobility narrative in London has long been problematic. The city tends to conjure up preconceived notions, either of streets paved with gold or inner-city deserts.

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We live in a marvellous city, but how can we – in the 21st century – still allow so many young Londoners to fall between the cracks?

Increasingly the narrative has been set by the stark divide between London and the rest of England in terms of economic performance and educational attainment in schools. London is cast as an economic incubus, taking to itself talent and riches at the expense of other regions. As a result, policy attention has been increasingly shifting elsewhere, to the 'left behind' towns and potential of the Northern Powerhouse. In post-Brexit Britain it looks likely that this trend will accelerate. Our task, by partnering with Oliver Wyman on this report, was simple. It was to question the overarching view that, because the London economy performs well at macroeconomic level and our young people outperform the English average at school, social mobility isn't a problem. Our aim is not to pit London against other areas, but to highlight that a focus on regional statistics masks a far more nuanced picture, where many young people in London are not able to access the life chances they deserve.

The Oliver Wyman team have done a sterling job. By using datasets never combined before, it has produced a far more useful picture of opportunities and outcomes for young people in the capital. The main takeaway for me is that despite educational attainment, young Londoners from low income backgrounds are less likely to move into managerial or professional jobs than in any other English region.

This echoes the experience of hundreds of educational establishments, charities and other providers working with young people across the capital. The London labour market is uniquely competitive; people move to London for work from all over England and beyond, while London's travel to work zone extends well into the Home Counties. Young people without networks and other social capital, are unable to get that first foot in the door.

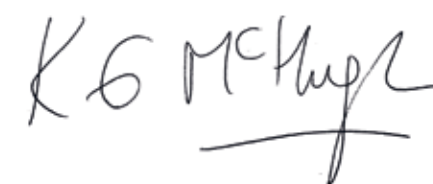
The second major takeaway for me is the mismatch of supply and demand of employability provision. We know that the impacts of rising property prices and welfare reform have been moving the profile of socio-economic need and young people towards the outer

London boroughs, while many corporates, funders and charities have traditionally focused on the central London boroughs. If we are going to shift the dial on social mobility in London, we need to spread opportunity far broader than we have done before. But to achieve this we will need leadership, systems and data – a great opportunity for cross-sectoral leadership in London.

There are also implications about core business practices – how employers recruit beyond their normal talent pool, how they use their apprenticeship levy and how to stamp out hiring practices which, perhaps inadvertently, mean it is harder to recruit talented young Londoners. Many firms are increasingly aware of the need for diversity in their recruitment; however, few are comfortable or equipped to consider socio-economic background in their hiring decisions.

Finally, a word on the term social mobility itself – I know it is out of favour with some. To be clear: at the Mayor's Fund, we believe that every young Londoner, regardless of their starting place in life, should be able to access the knowledge, support and opportunities they require to live fulfilling lives.

We live in a marvellous city, but, still, in the 21st century, we are allowing many young Londoners to fall between the cracks. This sets us a challenge: either we live with the status quo, or we look at the wealth of resources London has at its disposal and develop a better evidenced and co-ordinated cradle to career network of support to allow all young Londoners to thrive.



KIRSTY MCHUGH
Chief Executive,
Mayor's Fund for London

TWO WORLDS IN ONE CITY

Page 90



THE BROKEN PATH TO SOCIAL MOBILITY IN LONDON

700k

CHILDREN LIVING IN
RELATIVE POVERTY⁴

15k

LOOKED-AFTER
CHILDREN⁵

1.6
IN

YOUNG LONDONERS
ELIGIBLE FOR FREE
SCHOOL MEALS⁶

3/4

OF YOUNG LONDONERS
LIVE IN AREAS WHICH
EXPERIENCE THE WORST
40% OF NATIONAL CRIME⁷

11
OUT OF TOP
25

UK LOCAL AUTHORITIES
BY CHILD POVERTY RATE
ARE IN LONDON⁸

POVERTY AND INEQUALITY IN LONDON

Positive social mobility is about ensuring young people are free to achieve their full potential, be able to access employment opportunities that realise this potential and which support them to live fulfilling lives. Crucially it is not about merely supporting those who appear the most academic or targeting interventions at those at risk of falling out of the system, but having in place systems that support all young people to have meaningful and high quality choices in life.

For many young people growing up in our capital, this is not a foregone conclusion. We know poverty is a significant factor in determining a child's future life chances. It presents barriers that become increasingly entrenched as they grow up.

Child poverty is one of the biggest issues blighting London today. It is estimated that 700,000 children live in relative poverty: 43 per cent of those live in inner London and 34 per cent are in outer boroughs¹. Today, London can be viewed as hosting two worlds in one city: one of great wealth, and the other, where young people are locked out of opportunities and fulfilment due to circumstances such as background, income and locality.

The impact of inequality can be seen across social and economic variables. Problems such as school exclusion, low levels of education and inadequate wages remain higher for young people from low income backgrounds. They have been linked to a greater likelihood of crime², and negative impacts on physical and mental health³. They drive social exclusion and affect the lives of children whose potential may never be fully realised. They also undermine the city's collective prosperity. The annual public cost of tackling the consequences of child poverty to society was estimated to be £12 billion in 2012⁵ (ESRC, 2012).

Nevertheless, London has in recent years experienced notable academic success. Since the start of the century, young Londoners from low income households have outperformed their peers in the rest of England in terms of educational attainment.

Traditionally, educational attainment has been viewed as a key determinant of lifetime earnings, poverty risk and social mobility. But despite closing the academic attainment gap, social mobility in England's labour market remains unchanged. The challenges within London's job market appearing especially acute. Only 17% of London's professional jobs are occupied by people from lower income backgrounds compared to 30% nationally (Social Mobility Commission 2019). In addition, recent research by The Sutton Trust includes a counterintuitive finding that 'the average person currently living in London is actually much less likely to have experienced upward mobility than someone situated elsewhere in the country.'

London is an educational success story. Prior to 2000, the capital's state schools consistently produced some of England's worst GCSE and A-level results. This situation has been turned around over the past two decades. Today, London hosts some of the leading state schools in Britain (Greater London Authority 2017).

The capital's educational success story is also an inclusive one. The attainment gap (the proportion of A-C grades) between free school meal (FSM) and non-FSM eligible pupils at GCSE has narrowed from 22 percentage points in 2006 to 15 in 2015, as illustrated by Figure 1¹⁰.

London is renowned for its strong job market. Many of England's most sought-after jobs are in the capital. However, having a successful job market is not in itself enough to ensure social mobility. To do so, it needs to generate opportunities that translate young people's academic successes into appropriate careers.

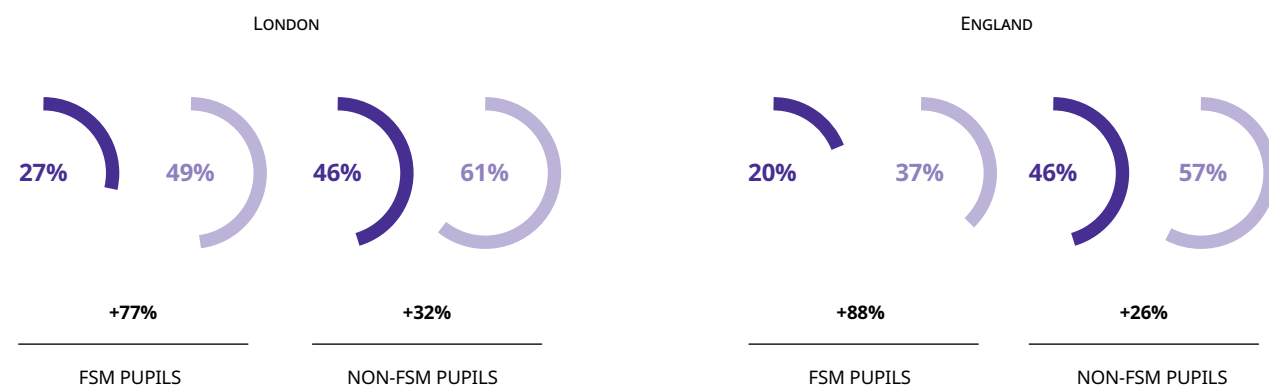
The evidence suggests that this is not happening in sufficient numbers. Every year, the Social Mobility Commission (SMC) produces a Social Mobility Index which compares the life chances of children from low income backgrounds in each of England's 324 local authorities to education, job opportunities and the housing market¹¹. The Index looks like good news, placing 28 of London's 32 boroughs in the top 50 English local authorities for overall social mobility. The Commission concludes that "London and its commuter belt is pulling away from the rest of the country when it comes to the chances of youngsters getting into good schools and good jobs". However, looking beneath the surface reveals variable performance in London across age groups and geographies.

When comparing how young people in London's boroughs perform at different life stages compared to other English local authorities, the story is clear. Most notably, while young Londoners perform well at secondary school age, by adulthood, outcomes in London are much worse than the average. The true impact of this is obscured somewhat at the aggregate level because there is significant variation in outcomes across boroughs. Just three boroughs feature in the top 50, with most placed towards the lower end of the list, across all London boroughs¹².

Strong academic outcomes do not appear to correlate with indicators of a good quality life in adulthood. Excellent academic progress does not necessarily grant social mobility.

EDUCATIONAL SUCCESS, YET LOW PROSPERITY

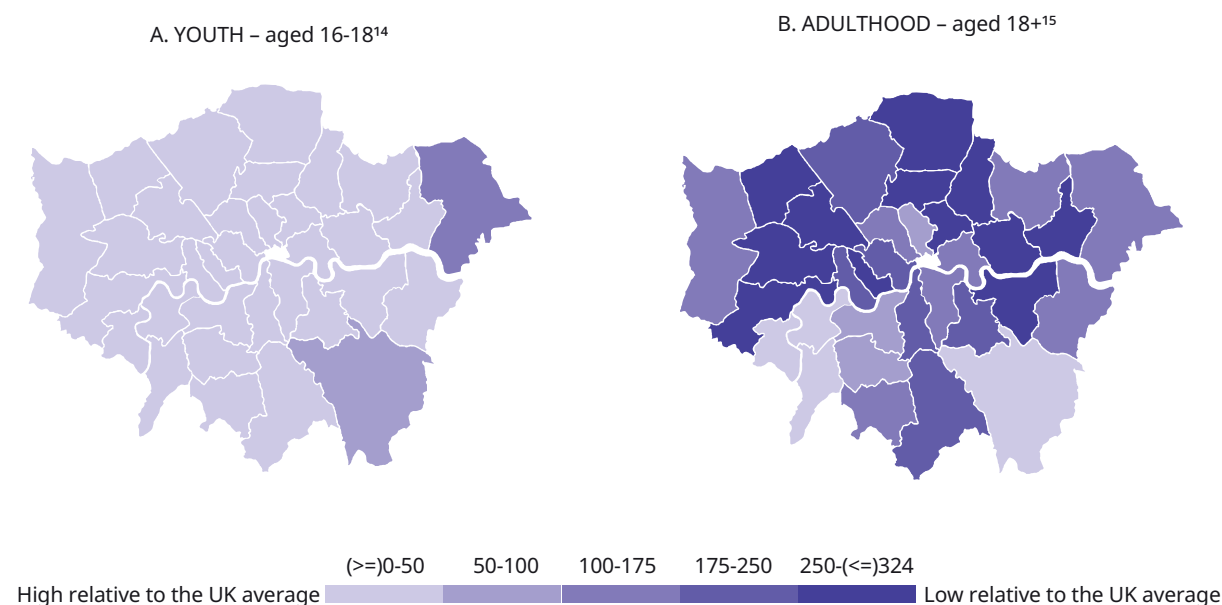
● FIGURE 1: London's education attainment growth
Regional growth in % A-C grades at GCSE by FSM and non-FSM pupils⁵ (2006-2015) ■ 2006 ■ 2015



Source: Blanden et al. (2015), Centre for London 2016, Oliver Wyman Analysis



● FIGURE 2: Social Mobility Index¹³



Source: Social Mobility Commission 2016, Oliver Wyman Analysis

Page 93 A JOB MARKET THAT FAVOURS THE PRIVILEGED?

What gives rise to the broken link between education and employment? This is not an easy question to answer. Whilst the SMC metrics show academic and economic success at a relatively granular level, the highly transitory nature of London's population makes it very difficult to join the dots between the two figures. People frequently do not live and work in the same borough where they grew up. In the absence of data that follows individual progress, what happens to those who succeed academically remains relatively obscure¹⁶.

The data is clearer at national level, where the Labour Force Survey (LFS) tracks people from lower income backgrounds in employment. The figures from the survey suggest that, despite continued growth in the number of jobs in professional occupations, the proportion of people from lower income backgrounds in professional occupations¹⁷ remains largely unchanged since 2014 (32% in 2014 and 34% in 2018¹⁸).

Analysis at the regional level suggests that the glass ceiling remains especially hard for Londoners to crack. Despite academic success, those from London's most deprived neighbourhoods do relatively worse in employment compared to their peers in the rest of England¹⁹, both in terms of jobs and pay.

The figures are striking: only 17% of those from low income backgrounds find their way into managerial or professional jobs. London's job market appears to favour those whose parents are in professional occupations – who occupy 54% of the capital's highest-skilled jobs. This picture is not one dimensional, however.

There also appears to be an underlying polarisation taking place in job creation in London. High rents and high costs of business mean that jobs are created most readily at the top or bottom of the jobs ladder, rather than the middle, leaving a bigger gap than elsewhere.

This polarisation is reflected in the heavy concentration towards knowledge-based industries, such as law, management consulting and finance, along with medicine and life sciences. Such professions employ the highest proportion of workers from high income backgrounds nationally²⁰.

Even when those from lower income backgrounds succeed in entering professional employment, challenges remain. One study finds that in central London, "Those in high-status occupations who are from working class backgrounds earn, on average, £10,660 less per year than those whose parents were in higher professional and managerial employment". Others suggest this pay gap is as wide as £13,700²¹. This compares to a gap of £6,800 nationally²².

Despite academic success, young Londoners from low income backgrounds remain locked out of successful careers. Professional occupations in London continue to employ a disproportionate number of workers from high income backgrounds, and a polarised job market presents limited opportunity for jobs in the middle of the career ladder.

Clearly, the path between educational achievement and meaningful job outcomes is broken.

A NEED FOR CHANGE

● FIGURE 3: Proportion of individuals from different socio-economic backgrounds in a professional occupation, by region worked in 2017



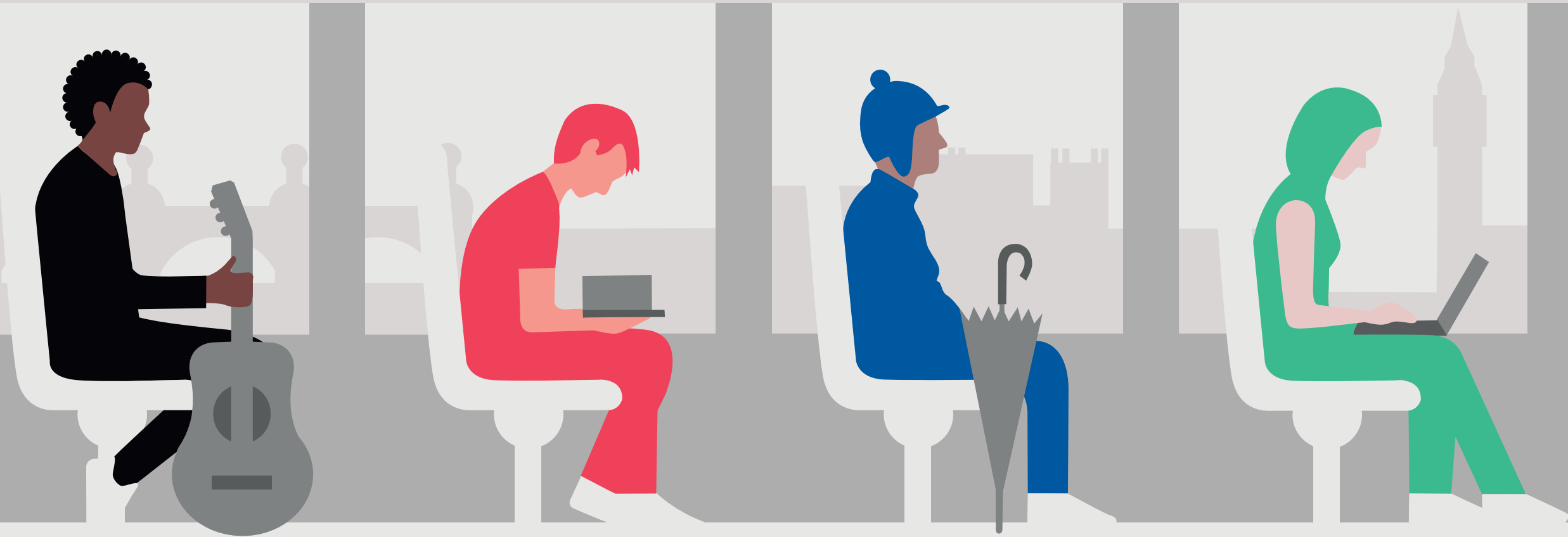
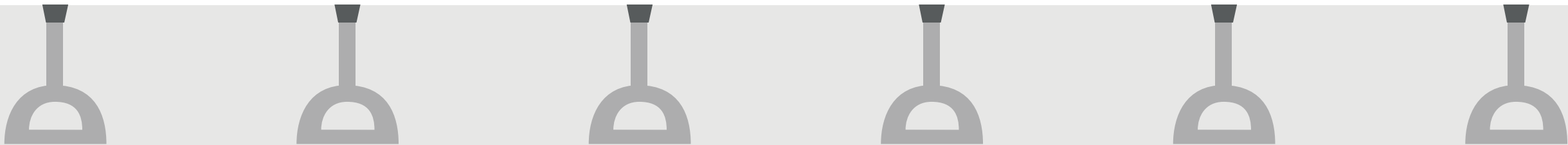
Source: Trust for London (2019); Social Mobility Commission (2019), Labour Force Survey (2017), Population Estimates Unit (2017), Oliver Wyman Analysis



THE DRIVERS OF SOCIAL MOBILITY IN LONDON

SOCIAL MOBILITY IS MULTI-DIMENSIONAL

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ABILITY

"I DEVELOP THE SKILLS I NEED TO ENTER THE WORKFORCE AND REACH MY DREAMS"

Development of hard and soft skills required to access fulfilling jobs and adapting to changing labour markets to ensure sustainability of careers.

ASPIRATION

"I DREAM OF REACHING THE STARS"

Ambition and self-confidence to pursue risks and take advantage of opportunities that will help an individual fulfil their potential.

AWARENESS

"I AM AWARE OF THE OPPORTUNITIES AROUND ME AND UNDERSTAND MY INTERESTS"

Mindfulness of different educational, work and extra-curricular opportunities and understanding how best to take advantage of them.

ACCESS

"I ACCESS OPPORTUNITIES THAT MATCH MY INTERESTS"

Fair and equal admittance to further education institutions and London's job market.

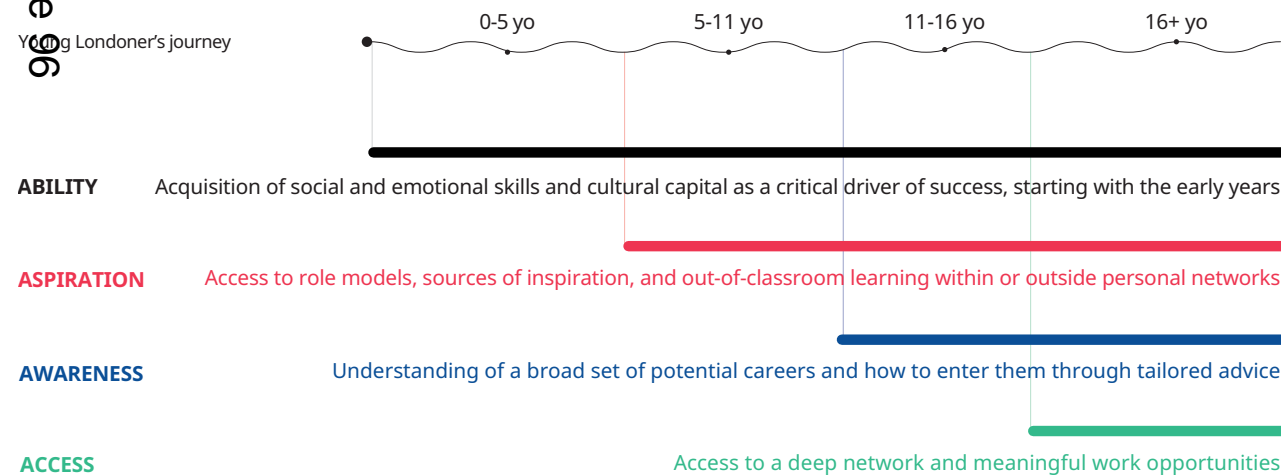
THE 4 AS IN LONDON TODAY

Articulating how different factors and experiences influence a young person's path to achieving a fulfilled life is complex. The Mayor's Fund for London uses a 4 As framework; a set of attributes that help drive improved life chances for young people.

Ideally, a young person's journey into adulthood should be influenced and supported by the 4 As at various points throughout their life. Through education, they should acquire abilities and skills, and as they grow older, information and role models should drive and develop their aspirations. As a young person moves into secondary education, these aspirations should evolve into a set of potential career routes based on their interests, aptitudes, advice and support from those around them. Following school, a young person's chances of fulfilling their potential are then dependent on the access routes they have and the connections they can build.

The 4 As have been rigorously tested through our research and stakeholder interviews and have helped us to understand the stories that young people in London have shared with us about their life journeys.

FIGURE 4: The 4 As - Social mobility attributes in the life of a young Londoner



Source: Mayor's Fund for London 4A framework

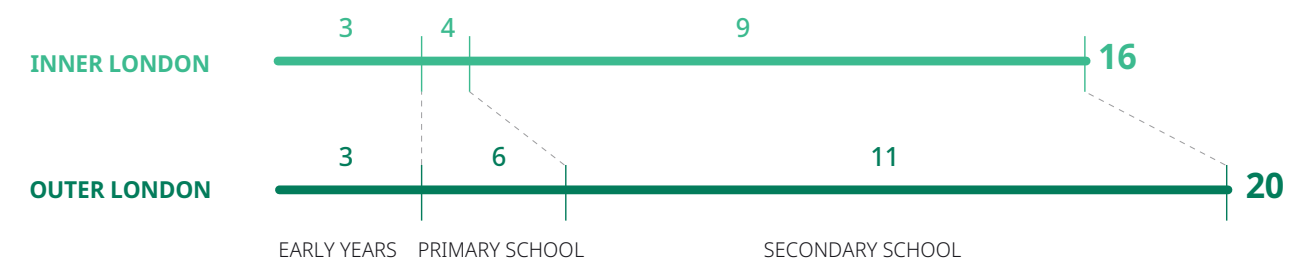
ABILITY

Ability is a crucial driver of success as it helps open the door to professional and managerial occupations. Ability includes social and emotional skills as well as academic and practical ones.

Recent research shows that an academic gap appears to open up in the early years between those from low income backgrounds and others, which is difficult to close over time²³. At age 16, young Londoners from low income backgrounds are, on average, 19 months behind their better-off peers in terms of academic attainment²⁴.

While educational attainment is an important enabler, it is widely recognised that soft skills, fusion²⁶ skills, and cultural capital²⁷ are increasingly important determinants for success in the labour market.

FIGURE 5: Academic attainment gap¹ between pupils from low and other income backgrounds (gap in months, 2017)



Source: Oliver Wyman Analysis

Employers frequently cite soft skills, such as team working, oral communication and customer handling, as 'job specific and technical' skills in explaining the skills shortage. Indeed, in 2017, 51% of all 'skill-shortage vacancies' were attributed to the lack of workers with the 'ability to manage one's own time and task prioritisation'²⁸.



ASPIRATION

A young person's aspirations are critical because they determine how far they are willing to go in order to achieve their wants and desires.

Although young people from across income backgrounds have similar aspirations during early years²⁹, evidence suggests that differences in circumstances and structural inequalities may affect their ambition level over time.

Although there is no clear causality between aspiration and educational achievement or job attainment, there is nonetheless an extensive body of research providing evidence that aspiration needs to be given greater emphasis in aiding social mobility³⁰.

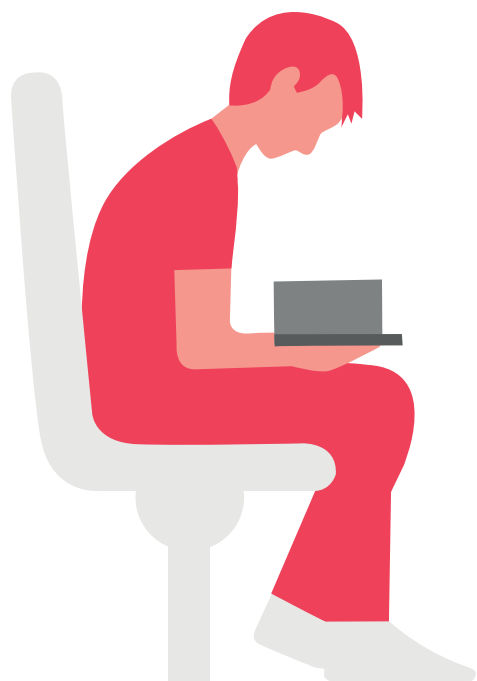
Two aspects stand out in particular:

Differences in social networks create divergence in levels of ambition and aspiration. The 'Drawing the Future' (2018) report found that, from as young as 7, 36% of children base their career aspirations on people they know, whereas fewer than 1% had heard about the jobs they aspired to through people from the world of work coming to talk to them at their school.

Lack of representation and access to role models leads to lower aspirations. In fact, more than a quarter of young people from low income backgrounds believe that 'people like me' do not succeed in life³¹.

"Growth mindset – need to **be positive, self-motivated**. It's your future and you need to work hard for it."

– Student – EGA school



AWARENESS

Getting information about the different pathways from school to higher/further education and into employment at the right time in life is critical.

A young person's level of awareness of opportunities is highly dependent on background. Those from more affluent families tend to have strong cultural capital. This includes an innate understanding of, and access to, employer networks through family or friends³². Studies show that building 'proxy cultural capital', through activities such as career talks, insight days and work experience, can bring wage premiums once in employment³³. Pupils from lower income backgrounds who attend school career talks, receive wages 8.5% higher than their peers³⁴.

"In secondary school I had virtually **no careers advice**. I think it would have helped if I'd met past students who have succeeded to come and speak."

– Youth board member – Mayor's Fund for London

"The biggest challenge we have is **showing kids the full range of possible jobs as early as possible** so they can become passionate and work towards a career."

– Melanie Grant – Editor, *The Economist* – Trustee, Mayor's Fund for London



ACCESS

Access is about levelling the playing field and giving opportunities to young people regardless of background. This requires ensuring that recruitment processes are truly meritocratic. Although recruitment processes often seem meritocratic, young people from particular backgrounds are still more likely to succeed than those from low-income.

Recruitment is still often driven by network relationships and a traditional criteria-based approach. There are especially strong barriers to accessing the “City”³⁵, whose firms still sometimes misrecognise ‘cultural displays’ as accurate proxies for ability³⁶ (such as appearing polished or having strong conversational and people skills).

Many pupils from low income backgrounds are locked out of destinations that offer the clearest paths to professional occupations after the age of 16. Low income students are underrepresented in sixth forms but overrepresented in further education colleges and low-skilled employment. Despite the expressed desire of apprenticeship schemes to play a role in supporting social mobility, even here, young people from low income households are underrepresented.

“There are lots of organisations focused on the other As, but translating efforts into job opportunity is really difficult. It requires an extra bit of coordination – **there is a big difference between workshops and insight days and real buy-in from employers.**”

– Sally Dickinson – Head of Berkeley Foundation



To understand the impact of the 4 As, we have had conversations with many young Londoners about the support they received when growing up. Their experiences support our findings, that many interventions are provided in an ad-hoc manner, with inconsistent quality. Dependent on family background and area of residence, gaps have started to appear in the early years of childhood for certain groups.

During our conversations, there were certainly encouraging examples of young people affected by significant social mobility barriers who overcame the challenges they faced. But upon closer inspection, we noticed that it was through a certain contact or piece of luck rather than structural support throughout their childhood. Their chances of success seem to hinge on being in the right place at the right time, similar to a game of snakes and ladders, rather than a systemic programme of support to help them succeed.

“Growing up in Peckham, being black, makes you feel insecure sometimes. **When I type in my name to applications, knowing it’s African, I think I’m not going to get the job.** It plays on my mind a lot.”

– Youth board member - Mayor’s Fund for London

THE CHALLENGE TODAY: A JOURNEY FROM CRADLE TO CAREER



THE JOURNEY FROM BIRTH TO ADULTHOOD

"I have the freedom to pursue the extra-curriculars I want – sport helps me understand the importance of time management and team work"

"Criteria-based recruiting seems to exclude me from lots of managerial jobs"

"My family has the financial resources to send me to university"

"I feel out of place at interviews which affects my confidence and likelihood to succeed"

"I got careers advice too late and my GCSEs mean I have already closed the door on my dream job"

"I know lots of people from managerial backgrounds who give me the inspiration to have big dreams"

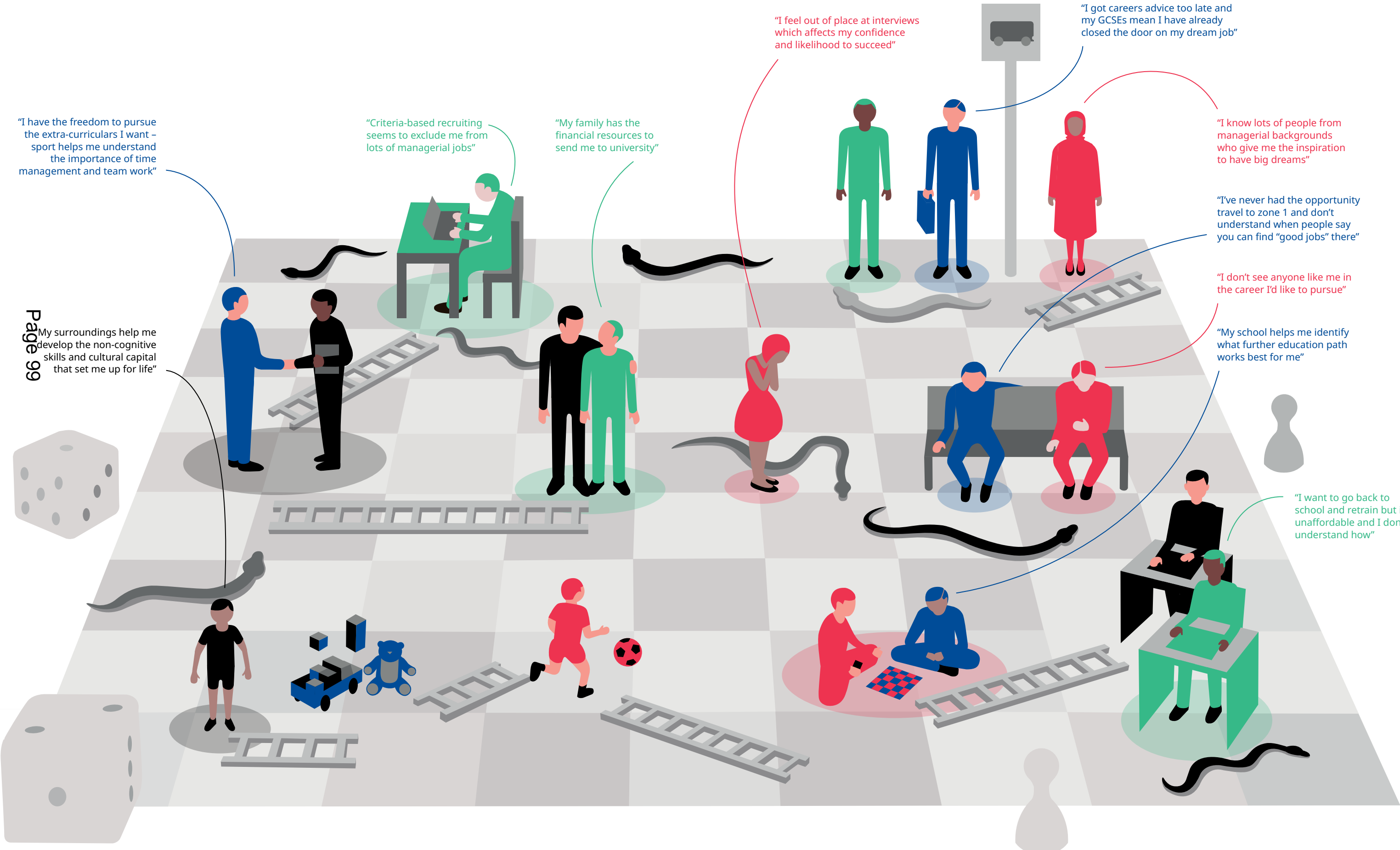
"I've never had the opportunity travel to zone 1 and don't understand when people say you can find 'good jobs' there"

"I don't see anyone like me in the career I'd like to pursue"

"My school helps me identify what further education path works best for me"

"I want to go back to school and retrain but it's unaffordable and I don't understand how"

Page 99
My surroundings help me develop the non-cognitive skills and cultural capital that set me up for life"



CASE STUDY 1

This individual was **struggling to cope with difficult situations both at home and at school** which left her feeling angry and isolated. On taking part in social activities at church, she was able to develop her teamwork, leadership and public speaking skills. As a result, her confidence grew, and she became involved with the Mayor's Fund employment programme which provided access to business insight days and different role models. This programme supported her and helped her make an informed decision to pursue a career in accounting by completing a degree apprenticeship.

Age 16,
British born
from **Peckham** with
African-Nigerian
parents.

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INDIVIDUAL EXPERIENCE

INTERACTIONS WITH SUPPORT



CASE STUDY 2

This individual illustrates how receiving the **correct support and guidance** can help grow and develop a young person's skills and ambitions from an early age. We must help young people understand what their talents are today, what their options are for the future and what they might need to do to achieve those goals.

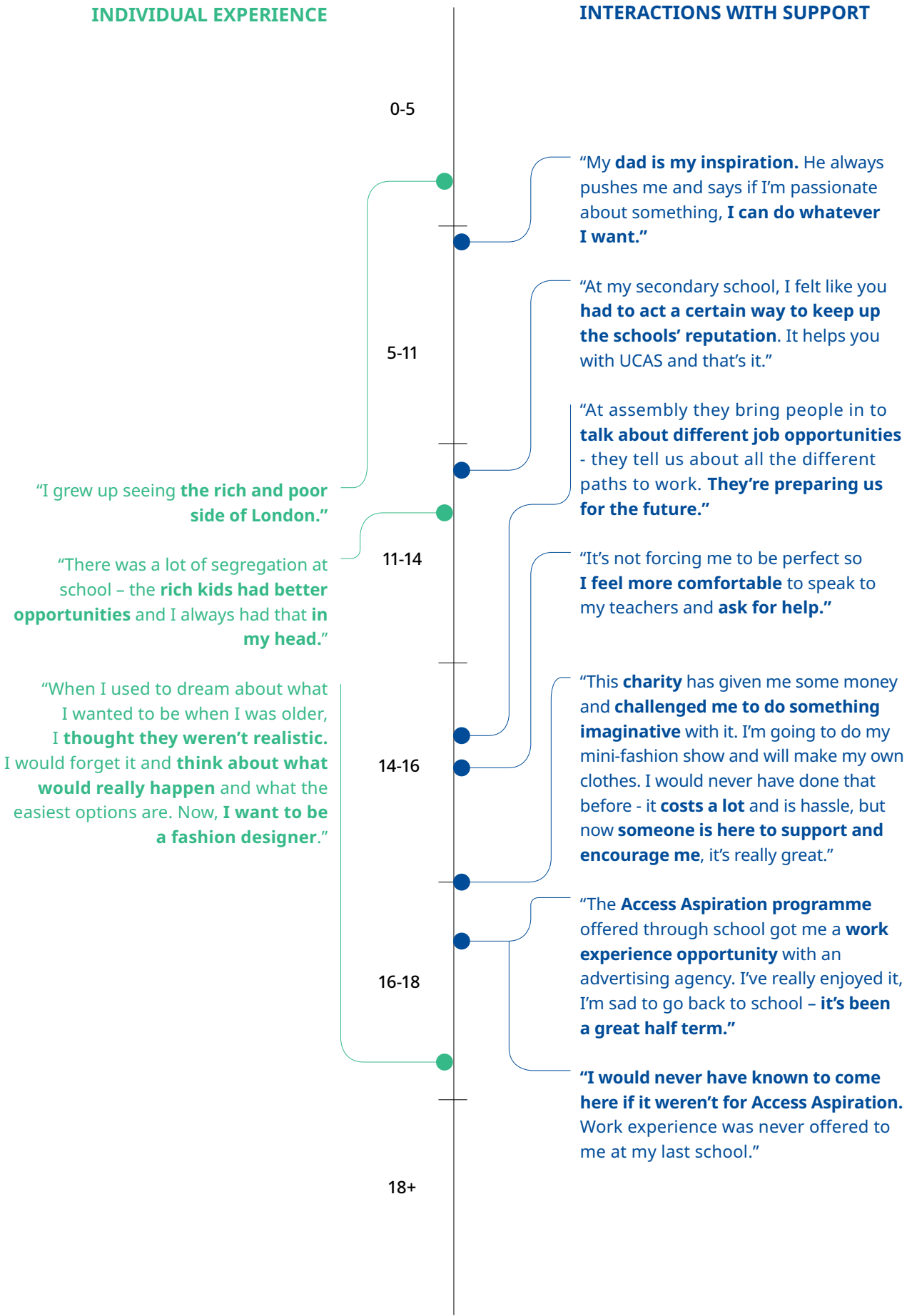
Age 16, grew up in **Ladbroke Grove**. Her parents moved from **East Africa** before she was born.

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INDIVIDUAL EXPERIENCE

INTERACTIONS WITH SUPPORT





**MATCHING
NEEDS**

**WITH
SUPPORT**

LANDSCAPE OF SUPPORT

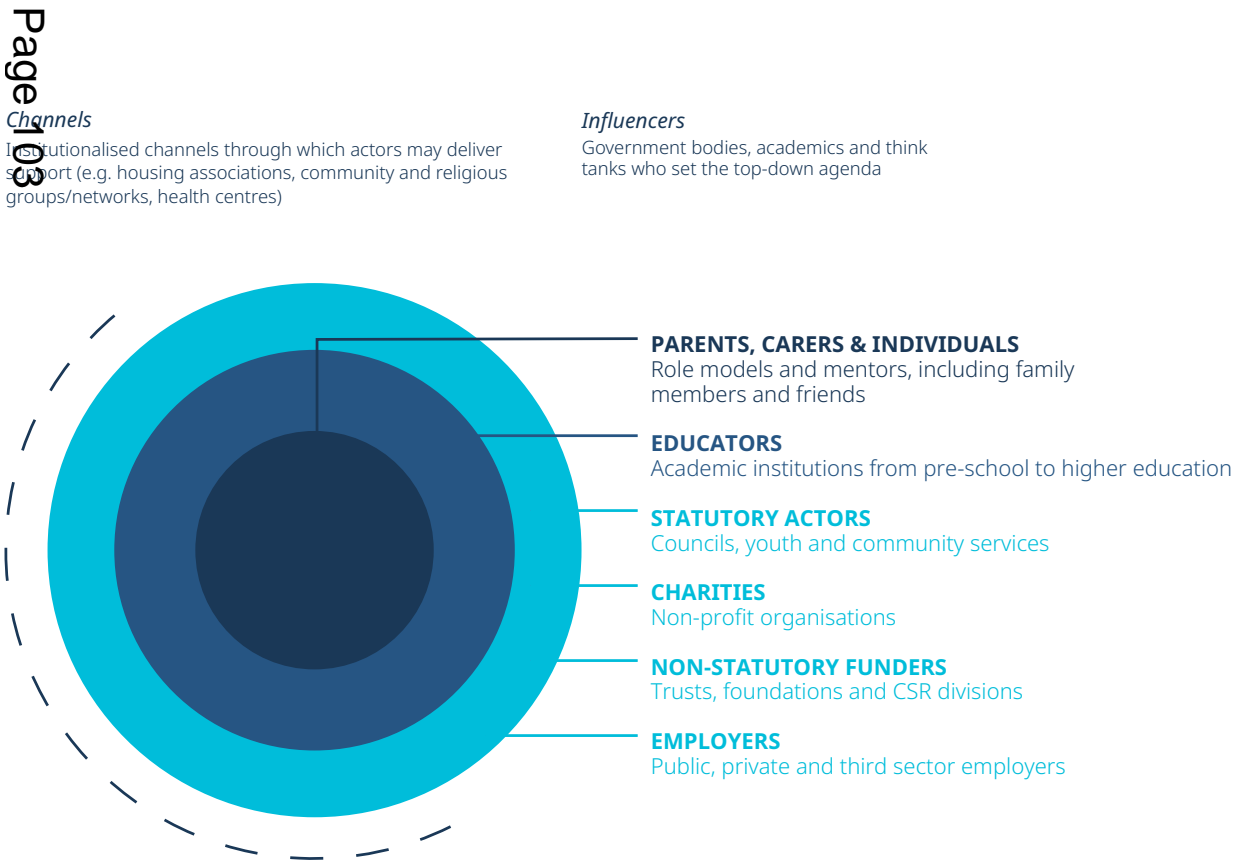
London has yet to realise its unique potential as a social mobility engine. Too many young Londoners from low income backgrounds are left behind.

We identify six groups of actors that collectively form the core ecosystem of support for a young person (Figure 6).

For completeness, our picture includes 'channels' and 'influencers'. Although they currently play a less direct role in enabling social mobility, channels such as housing associations have the potential to play a larger role in identifying individuals with the highest needs and better channelling support to them.

Each group (actor) influences a young person's social mobility journey in one way or another. The lack of a comprehensive 'cradle to career' strategy means that young people from low income backgrounds are much less likely to get the support they need compared to their more affluent, connected peers.

● FIGURE 6: The actor ecosystem



Source: Oliver Wyman framework

ACTOR SPECIFIC

To understand the challenges actors face we interviewed over 50 stakeholders³⁷, including different support actors as well as young people who required support. These conversations have enabled us to identify the most significant challenges in each of the groups we have identified as being critical in young people's lives:

PARENTS, CARERS AND WIDER COMMUNITY CONNECTIONS:

The primary source of support and influence for young people. Because many young people, particularly those from lower income backgrounds, have limited exposure to, or understanding of, London's evolving labour market, they are not always well placed to support children and people as they make future career-related choices. This group can also show nervousness about young people incurring debt from tuition fees, which can then limit choices. These problems are compounded in struggling families.

EDUCATORS: Education provides critical building blocks for achieving social mobility. However, almost every educational institution is currently facing severe budgetary pressures, which restricts their resources for any extra-curricular activities, including those which focus on 4A support. Educators often lack the experience, operating models and/or finances to enable them to work systematically with other actors across the ecosystem, despite the work of national actors such as the Careers and Enterprise Company. However, some large academy chains do appear to be using their scale to address these co-ordination challenges.

STATUTORY ACTORS: Councils and other statutory bodies play a leading role in offering support to young people, particularly for those in greatest need. However, because local councils and youth services have faced a long period of budgetary reduction, young people are left with fewer support touchpoints than in the past. National policy changes have also helped reduce local authorities' role in relation to careers guidance and employability interventions for young people.

CHARITIES AND OTHER SERVICE PROVIDERS: Provide vitally important interventions for young people. However, their effectiveness can be limited by the demands of a competitive funding environment that emphasises delivery against short-term goals. This can limit charities' appetite for collaborative ventures or longer-term efforts, particularly those that are largely preventative in nature.

CHALLENGES FACED BY SUPPORT ACTORS

NON-STATUTORY FUNDERS: A lack of data about need, impact of interventions and the role of other actors, can make it difficult for funders to make effective decisions about the deployment of funds. This can lead to a propensity for funding short-term and small-scale initiatives, often in boroughs where there is a past record of success, even when these might not be those with greatest need.

EMPLOYERS: Employer actions have a major impact on social mobility and broader workforce diversity. Employer efforts are, however, often limited to corporate social responsibility (CSR) initiatives rather than having socio-economic diversity as a core part of their workforce strategy. Where initiatives do exist, employers can tend to concentrate activity in geographies close to their workforce, rather than targeting areas, which might be further away, but have higher need. Lack of access to relevant data is also an issue.

Aside from lack of expertise and awareness around social mobility drivers, this list of actors frequently cite the impact of funding cuts on their operations. There is a cumulative effect across London as explained in the next section.

“There is little incentive for schools to focus on the destinations, especially the longer-term employment outcomes, of their students. Instead, the system incentivises a focus on shorter-term results, particularly in national exams.”

– Jed Cinnamon – Senior Programme Manager - Education, Nesta

INTER-ACTOR CHALLENGES

Over the last decade, London’s local authorities have faced some of the UK’s most severe cuts in statutory public funding, combined with decreases in non-statutory funding.

Council budgets have declined in 30 out of 32 of London boroughs since 2011 on a per-capita basis. By 2020, London boroughs’ spending power per person will have fallen by 37% in real terms, compared to 29% across the rest of England. This reduction in funding has had enormous implications for civic infrastructure and has reduced the support ecosystem and actors’ ability to deliver their support, as is exhibited in:

- [Direct reductions in spending on public services \(e.g. healthcare, housing, cultural activities\)](#)
- [Secondary effects on non-statutory bodies, which have reduced capacity to provide and direct support](#)

As a result of statutory cuts, there has been a sharp decline in the number of formal delivery channels, greatly reducing the availability of support to young people. The remaining services cite that they have a reduced capacity to channel non-statutory support. Since 2011, the 31% reduction in expenditure on youth services has led to the removal of over 500 youth worker posts from council services. Almost half of all London’s youth centres have closed during this period.

“It is difficult for schools to know which charitable and non-statutory organisations can help with support for their pupils.”

– Kirsty McHugh – CEO, Mayor’s Fund for London

Non-statutory actors have struggled to react to this change. Anecdotally, many charities cite the time and effort they spend applying for grants as detracting from service delivery. A competitive funding landscape and the short-term nature of funding means that there is little incentive for them to seek to run longer-term programmes. This affects continuity and consistency, a vital aspect in the quality of support for young people.

Nor has the private sector been able to compensate for the fall in statutory funding. Corporate donations in London have dropped by an estimated 26% in the period 2013-16.

THE LONDON DOUGHNUT PROBLEM

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GEOGRAPHIC
MISMATCH

The present lack of coordination between actors reinforces the current mismatch between where funding is directed and where it is most needed.

London’s poverty problem is moving to the outer boroughs. There has been an 88% increase in the proportion of people working for wages below the living wage in outer London since 2008, compared to 44% in the inner boroughs (Land Registry, 2019). This shift is attributed to the rising premium for housing in inner London and the fall in real median wages over this period.

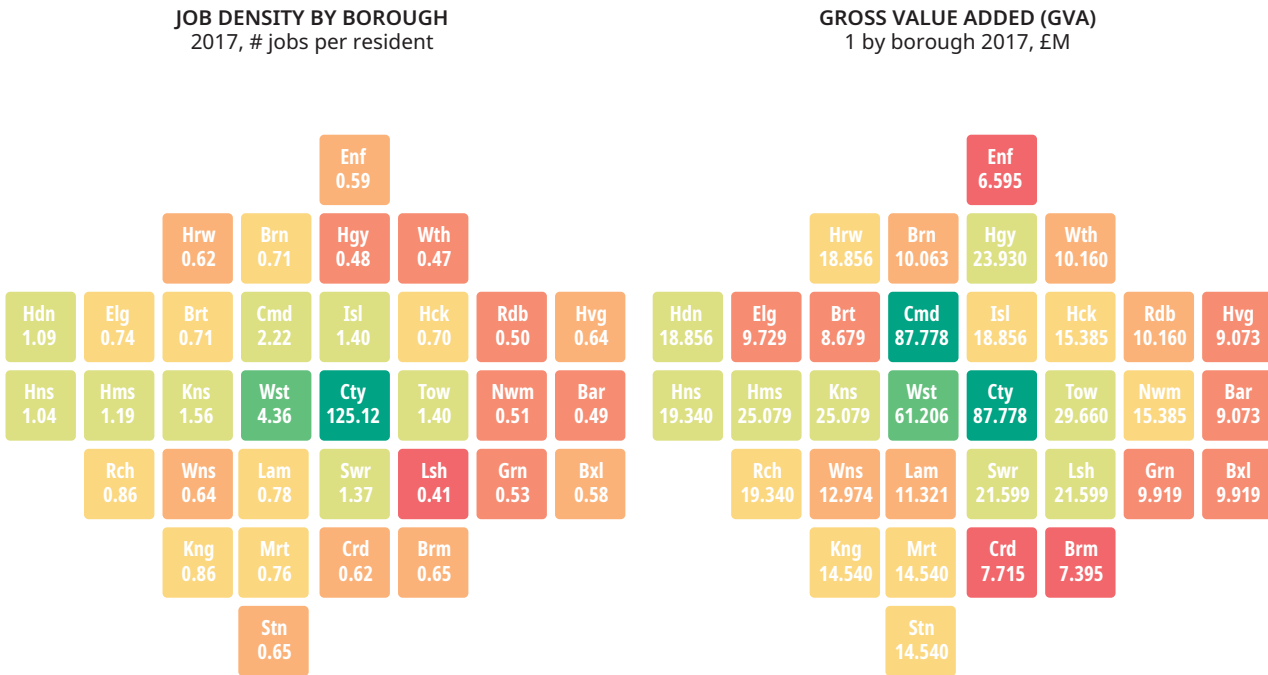
Today, high value jobs are located within London’s core districts (see Figure 7). This is mirrored in the City and Westminster by the high Gross Value Added – a proxy for job quality.

It means location of residence helps shape life opportunities. Those located towards the periphery have less access to the types of jobs that give London its reputation as an escalator of social mobility. This challenge is compounded by the high relative cost of time spent travelling from London’s periphery to the centre.

Figure 8 demonstrates that council funding on services for young people³⁸ is broadly proportionate to the levels of youth deprivation in each area, whereas the picture for charitable funding is more complex.

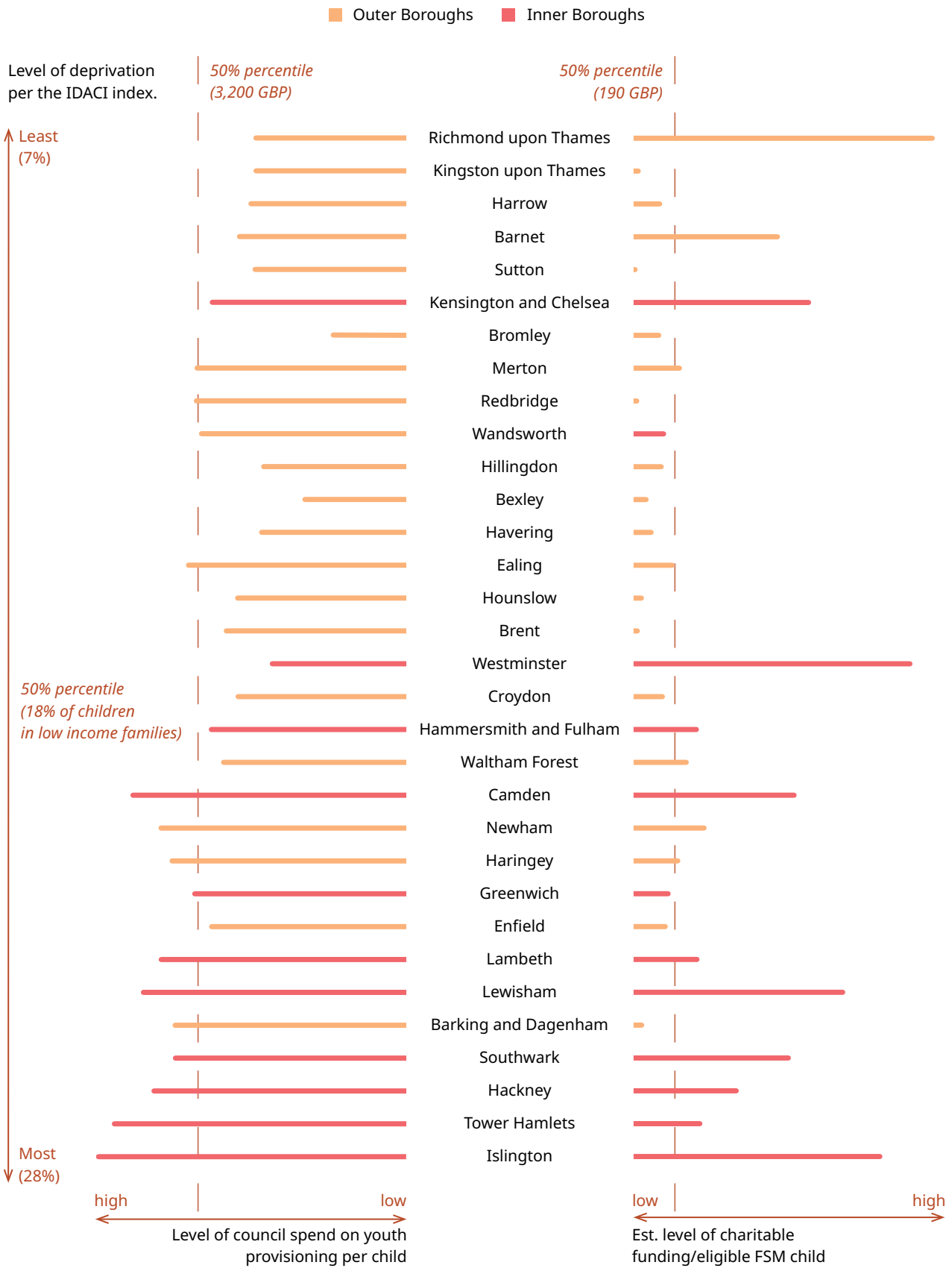
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FIGURE 7: London’s higher quality jobs are concentrated in its core



Source: London Data Store (2017), ONS Regional GVA Dataset (2018), Oliver Wyman Analysis

FIGURE 8: Estimated level of statutory and non-statutory funding (not to scale)



Source: Centre for London (2018), IDACI (2018), Oliver Wyman Analysis

“Employers have a sense of civic responsibility to their local community.”

– *Esohe Uwadiae – Equality, Diversity and Inclusion Officer, University of East London*

This is to be expected, as funding per child ought to reflect the higher Pupil Premium³⁹ available to boroughs with larger needy populations (those that are FSM eligible). However, there are two anomalies due to what we call the doughnut effect:

Council funding appears to favour inner boroughs disproportionately. Among the boroughs with the greatest levels of child deprivation, inner city councils appear to receive more funding for youth provision than their peers on the periphery.

There are notable gaps in statutory support in certain pockets of the outer ring of the London doughnut: in particular, those in Bromley, Bexley and Havering towards the eastern edge, and in Hillingdon in west London.

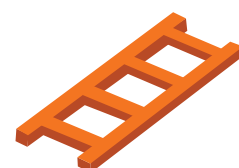
In order to explore behaviours in non-statutory funding, we analysed open source data about UK grant giving. Specifically, the analysis focuses on non-statutory donations to ‘young people’ activities in London in the period Q12018-Q32019.

Thirty-four London grant makers donated £69 million to 800 separate charities focused on youth projects over the period Q12018-Q32019. These donations are not only concentrated in certain boroughs to the exclusion of others but, upon closer inspection, also appear to be channelled to specific wards within these boroughs, rather than to those that might be equally or more deserving.

Our comparison of statutory and non-statutory spending highlights three important trends:

FUNDING DECISIONS DO NOT APPEAR TARGETED TO ACHIEVE GREATEST IMPACT. Areas receiving the greatest charitable donations are not correlated with the most deprived neighbourhoods at both the borough and ward level.

CHARITABLE FUNDING DOES NOT PLUG THE GAPS IN COUNCIL BUDGETS. Charities rely on councils for around 33% of their income – the figure is even higher for organisations focused largely on local causes, which have fewer alternative sources of funding open to them. Charities also report their funding has tended to shift towards more visible, high-profile issues in recent years, such as youth violence. This negatively impacts funding for less-visible, longer-term issues.



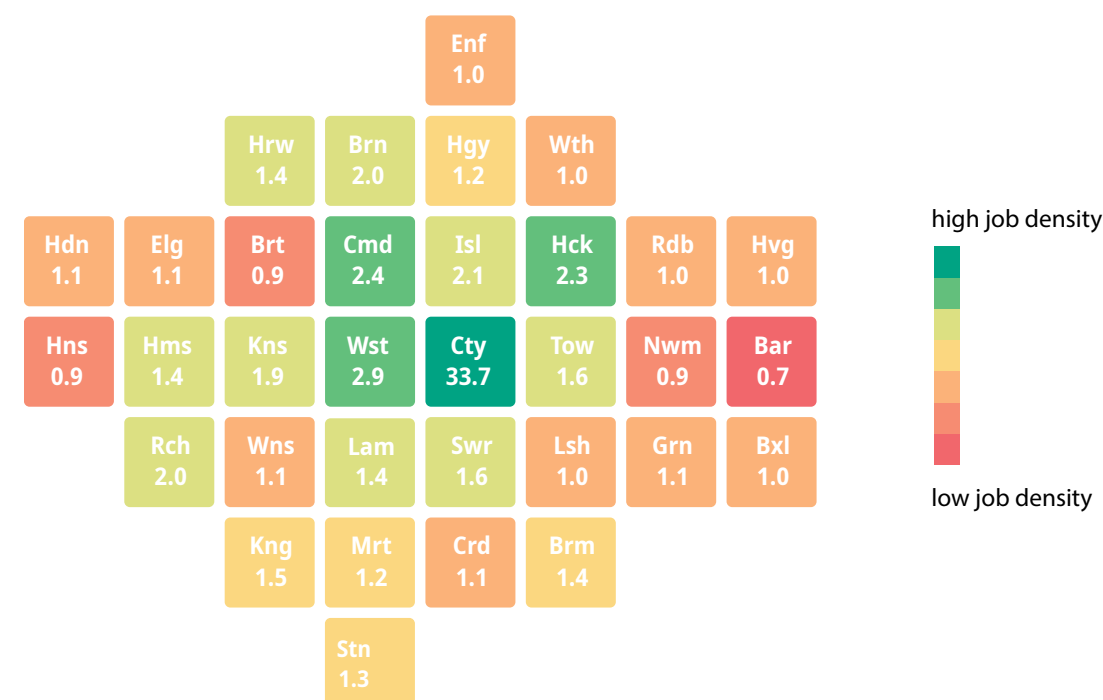
NON-STATUTORY FUNDING TENDS TO BE DIRECTED TOWARDS INNER LONDON, WITH THE BOROUGH ON THE PERIPHERY OF THE CAPITAL BEING OVERLOOKED. The Centre for London’s Philanthropy report shows that the charities focused on local causes are heavily concentrated in the city’s core. Figure 9 shows that some of London’s most in-need boroughs are currently under-served.

“Our individual offices drive engagement with specific organisations locally.”

– *Corporate CSR function*

This geographic mismatch is, if anything, exacerbated by the activities of large employers, which tend to direct most their efforts to very local-level needs. Given that many of the professional and managerial firms with sufficient scale to undertake CSR initiatives are located in central locations, it is likely that such opportunities are also located disproportionately within the inner ring of the London doughnut, a supposition supported by our interviews. Overall, the picture of non-statutory funding appears to mirror that of the statutory system. The Centre for London’s Philanthropy report found that in the period 2009-13, Hackney and Tower Hamlets experienced a 7-9% increase in number of local charities, whilst areas in the outer ring experienced an equivalent decline. Clearly, the current support system is not repairing the pathway to positive social mobility.

FIGURE 9: Charity density (Local Area of Benefit), by London borough⁴⁰



Source: Centre for London (Ministry of Housing, Communities and Local Government), London Councils

RECOMMENDATIONS:

A COLLECTIVE OPPORTUNITY



TARGETING THE 4As

We need to fix the social mobility ecosystem if we are to make London a city that works for all of our young people. It is clear that those from low income backgrounds have fewer opportunities to succeed. Even where such opportunities are available, frequently they come too late in life to be truly effective, while many of the interventions are reactive rather than pre-emptive.

We need to shift the focus of interventions towards adopting a cradle to careers approach that gives young Londoners more equal access to opportunities from an early age onwards.

In response to the challenges identified in this report using the 4As and supporting actor frameworks, there are many changes that could improve the social mobility situation for London. We do not aim to provide a comprehensive, side by side, comparison of each of these changes in this report, but rather highlight initiatives that could make a real difference and are in the hands of London.

ABILITY

More investment to support ability is needed at key stages of a young person's journey to adulthood. In the early years, children from low income backgrounds are still slipping behind, time which they never make up. In later years, the quality of vocational training could be much improved, with the CIPD's assessment of the recently implemented apprenticeship levy highlighting that some apprenticeships are low quality and offer little or no off-the-job training (CIPD 2018).

ASPIRATION

Too often initiatives to boost aspiration come too late or not at all, with existing efforts often not sufficiently coordinated. For example, initiatives that work to stimulate young people's understanding of what it takes to be successful in sport or music could then better link to the promotion of public or voluntary role models in public and corporate careers.

AWARENESS

Despite efforts by many actors, young people still do not have consistent access to high quality careers support and sufficient employer insights. Some schools report that they are inundated with offers of corporate support, while others have never been approached at all. Similarly some careers feature strongly in schools' career curriculums, while others, including those which are new and fast evolving sectors and roles, have little profile at all. We need stronger collaboration between actors to build a more coherent system, whilst there is the opportunity to develop innovative digital formats to build awareness of a broader range of career opportunities and the routes to them.

ACCESS

Access to structured work experience for lower income young people is critically important and a major contribution that employers can make. There needs to be far stronger co-ordination to ensure schools in the outer zones of London are able to provide the same access to placements as those schools in closer proximity to central London employers.

In addition, schools should be encouraged to facilitate placements for 16-18 year olds – a crucial time for decision making. In addition to placements already provided for children and 15/16 years of age. When placements are for post 18 year olds, employers should routinely pay the London Living Wage to ensure equality of access for those unable to afford the opportunity cost of unpaid work experience.

“If you live and learn in London, you’re competing with the rest of the world.”

*– Yolande Burgess – Strategy Director,
Young People’s Education and Skills, London Councils*

THE ROLE OF EMPLOYERS

The biggest change that corporate London can make is elevating social mobility from a CSR agenda topic to placing socio-economic background diversity at the core of workforce strategies and making a senior leadership commitment to achieving this. Experience shows that such commitment is making real change with gender diversity. Beyond some high-profile examples too few employers have a strategy or commitment to diversifying the socio - economic background of those they employ.

A key finding of the case study research for this report is that, if young people do not believe that they can make it in the world of employment, then much of the other 4A effort is less likely to be productive. It is critical that young people can see people like them being hired and being successful; as opposed to a lucky few, beating the odds. We can not underestimate the impact that relatable role models can have on aspirations. Young people need to be able to look at different career paths and identify role models with whom they can relate – whether in terms of socio-economic background, ethnicity or the type of school that they go to.

In addition to the proven benefits of having a diverse workforce, ultimately growing the talent base is in corporate London's interest. Over the next few years, in a post Brexit universe, employers could see fewer applications from international candidates and may need to plug more gaps in their recruitment pools. If we look to other diversity agendas for inspiration, such as gender and LGBT, employers that have made the biggest contributions have widely benefited from the positive brand and reputational impact with clients, employees and other stakeholders.

In return, it needs to be easier for employers to partner with schools across the capital, to know where their effort is most needed, to coordinate with one another, to get access to good practice knowledge and to compare their progress with that of others.



SUPPORTING CHANGE

To fully support young people in London, we must drive better targeted and more joined working across our capital to support actions by corporate London. To do this, we recommend all actors should take action to increase the use of data driven interventions and work to improve network coordination. We believe these actions will improve the ecosystem in which all actors currently operate and subsequently enable interventions to be more effective in improving the state of social mobility in London. If we make partnerships, cooperation and knowledge-sharing easier for actors, we can target and focus our efforts on those most in need.

TARGET OUTCOME

EXAMPLE ACTION

Use available data to further understand social mobility challenges

Review and expand GLA Economic Fairness measures in GLA data store to incorporate social mobility data (e.g. using the Longitudinal Study from the ONS)

Use data to focus interventions in areas of highest need

Consider geographical spread of interventions and direct funding to address mismatches (e.g. increase interventions targeting outer London)

Greater insight in and promotion of successful social mobility pathways

Benchmark efforts and support from employers, charities and statutory actors to understand best practices (e.g. by extending Social Mobility Index and 360Giving data)

All actors better co-ordinate themselves using big data

Big employers co-ordinate amongst themselves and form social mobility partnerships with state schools across London guided by data to pinpoint their efforts

Design and promote more effective pathways into non-HE destinations

Schools collaborate with employers / charities to create a database of apprenticeships and workplace experience opportunities to enable a city-wide approach

Stronger focus on career coaching and related learnings in schools

All London secondary schools use Compass for reporting on their career strategy

Cross-sectoral leadership and alliances

Establish regular knowledge sharing between actors to understand best practices and push London's social mobility agenda

CONCLUSION

Our research has demonstrated that, for many young people, London is not sorted. Despite the popular narrative that our capital is a social mobility engine, too many young Londoners grow up in a separate world and are not fulfilling their potential. The whole of London suffers as a result. As shown in this report, poverty and funding for support are major issues. But there are other powerful actions that London can take now. We call on those that can make change happen, to commit to making it happen.

“As a corporate, we need to try and identify cold spots in London to find out where our philanthropic capital can be better spent.”

– Amal Gomersall – Head of Grants, Citi Foundation



DATA DRIVEN INTERVENTIONS

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IMPROVE NETWORK COORDINATION

EPILOGUE

Dear Reader,

Growing up in London, the opportunities are endless, but only if you know about them, can afford them, and have the right connections. Young Londoners are multi-faceted: we are from different communities, we represent different social strata and we all face unique challenges growing up. Despite the complexities of our makeup and our individual aspirations, social mobility has traditionally focused on educational attainment, and not enough support has been given to individuals to challenge the status quo.

A good education is the foundation for upward social mobility, but it is not the be-all and end-all. To understand social mobility holistically, we need to recognise that economic outcomes are rooted in the connections our parents and grandparents have made. We are constantly reminded of the phrase, 'it's not what you know, it's who you know'. The lack of social capital within under-represented communities means that young people are always several steps behind their more affluent counterparts. The power within our society is held by those from wealthier backgrounds, who not only earn more money but also control the levers that shape our social order. Without adequate visual representation, we cannot expect to move the needle towards creating an inclusive society.

The social mobility enablers highlighted in this report should be the core principles of a collaborative model: ability, access, awareness and aspiration. We need to instil enough confidence in young people so that they are encouraged to take risks and branch out of their comfort zone. We need to build an environment which inspires young people to achieve their potential by creating a workforce that is representative of London's mixed identity.

While this report is a call to educators, employers, charities and statutory groups, I would like to go beyond organisations and call upon every individual to become a change-maker. What changes can you make at



work and within your community to give young people opportunities? I encourage you to envision what the next generation needs and to take a proactive role in making system-wide progress a reality. The recommendations in this report aim to help you start that journey.

It falls upon us to reject the narrative 'London is sorted' when referring to social mobility, and it indeed falls upon us to be role models for young people to improve social mobility. It is our collective responsibility to take action to empower the younger generation, to drive positive change, and to break the cycle of poverty.

TAHIRA BAKHTIARI
Youth Board Member
Mayor's Fund for London

APPENDIX A. ACKNOWLEDGEMENTS

We would like to express our gratitude to all of the interviewees for their time in sharing their invaluable experience and opinions. The views they express in this report are their own and are made in a personal capacity only.

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We also thank contributors from organisations who did not wish to be named but contributed to the findings in this report. In particular, this includes all of the residents at the YMCA, Hillingdon, and the Greater London Authority.

APPENDIX B. BIBLIOGRAPHY

1.

After living costs are taken into account. Child Poverty Action Group, 2018.

2.

Sixteen of the twenty most dangerous places in England and Wales for serious knife crime offences are in London. Source: Freedom of information request to the Metropolitan Police, 2019

3.

Duckworth, Heckman, & Weel, 2008; Machin & Meghir, 2004; APPG, 2019

4.

43 per cent of children in inner London and 34 per cent of children in outer London live in relative poverty after taking into account housing costs

5.

60% of which was spent on personal social services, school education, police and criminal justice

6.

living with foster parents, in residential children's home or residential settings like schools or secure units, 2019; 3 Primary and secondary aged children in 2017;

7.

Under 25, 2019

8.

2018. Source: OW Analysis, Office for National Statistics;

9.

Ofsted, Child Poverty Action Group, Department for Education, Annual London Education report 2017, The Community Fund; GLA Strategic Crime Analysis, July 2019

10.

FSM: Free School Meals; figures weighted by number of pupils taking GCSEs known to be eligible for and claiming free school meals in 2015. Note: given that education beyond age 16 only became compulsory in 2013, GCSEs were chosen as the most appropriate common metric of educational attainment over this period. More recent information is not available due to limitations of publicly available data. Source: OW analysis

11.

Social Mobility Commission 2016

12.

This echoes recent findings that London experiences some of the lowest regional rates of absolute upward mobility in England (Friedman and Macmillan, Is London really the engine-room? Migration, opportunity hoarding and regional social mobility in the UK 2017)

13.

The Index scores each region on a scale of 1 to100 based on 16 metrics including quality of nurseries, average GCSE grades, median weekly income, etc. There are four sub-indices that measure the performance of children from low income backgrounds across their different life stages – early years, school, youth and adulthood. The Index is based on an area's local characteristics, it does not measure intergenerational social mobility, i.e. the relationship between family background, education and income.

14.

Youth Index metrics: % of disadvantaged young people not in education, employment or training one year after completing Key Stage 4; % of disadvantaged young people achieving two or more A-levels or equivalent qualifications by the age of 19; % of disadvantaged young people entering higher education by the age of 19; % of disadvantaged young people entering higher education at a selective university (most selective third by UCAS tariff scores) by age 19

15.

Adulthood Index metric: median weekly salary of employees who live in the local area; average house prices compared to median annual salary of employees who live in the local area; % of people that live in the local area who are in managerial and professional occupations (SOC 1 and 2); % of jobs paid less than applicable Living Wage Foundation living wage; % of families with children owning their own home

16.

The Department for Education will provide open access to Longitudinal Educational Outcome data which will allow a greater insights

17.

Authors define working class as anyone in NS-SEC 6 and 7 occupations and professional and managerial employment as NS-SEC 1 and 2 occupations

18.

More recent information is not available due to limitations of publicly available data. Source: OW analysis

19.

Intermediate background defined as those between a professional and working class background

20.

Friedman, Laurison and Macmillan 2017

21.

Ashley 2015. No controls. Upon adding controls, an £8,000 pay gap remains. Controls include: demographic age and age squared, paid hours worked, cohort of survey, racial or ethnic group, gender, and country of birth; education: highest degree achieved and degree classification; human capital: measures of current and past health, job tenure, and whether respondent completed job-related training in the past three months; work context: firm size, industry, public or private sector, region of work, NS-SEC category; the final model adds dummy variables for each individual occupation

22.

Friedman, Laurison, & Macmillan, 2017

23.

Education Policy Institute (EPI)

24.

Measured by Early Years Foundation Stage Profile (EYFSP), Scaled Key Stage 2 reading and maths score. Average GCSE score in English and Maths. Weighting by number of enrolled students in maintained students in maintained nurseries, primary and secondary schools by borough in 2017

25.

Measured by the Trust for London. For the school year 2015/16, the difference between the proportion of disadvantaged pupils and the proportion all other pupils attaining an A* – C in maths and English GCSE at 16 (the attainment gap) in Inner London is 16 percentage points and 23 percentage points for outer London.

26.

Skills that combine human and machine capabilities to deliver better outcomes than either could achieve alone, “Human+Machine” book, Paul Daugherty and James H. Wilson

27.

When we use the phrase cultural capital, we mean having personal assets (education, style of speech, style of dress etc.) that are associated with those from more affluent backgrounds

28.

Most common skill lacking under people and personal skills in survey results. Employer Skills Survey, 2017.

29.

Turock et al, 2008; McKendrick et al, 2007; Calder and Cope, 2005

30.

Gutman and Akerman, 2008

31.

Broke not Broken, 2011. The Princes Trust

32.

Mann et al., 2018

33.

Raffo and Reeves, 2000; Mann and Percy, 2014; Jones et al., 2016; Erickson et al., 2009

34.

A. H. Mann 2018

35.

Ashley et al. (2016)

36.

Friedman, 2017

37.

Interviews were conducted with range of stakeholders from the public, private, and third sector including frontline workers, thought leaders, business leaders, young people and funders

38.

Council funding: gross expenditure on individual schools budget, other education and community, children's and young people's services 2017-2018, scaled by number of under-17 years-olds

39.

The Pupil Premium is the amount of money granted to schools each year by the Department for Education to improve the attainment of children eligible for FSM

40.

“More, better, together: A strategic review of giving in London”. Centre for London, 2018.

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Committee(s)	Dated:
Education Board	2 December 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.

- September 28 – September 30: Four applications were made, set to benefit 180 pupils
(Total September figures: 23 applications were made, set to benefit 887 pupils)
- October 1 – October 31: 26 applications were made, set to benefit 1,168 pupils
- November 1 – November 10: 15 applications were made, set to benefit 536 pupils

This takes the total number of applications for this financial year to 185. These applications were made by 112 different schools/youth groups with an average Pupil Premium level of 47%.

This compares as follows to the same period in the previous three years:

- 2021 - 151 applications were made by 60 different schools/youth groups
- 2020 - 13 applications were made by 9 different schools/youth groups
- 2019 (i.e. pre-pandemic) - 222 applications were made by 130 different schools/youth groups

Three applications were not approved during this period as the 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).

In addition, one school had further funding denied as it had already been awarded three grants this year. We have introduced a limit of three grants per

school/organisation per academic year to ensure that the fund benefits as many schools as possible.

Overall this quarter, applications were made to visit nine 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. 69% of applications made during this quarter were for visits to Natural Environment sites. Teachers stated a particular interest in the range of sessions offered such as the Iron Age workshops at Epping Forest and also their applicability to the Geography curriculum and the appeal of learning outdoors: 'The children are from urban inner London and most will not have experienced a forest environment before.'
- Other venues attracting significant attention this quarter were the Barbican and London Symphony Orchestra (LSO). There were a range of reasons for this, including visiting the Barbican concert hall to see the LSO orchestra. One teacher stated that this is an opportunity to "increase cultural capital for our many students who would otherwise never see a live orchestra."
- Numbers of applications in September and October show an increase on the same months in 2021 by 43% and 23% respectively.
- 53% of applications made between October 18 and November 10 were for visits scheduled to take place in autumn 2022, 38% for visits scheduled to take place in spring 2023 and 9% for visits scheduled to take place in summer 2023.
- Teachers have repeatedly communicated a need for this funding due to the cost of living crisis. A teacher from a school with a 46% Pupil Premium level stated that "Planning for school trips can put pressure on parents, but finding ways to finance in advance can help with some of the costs."
- Other commonly cited reasons for applications remain to:
 - expose students to sights, experiences and events they may not have encountered before
 - improve mental health and wellbeing
 - provide extracurricular activities
 - support curriculum learning
 - enable students from disadvantaged areas to experience culture and know more about their city
 - support Covid recovery for schools whose pupils 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 use of the fund this quarter has been to cover transport costs and admission fees to venues (including workshop charges).

- Use of the fund is inevitably influenced by the general ability/willingness of schools to make cultural visits post-pandemic and during a cost of living crisis. At the most recent CML partner forum meeting on 15 September, several partners reported that in general their school visit numbers were still significantly lower than pre-pandemic levels, for some by as much as 50%.

2) Grants paid out

Five grants have been paid out in this period totalling £1,258 taking the total number of grants this financial year to 40 and the combined amount awarded to £12,045. 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 185 applications are due to take place later this academic year.

3) Evaluation and feedback

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

- The visit increased young people's confidence and motivation
25% of teachers 'strongly agree' and 75% 'agree'
- The young people learnt something new as a result of the visit
75% of teachers 'strongly agree' and 25% 'agree'
- The young people were engaged and enjoyed the visit
75% of teachers 'strongly agree' and 25% 'agree'
- The visit supported our objectives and/or curriculum
75% of teachers 'strongly agree' and 25% 'agree'
- The visit helped develop young people's communication, thinking, organisational, or creative skills:
75% of teachers 'strongly agree' and 25% 'agree'
- Ease of applying
100% of teachers found the application process 'very easy'.

Quotes from teachers include:

'Hugely valuable - many of our girls come from low-income backgrounds so they would not have been able to afford this independently.'

‘The fund ensured we were able to take the children on a trip which would normally be out of reach due to the prohibitive costs. It also meant we were able to cover staff at school.’

‘They gained confidence in themselves and in their peers.’

‘The children's communication skills were developed through team activities where children had to discuss their ideas, ensure the members of their team were aware of their actions and steps in order to provide assistance. The children used their thinking skills to look at artefacts and discuss and explain their ideas about what the objects were and how they might be used.’

‘The children benefitted from the visit by being given opportunities to explore and test their ideas and thinking. All the children in the class were given the opportunity to try things and contribute ideas. They enjoyed working together in groups, often with children they perhaps didn't already know very well.’

‘They developed their organisational skills by considering the best way to build a shelter, or arrange materials to create eco-art, and they were creative in deciding how to use natural materials to create a picture or sculpture.’

‘They returned to school engaged and ready to do more learning on the topic. The children also benefitted from being outside to do their learning, being given relative freedom to explore, and engaging with nature.’

4) School Visits Fund development

As reported in October, we are taking a two-pronged approach to this:

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

Targeted marketing to schools with high needs

This work is about encouraging access to the fund for primary and secondary schools as well as Pupil Referral Units (PRUs) who have extremely high levels of Pupil Premium ranging from 50% to 87%, and who haven't used the fund before or those who have used it sparingly. It involves 1:1 meetings with teachers and enrichment staff to introduce partner offers and support the application process.

We have now expanded this work from six to nine boroughs and from 16 to 35 schools. The boroughs are: Southwark, Hackney, Lambeth, Tower Hamlets, Newham, Haringey, Camden, Enfield and Wandsworth. These have been selected due to having areas with some of the highest poverty rates in London.

12 of the selected schools are primary, with one being a primary PRU.

23 of the selected schools are secondary, with three being secondary PRUs.

We are aiming, in particular, to boost access to the fund for secondary schools as the fund is currently mostly used by primary schools.

Our experiences of this development work to date have demonstrated that this is long-term work as it requires building relationships with schools that struggle when planning trips and have been deterred from taking their students out of the school environment due to budget cuts and a lack of time to organise them. Through meeting with the staff we can make both the venue selection and the application process less daunting and overwhelming. Our current goal is to establish trust and regular communication which we anticipate will lead to an increase in applications from these over the next six to twelve months.

During this quarter we have continued to work with our cultural partners to update and share their marketing materials with schools. This began with marketing Natural Environment workshops for primary schools and has expanded to working alongside Barbican to directly invite SEND schools to their 'To the Moon and Back' workshops in December. As such, 16 specialist SEND primary schools and seven specialist SEND secondary schools in Newham and five specialist SEND schools in Tower Hamlets have been contacted directly about the event. The fund has also recently been shared with teachers at a Barbican Teach Meet. We have also been able to work closely with the LSO Discovery team to set aside a proportion of tickets for their Spring Key Stage concerts which will be reserved for the schools we're working with as part of this development project.

All eligible schools and youth organisations are still able to apply independently as previously.

General marketing to all eligible schools

We commissioned Schools Mailing, a specialist digital marketing agency, to do this work and, on their advice, three emails were sent approximately one week apart to all eligible schools in London from mid-October to the first week of November. Our campaign report shows extremely high engagement. Across all three emails the average rate of opening the email was 18.4%, compared to the agency's school industry rate of 5%, and the average rate of clicks through was 6.4% compared to their school industry rate of 1.3%. The agency has also informed us that emails are commonly forwarded and the true figure of opens and clicks are regularly higher meaning that these statistics are only an indication and will be lower than the real figure. Again, it will take time for this marketing to translate into increased applications but early indications are positive. Between October 18 and November 10, nine schools have applied to the fund who have never applied before.

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Committee(s)	Dated:
Education Board	2 December 2022
Policy and Resources Committee	15 December 2022
Subject: Review of Funding to the Guildhall School of Music & Drama for Scholarships	Public
Report of: The Principal, Guildhall School of Music & Drama	For Decision
Report authors: Head of Finance, Chamberlains Unit 6 Head of Development, Guildhall School	

Summary

This report reviews the City Corporation's payment of £30,000 per annum to the Guildhall School of Music and Drama (the School), as part of the implementation of the City Corporation's Grants Service Based Review. This payment has historically been used to fund scholarships. This report demonstrates the impact of the funds on the School and on the scholarship recipients in 2022/23. Members are asked to agree to continue the annual payment for the financial years 2023/24 & 24/25 and to review the payment again in two years' time in the context of the City Corporation's wider education offering.

Recommendations

Members are asked to:

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

Main Report

Background

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

Current position

3. The environment in which the School operates has changed significantly since 2005. Tuition fees for home students are now three times higher at £9,250 and the School has closer to 1,100 FTE when compared to around 800 in 2005. The School's competitors are in a position where they can offer both full fee and maintenance scholarships in order to attract and secure the best talent.
4. The School awarded £3.465m in Scholarships (both fee and maintenance awards based on merit) for the 2022/23 Academic Year, and anticipates an even greater

demand for support in 2022/23. In a highly competitive market place any Scholarship offer is an important one.

Proposal

5. This report requests that the City Corporation approves the renewal of the 2-year funding commitment to the School of £30,000 p.a. for scholarships for the financial years 2023/24 and 2024/25.
6. It is also proposed that the School reports back annually to the Education Board on the number of Scholarships awarded and the impact of the £30,000 grant.

Implications

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

Conclusion

8. This paper reviews the Guildhall School's use of the £30,000 grant from the City's Cash for UK Scholarship support in 2022/23 and asks Members to approve the renewal of the grant for 2023/24 and 2024/25, subject to the receipt of a further impact report in Autumn 2023.

Appendices

- Appendix 1 – Use and impact of the 2022/23 allocation & recommendations

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Committee(s): Education Board	Dated: 02/12/2022
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?	
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Gwen Rhys, Business Manager, Connecting Communities, Department for Community & Children's Services	

Summary

This report updates Members on the progress of the Connecting Communities programme.

Recommendation(s)

Members are asked to:

- Note the report

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. The Connecting Communities Team consists of a Business Manager, an Employment Engagement Officer, three Caseworkers and one Administrator.

3. Communication and outreach activities

Since the last Education Board meeting, the Business Manager has met with Chandni Tanna, Media Officer and a promotional programme, which will include traditional and social media campaigns will be implemented in the period January – March/April 2023 to “re-launch” the programme and maximise its reach.

3.1. In recent weeks we

3.1.1 have developed a very productive relationship with Hoxton Job Centre and are visiting their premises one day a week, giving two Information Sessions to groups of potential Participants. This is bringing an average 10 new participants onto the programme each week.

3.1.4 have organised a second employment event in December 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 responded to those City of London residents who received one of the 5,500 Cost of Living Support leaflets and asked us for support.

3.1.6 have placed Connecting Community banners in each of the City of London’s three libraries.

3.1.7 have placed a Connecting Community banner in the Golden Lane Community Centre and visited the Centre to inform attendees of the support offered by Connecting Communities.

3.1.8 have reached out to the Portsoken Community Centre and St Katherine Cree church, which is running its own ESOL courses, in the hope that we can develop a cross-referral partnership.

3.1.9 are planning an evening event in February in partnership with Women in Business and Finance introducing participants to support jobs in Financial Services (note: this is not limited to females).

3.1.10 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 The disparity between vacancies and available jobseekers continues. The Commission on the Future of Employment Support, launched on 10 November, reports that the UK will be the only big economy in which employment will be lower than before the pandemic, because so many people have left the labour market. There are some 600,000 more economically inactive (not working but not claiming benefits) who have left the workforce since 2019, many because of long-term sickness.

4.2 Although much emphasis has been given to the number of people in the 50+ age range who are no longer in work, ONS analysis shows that the biggest increase in inactivity because of long-term sickness is among younger people with a 42% increase in the 25-34 age group and 29% for the 16-24 year old group. Worryingly, poor mental health is cited as a primary cause of long-term ill-health for two-thirds of young people.

5. Outcomes

5.1 In the past two months (October and November) our performance has met the new targets we agreed for the number of participants enrolled, accessing training and education, and getting into work.

5.2 We also achieved our first self-employed outcome in November with one of the participants who attended the Construction Academy successfully setting up his own business and securing an initial three-month sub-contract. This is a first across the 12 participating boroughs.

5.3 We are delighted to report that in November we achieved our first 6-month “sustainment” outcome – that is the first person we supported into work has completed six months in employment. We are working hard to ensure that participants remain employed and from now on, we expect to have many more participants reaching this milestone every month.

5.4 Connecting Communities programme has successfully secured employment for participants in organisations that provide them with sustainable jobs and opportunities for advancement. These organisations include Walt Disney, Lacoste, M&S, Hilton Group of Hotels, NHS, Firmdale Hotels, The Tate, City of London Corporation and Haringey Council.

6. Contractual Reviews

6.1 Central London Forward, the main contract holders, review each borough’s progress against monthly targets. Connecting Communities, like all ESF-funded contracts, requires accurate data entry supported by the provision of specific evidence which shows proof of Participants reaching certain targets. In recent compliance audits the City of London’s programme has been 100% compliant. The City of London’s Connecting Communities programme produces monthly financial claims which are prepared on time and are consistently accepted without the need for revision.

Options

Not applicable.

Proposals

Not applicable.

Key Data

Not applicable.

Corporate & Strategic Implications

7. This initiative has the potential to make a significant contribution to a flourishing society by giving people an equal opportunity to enrich their lives and reach their full potential. Moreover, it supports a thriving economy by enabling industries to access to the skills and talent they need and ensuring that more individuals can reach their potential and secure 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 regarding 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 continues to impact the lives of those it supports into training, education, and work. We are now supporting a number of Ukrainian refugees, most of whom have left successful jobs in their native country to start a new life in the UK. As well as supporting young graduates whose lives have been severely impacted by the Covid-19 pandemic to gain confidence,

acquire work-related skills, and secure employment, we are also helping a number of individuals aged 50+ to make career changes which fit with their current needs.

Appendices

None.

Background Papers

None.

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