



Education Board

Date: WEDNESDAY, 21 JUNE 2023
Time: 11.00 am
Venue: COMMITTEE ROOM 2 - 2ND FLOOR WEST WING, GUILDHALL

Members: The Rt. Hon. The Lord Mayor, Nicholas Lyons
Alderman Sir Peter Estlin
Alderman Robert Howard
Steve Goodman OBE
Deputy Shravan Joshi MBE
Caroline Haines
Naresh Sonpar
Benjamin Murphy
Ruby Sayed
Mandeep Thandi
James Adeleke
Tim Campbell
Bolu Faseun
Mary Robey

Enquiries: Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

Part of this meeting could be the subject of audio video recording, and can be accessed by searching the Corporation's YouTube channel for the Committee name, or at the following link:

https://youtube.com/live/JSQmq3_lgUM8?feature=share

Ian Thomas CBE
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. **ORDER OF THE COURT OF COMMON COUNCIL**

To receive the Order of the Court of Common Council dated 27 April 2023 that sets out the Board's constitution, Terms of Reference, and membership.

For Information
(Pages 7 - 8)

4. **ELECTION OF CHAIR**

To elect a Chairman in accordance with Standing Order No. 29

For Decision

5. **ELECTION OF DEPUTY CHAIR**

To elect a Deputy Chairman in accordance with Standing Order No. 30

For Decision

6. **APPOINTMENT OF SUB COMMITTEES**

To consider the report of the Clerk.

For Decision
(Pages 9 - 14)

7. **PUBLIC MINUTES**

To agree the public minutes of the meeting held on 24 April 2023.

For Decision
(Pages 15 - 22)

8. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 23 - 24)

9. **TACKLING RACISM TASKFORCE ACTION PLAN**

To receive the TRT recommendations tracker

For Information
(Pages 25 - 28)

Education

10. **GOVERNOR APPOINTMENTS UPDATE**

To receive the report of the Director of Community and Children's services.

For Information
(Pages 29 - 38)

11. **REVENUE OUTTURN 2022/23**

To receive the report of the Director of Community & Children's Services and the Chamberlain

For Information
(Pages 39 - 46)

12. **CITY PREMIUM GRANT: FINDINGS AND LOOKING AHEAD**

To receive the update of the Director of Community and Children's Services

For Discussion
(Verbal Report)

13. **CITY PREMIUM GRANT 2023 - ALLOCATION TO ACADEMIES**

To receive the update of the Director of Community and Children's Services

For Discussion
(Verbal Report)

14. **PUPIL PLACE PLANNING: DATA AND TRENDS 2023/24**

To receive the report of the Director of Community and Children's Services

For Information
(Pages 47 - 52)

15. **PUPIL ALLOCATION FOR SEPTEMBER AT COLAT**

To receive an update from the CEO of CoLAT

For Information
(To Be Tabled)

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

To consider the report of the Principal, Guildhall School of Music & Drama

Please note that the appendices to the report are in the non-public section of the agenda as they contain information that could identify individuals.

For Decision
(Pages 53 - 60)

17. **PARTNERSHIP REPORTS - INDEPENDENT SCHOOLS**

To receive the partnership reports of the independent schools available at the below links, together with the report of the Headmaster of City of London Freemen's School.

www.cityoflondonschool.org.uk/school-life/partnership

www.clsq.org.uk/partnerships/

www.freemens.org/communityandpartnerships

For Information
(Pages 61 - 70)

18. **STRATEGY UPDATE**

For Discussion
(Verbal Report)

19. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS ACTIVITY IMPACT UPDATE**

To receive the report of the Director of Community and Children's Services

For Information
(Pages 71 - 74)

Cultural & Creative Learning

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

To receive the update of the Director of Community and Children's Services.

For Information
(Verbal Report)

21. **CULTURAL AND CREATIVE LEARNING FUNDING APPLICATIONS 2023/24**

To consider the report of the Director of Community and Children's Services

For Decision
(Pages 75 - 82)

22. **CULTURE MILE LEARNING - REPORT ON ACTIVITY APRIL 2022 TO JUNE 2023**
To receive the report of the Director, Museum of London

For Information
(Pages 83 - 124)

23. **ENVIRONMENTAL & OUTDOOR LEARNING UPDATE**
To receive the report of the Director of Community and Children's Services

For Information
(Pages 125 - 128)

Skills

24. **CONNECTING COMMUNITIES UPDATE**
To receive the report of the Director of Community and Children's Services.

For Information
(Pages 129 - 134)

25. **SKILLS: TRENDS AND NEXT PRACTICE CONFERENCE -EVALUATION SUMMARY REPORT**
To receive the report of the Strategic Director for Skills and Education

For Information
(Pages 135 - 140)

26. **LONDON CAREERS FESTIVAL - UPDATE**
To receive an update on the London Careers Festival

For Information
(Verbal Report)

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

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

29. **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

30. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 24 April 2023

For Decision
(Pages 141 - 142)

31. **CHAIRS' UPDATES**

The Chairs of CJS, CoLAT, CLFS, CLS, and CLSG to be heard.

For Information

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

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

LYONS, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 27 th April 2023, doth hereby appoint the following Committee until the first meeting of the Court in April, 2024.
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EDUCATION BOARD

1. **Constitution**

A Non-Ward Committee consisting of,

- 10 Members elected by the Court of Common Council, at least two of who shall have fewer than five years' service on the Court at the time of their appointment
- Up to four external representatives, appointed by the Education Board, with appropriate expertise in the field of education (i.e. non-Members of the Court of Common Council, who shall have voting rights)
- One member appointed by the Policy & Resources Committee
- One member appointed by the Community & Children's Services Committee

2. **Quorum**

The quorum consists of any three Common Council Members and one of the four external representatives, except for the appointment of external representatives, when the quorum consists of any three Common Council Members.

3. **Membership 2023/24**

- 10 (4) Sir Peter Estlin, Alderman
- 5 (4) Nicholas Stephen Leland Lyons, The Rt Hon. The Lord Mayor, Alderman
- 2 (2) Naresh Hari Sonpar *for two years*
- 6 (3) Caroline Wilma Haines
- 4 (3) Robert Picton Seymour Howard, Alderman
- 6 (3) Benjamin Murphy
- 4 (2) Deputy Shravan Joshi, M.B.E
- 6 (2) Ruby Sayed
- 2 (2) Mandeep Thandi
- 1 (1) Steve Goodman O.B.E.

Together with four external representatives:-

- Tim Campbell (*appointed for a term expiring July 2023*)
- Mary Robey (*appointed for a term expiring October 2025*)
- Bolu Faseun (*appointed for a term expiring October 2026*)
- James Adeleke (*appointed for a term expiring October 2026*)

And together with the appointed Members referred to in paragraph 1 above.

4. **Terms of Reference**

- (a) To monitor and review the City of London Strategies for Education, Cultural and Creative Learning, and Skills and to oversee their implementation (including skills and work related learning, and cultural and creative learning) in consultation, where appropriate, with Policy and Resources Committee and the relevant Service Committees; referring any proposed changes to the Court of Common Council for approval;
- (b) To oversee generally the City of London Corporation's education activities (including, where relevant, the City Corporation's commitment to ensuring education promotes healthy lifestyles); consulting with those Committees where education responsibilities are expressly provided for within the terms of reference of those Committees and liaising with the City's affiliated schools and co-sponsors; post school learning providers, and cultural organisations but excluding Gresham College and any responsibilities of the Gresham (City Side) Committee;
- (c) To be responsible for the oversight and monitoring of the City of London Corporation's sponsorship of its Academies, including the appointment of academy governors and, where relevant Members, Directors and Trustees;
- (d) Except for those matters reserved to the Court of Common Council or which are the responsibility of another Committee, the Committee will be responsible for all aspects of the City of London Combined Education Charity (312836) and City Educational Trust Fund's (290840) day-to-day management and administration of the charity. The Committee may exercise any available powers on behalf of the City Corporation as trustee under delegated authority from the Court of Common Council as the body responsible for exercising the powers of the City Corporation as trustee. This includes, but is not limited to, ensuring effective operational arrangements are in place for the proper administration of the charities, and to support expedient and efficient delivery of the charities' objects and activities in accordance with the charities' annual budget, strategy and policies;

- (e) To recommend to the Court of Common Council candidates for appointment as the City of London Corporation's representative on school governing bodies where nomination rights are granted and which do not fall within the remit of any other Committee;
- (f) To monitor the frameworks for effective accountability, challenge and support in the City Family of Schools**;
- (g) To be responsible for the distribution of funds specifically allocated to it for education purposes, in accordance with the City of London Corporation's strategic policies;
- (h) To assist with promotion of skills training and education-business link activities in line with the City of London Corporation's Skills Strategy.

**The expression "the City Family of Schools" means those schools for which the City has either direct responsibility as proprietor, sponsor or local authority, or historic links. These include but are not restricted to: The Aldgate Primary School, the City of London School, the City of London School for Girls, the City of London Freeman's School, and the academies managed by the City of London Academies Trust.

Committee(s): Education Board	Dated: 21 June 2023
Subject: Appointment of Sub-Committees 2023/24	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	N/A
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: The Town Clerk	For Decision
Report author: Jayne Moore, Committee and Member Services Officer	

Summary

This report outlines the terms of reference and composition of these two Sub Committees: Nominations; and Member Development and Standards.

Recommendation(s)

That the Education Board,

- Review and approve the proposed terms of reference and composition of the Nominations Sub-Committee; and review the proposed terms of reference and composition of the Member Development and Standards Committee for the 2023/24 municipal year;
- Appoint (or re-appoint) two Members of the Education Board to the Nominations Sub-Committee, at least one of whom will be a Court of Common Council Member, to serve alongside the Chair and Deputy Chair of the Education Board;
- Appoint two Members of the Education Board to the Member Development and Standards Committee.

Main Report

Background

1. The first meeting of each City of London Corporation Committee and Board of each municipal year provides an opportunity to establish any sub-committees that Members consider are necessary for the Board or Committee to carry out its functions.
2. For the 2023-24 period, the Education Board will be appointing to the Nominations Sub-Committee and to the newly-created Member Standards and Development Committee.
3. The Nominations Sub Committee usually meets once a year. No meeting dates have yet been agreed for 2023-24.
4. A Member Development Steering Group first agreed its terms of reference in 2003. Following the meeting of the Civic Affairs Sub-Committee on 7th October 2022, it was agreed that the group would be revised and renamed to reflect a wider remit and the expansion of membership categories of the Steering Group. No meeting dates have yet been agreed for 2023-24, and it is expected that the Committee will meet quarterly.

Appendices

Appendix 1 – Terms of Reference of the Nominations Sub (Education Board) Committee
Appendix 2 – Terms of Reference of the Member Standards and Development Committee

Jayne Moore

Town Clerk's Department

**Nominations Sub (Education Board) Committee
Terms of Reference**

Constitution

- Chairman and Deputy Chairman of the Education Board.
- Up to two further Members of the Education Board at least one of whom will be a Court of Common Council Member

Quorum

- Any three members.

Terms of Reference

- Review the skills audit of the Education Board's membership and identify areas in which the Board would benefit from the addition of expertise;
- Review supporting statements from interested parties who wish to be considered as external members of the Education Board;
- Review the process of advertising, reviewing and shortlisting applications from interested parties who wish to be considered as external members of the Education Board, reporting to the Education Board in due course for approval;
- Make recommendations on the appointment of external candidates to the Education Board;
- Make recommendations to the Education Board on the appointment, where relevant, of Sponsor Trustees to the City of London Academies Trust.

2022/23 Membership

Caroline Haines

Naresh Sonpar

Alderman Sir Peter Estlin

Mary Robey

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APPENDIX B

Member Development and Standards Sub-Committee

Composition

- The Chief Commoner (to act as Chairman)
- Immediate past Chief Commoner*
- Chairman and Deputy Chairman (or a Vice Chairman) of the Policy & Resources Committee
- One Alderman nominated by the Court of Aldermen
- Two Members nominated by the Policy & Resources Committee
- Two Members nominated by the Education Board
- Two Members nominated by the Corporate Services Committee
- Together with two Members of the Court of Common Council, to be elected by the Court.

**For part of the year and then the Chief Commoner Designate for the remainder of the year (elected in October each year)*

Terms of Reference

To be responsible for:-

Member Learning and Development

- (a) To agree, a programme of Member training and development, to ensure that all Members have access to opportunities

Standards

- (b) promoting and maintaining high standards of conduct by Members and Co-opted Members of the City of London Corporation and to assist Members and Co-opted Members to observe the City of London Corporation's Code of Conduct;
- (c) preparing, keeping under review and monitoring the City of London Corporation's Member Code of Conduct and making recommendations to the Court of Common Council in respect of the adoption or revision, as appropriate, of such Code of Conduct;
- (d) keeping under review, monitoring and revising as appropriate the City of London Corporation's Guidance to Members on the Code of Conduct;
- (e) keeping under review by way of an annual update by the Director of HR, the City of London Corporation's Employee Code of Conduct and, in relation to any revisions, making recommendations to the Corporate Services Committee;
- (f) keeping under review and monitoring the Protocol on Member/Officer Relations and, in relation to any revisions, making recommendations to the Corporate Services Committee;

- (g) advising and training Members and Co-opted Members on matters relating to the City of London Corporation's Code of Conduct.

EDUCATION BOARD

Monday, 24 April 2023

Minutes of the meeting of the Education Board held at Committee Room 2 - 2nd Floor West Wing, Guildhall on Monday, 24 April 2023 at 11.00 am

Present

Members:

Caroline Haines (Chair)	John Griffiths
Naresh Hari Sonpar (Deputy Chairman)	Deputy Shravan Joshi
Alderman Sir Peter Estlin	Benjamin Murphy
Alderman Robert Howard	Mary Robey

Steve Goodman (guest)
Catherine McGuinness (guest)

In Attendance

Officers:

Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Mark Jarvis	- Chamberlain's Department
Caitlin McMillan	- Community & Children Services Department
Vasima Patel	- Community & Children's Services Department
Emily Rimington	- Comptroller and City Solicitor's Department
Torriano Stewart	- Community & Children's Services Department
Jayne Moore	- Town Clerk's Department
Roland Martin	- Headmaster of the City of London Freeman's School
Melanie Peel	- City of London Schools
Mark Emmerson	- City of London Academies Trust
Caroline Hawley	- Head of Development, Guildhall School of Music and Drama
Cristina Odone	- Head of Family Policy Unit, Centre for Social Justice

1. APOLOGIES

Apologies for absence were received from Mandeep Thandi, and from Ruby Sayed.

Ruby Sayed observed the meeting via Teams.

The Board noted, with regret, that John Griffiths would no longer be serving on the Education Board after today's meeting.

The Chair thanked Deputy Madush Gupta for his service on the Board.

The Board welcomed Steve Goodman in his capacity as guest, and Catherine McGuinness, Chair of the Board of Trustees of the City of London Academy Trust.

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

There were no declarations.

3. **PUBLIC MINUTES**

The public minutes and summary of the meeting held on 06 February 2023 were approved as a correct record.

4. **OUTSTANDING ACTIONS**

The Board received the report of the Clerk.

A Member asked whether a delivery timeline was available on the outstanding actions. The meeting heard that both were under way and ongoing, and that the actions would be the subject of reports to the Board.

5. **REVIEW OF TERMS OF REFERENCE 2023**

The Board reviewed and approved the Terms of Reference, noting that the membership list had been updated since its circulation, noting also that the membership was subject to change at the upcoming meeting of the Court of Common Council (27 April 2023).

6. **GOVERNANCE UPDATE**

The Board received the report of the Director of Children's and Community Services, noting that there had been no new ratified governor appointments to Local Governing Bodies of the City of London Academies Trust (CoLAT), noting also the governing body membership of the City Family of Schools.

7. **DIRECTOR'S UPDATE**

The Board received a verbal report from the Director of Children's and Community Services.

The Board noted the following points:

- The department has been working to ensure that Tomlinson recommendations are discharged via the City Premium Grants mechanism, reflecting Members' intentions to ensure clear differentiation between CoLAT schools and CoL independent schools;
- Arrangements to transfer administration of Cultural Partnership work (with a focus on schools with 35%+ FSM entitlement) to the Education Strategy Unit as of July 2023 are progressing at pace;

- Work is ongoing to deliver supported internships for young people alongside the Dagenham Market apprenticeship project, as well as growing apprenticeships in hospitality, health and social care;
- Strategies around Education, Creative & Cultural Adult Skills are to be presented to Members during Board Away Days ('The Big Conversation');
- Head Teachers' Forums have encompassed discussions on the challenges of staff recruitment and retention, and opportunities around Artificial Intelligence;
- Synergies between the Education Strategy Unit, Adult Skills and Education Service, and statutory education services are strengthening;
- The CoLC was placed 40th nationally in 2021 among all participating organisations in the Social Mobility Index;
- The work of the Tackling Racism Task Force will be reported to relevant Corporation committees;
- On Outdoor Learning and Environmental Responsibility: a network of Environmental leads are to be identified to co-ordinate initiatives in that area; and
- The Communications and Corporate Affairs sub-committee approved the initial sports strategy report on 19 April 2023 – further information will be circulated;
- The Education Strategy Unit is now publishing a weekly school news sheet that can be forwarded to outside parties.

A Member commented that the 35%+ FSM entitlement criteria for Cultural Partnership applications was high, and asked whether any flexibility was available on that. The matter was dealt with in item 14.

8. EDUCATION BUDGET UPDATE.

The Board noted the report of the Director of Community and Children's Services and The Chamberlain that stated the annual outturn position for the 2022/23 Education Board Budget.

The £16-17K overspend was discussed in the non-public part of the meeting.

9. EDUCATION CULTURAL AND CREATIVE LEARNING AND SKILLS 2021-22 ANNUAL REPORT

The Board noted the report of the Director of Children's and Community Services updating

Members on impacts with reference to the Annual Action Plan 2021/22.

10. CITY PREMIUM GRANT 2023-24

The Board considered the report of the Director of Children's and Community Services that updated Members with key information relating to the first round of City Premium Grant applications for 2023/24.

Members heard that:

- 88 applications have been received from 13 schools;
- The combined cost represents 70% of the City Premium Grant funding available to the family of schools for that time period;

- Two schools missed the deadline, and three schools made no application (those three schools have been contacted to discuss the reasons for the absence of any application);
- The 88 applications are divided as follows: 54 from the Disadvantaged Pupils Grant, 18 from the Partnerships Grant, and 16 from the Strategic Grant;
- At least 33 unique partnerships have been created as a result of the process.

A Member asked whether the information on how the money was spent could be shared with schools, and the meeting heard that a summary document could be shared with Head Teachers, and Chairs of Governing Boards.

The meeting heard that independent school partnerships work would be submitted to the Board for the June meeting.

A Member sought clarification on why delegation was required. The meeting heard that additional work was involved during this first year of roll-out and that delegation was required in order to approve projects in a timely fashion.

A Member asked for further information on the profile of the non-submitting schools. The meeting heard that schools had been comprehensively briefed on the CPG applications and that further exploratory work was under way to pinpoint the reason for any non-submission, with a view to streamlining processes where applicable. A comment was made that some schools might find the process over-complicated (and that sharing the benefits could be a motivating factor), and that some schools were waiting for costings before submitting any bid.

A Member asked what would happen with the unspent money. The meeting heard that the underspend would stay in place for a second round in early 2024, and some of the allocation would be directed at outcomes of scrutiny meetings.

A Member commented that there was merit in providing a short summary at the conclusion of the roll-out of whether the initiative had been successful, where a clear evaluation of parameters was available. The Board noted that evaluation criteria and strategy were being discussed, and that a degree of experimentation was to be welcomed.

In response to the comment that the 35%+FSM-entitlement criteria could benefit from a degree of flexibility, the meeting heard that criteria could be adjusted where deemed necessary, noting also that 55% of attendees at CoLAT schools were entitled to Free School Meals. The Board agreed that there was merit in exploring that option, as well as addressing the issue specifically of SEND-related projects.

RESOLVED, That the Board delegate authority to the Chair and the Strategic Education and Skills Director to distribute Round 1 awards from the City Premium Grant: Disadvantaged Pupils Grant; the City Premium Grant: Partnerships Grant; and the City Premium Grant: Strategic Grant to the schools.

11. PUPIL PLANNING AND PROJECTIONS

The Board noted the report of the Director of Children's and Community Services informing Members of pupil projections of demand for school places across the London local authorities where there are City of London Corporation (CoLC) sponsored academies.

The Board noted that a more detailed report would be submitted in June 2023.

The Board that two secondary schools (in Islington) had low projected numbers.

12. PARENTAL ENGAGEMENT TOOLKIT

The Board viewed a presentation on the parental engagement toolkit (one for primary school parents, one for secondary school parents) from Cristina Odone (Chair of The Parenting Circle charity, and Head of Family Policy Unit at the Centre for Social Justice).

The Board noted increased levels of disengagement among parents generally (evidenced partly by the near-tripling of PA figures nationally) and the ongoing work to engage with parents being undertaken by CoLAT, which will be running the toolkit pilot as of September 2023 (with updates to be provided to the Board in late 2023/early 2024).

13. EVENTS UPDATE

The Board received the report of the Director of Children's and Community 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, and noted the calendar of meetings, forums, and events for the 2022-23 academic year.

The Board viewed images of previous events, including Wren 300 workshops and a recent chess tournament.

A Member commented that there was merit in arranging an event targeted at school-leavers across the CoL family of schools. The Board expressed strong support for the idea, and the Education Strategy Unit resolved to examine the logistics of running an event in 2023 or 2024. The meeting heard that no budget had been set for such an event for 2023 and that the calendar was already crowded, but resolved to build in such an event for the 2024 leavers.

14. CULTURE MILE LEARNING SCHOOLS VISITS FUND

The Board received the report of the Director of the Museum of London that included a 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, as well as data on uptake of the fund and its impact on schools.

A Member commented on the apparent flexibility referenced on page 2 of the report around the 35% threshold, and the Board heard that strategies were being developed towards different kinds of partnerships.

15. **CONNECTING COMMUNITIES UPDATE**

The Board received the report of the Director of Children's and Community Services updating Members on the Connecting Communities programme.

The Board noted the recent rise in unemployment, and noted (in response to a question) that the end-of-period evaluation would be conducted by Central London Forward. A Member commented that getting 300 people into sustained employment represented a 6% return – noting also that that figure was from a hard-to-reach group, and that it was important to learn lessons from the exercise, particularly given the level of investment. The Board noted that the CoL would be carefully examining the outcomes of the evaluation.

16. **LCF UPDATE**

The Board received a verbal update on the London Careers Festival 2023, noting that booking numbers appeared to be good so far for primary level events.

The Board noted the range of virtual and in-person session available encompassing apprenticeships, media/theatre, sports, construction and tech domains, noting also the involvement of apprentices in the event itself.

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

There were no questions.

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

The Chair reminded the Board of the upcoming Awaydays: 28 April 2023 at City of London School, and 12 June at City of London Freeman's School.

The Chair took the opportunity to thank Deputy Chairman Naresh Sonpar for his contribution as panellist at the Financial Inclusion Summit at Mansion House on 12 April 2023.

19. **EXCLUSION OF THE PUBLIC**

RESOLVED – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for subsequent 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.

The meeting ended at 1.15 pm

Chairman

Contact Officer: Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

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Agenda Item 8

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 06/02/2023 - In response to a Member query at the previous meeting, Officers advised that any training will be made available to all, including stakeholder organisations, as long as it is appropriate to do so.

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Tackling Racism Taskforce recommendation tracker June 2023

4. Education Workstream

Key Recommendations

	<u>Objective</u>	<u>Recommendation</u>	<u>Completed/Not Completed</u>	<u>Responsible Officer</u>
1	Staff	<ul style="list-style-type: none"> The Schools ensure recruitment and retention of a diverse range of staff and governors, as well as career progression. Consideration should be given to the introduction of teacher apprenticeships. Equality and inclusion training, as well as difficult conversations training, should be rolled out to all staff. 	Not Completed	This recommendation is not within the CoLC remit to deliver. CoLAT is an independent employer to the CoLC. The Aldgate School staff are employed by their Governors. The independent schools have their own CoLC Boards to manage their arrangements.
2	Curriculum	<ul style="list-style-type: none"> The curriculum should not portray black and minority ethnic people as 'victims' but tell a positive story. As part of this, the Tackling Racism Taskforce would encourage the schools to build on its strong Continual Professional Development (CPD) offer for teachers on ways to use cultural resources in learning and to reinvigorate curriculum with culturally diverse content. 	Completed	Decolonialising the curriculum has been a key piece of work through Head Teachers Forums under Anne Bamford. CPD for teachers is the remit of CoLAT and independent schools individually.
3	Partnership Working	<ul style="list-style-type: none"> There should be more joined up partnership working, e.g. between the City of London Police and the family of schools. 	Completed	The ESU worked with City of London Police on the Stephen Lawrence anniversary commemorative event. A colleague from Chris Pelham's team has liaised with Kelly Fisher from the Police Public Protection Unit regarding work with the Schools in the City - Kelly presented at the last Safeguarding Education Forum on the work she is doing in this space. I have met with the Safer Schools officer for the City, appointed in January 2023. Consequently, City Police

				<p>have been introduced to the appropriate people to facilitate access to Youth Forums to seek the view of young people resident in the City.</p> <p>Through the closing down and spending out of an historic CoL Education Charity, 35 fully funded places for Batchelors degree 3 year courses have been provided to global majority students who would not otherwise be able to go to university. This is in partnership with Goldsmiths College London</p>
4	Bursaries	<ul style="list-style-type: none"> Bursaries at the independent schools could be advertised to academies and change the conversation, so it was less about 'class' or 'race' and more about education itself. 	Completed	Bursaries and scholarships to CoL independent schools are widely publicised to CoLAT schools. 'Class' and 'race' are not terms used in these communications. Social Mobility through educational opportunities are. Positive individual examples are available (subject to GDPR)
5	Work Experience	<ul style="list-style-type: none"> There should be a focus on work experience placements and consider not always giving the most 'capable' student a placement, but those where there would be most impact. 	Partially completed	This will be a key focus as we rewrite the Education, Cultural & Creative Learning and Skills strategies during 2023 for Education Board sign off in early 2024. Additionally, 20 supported internships have been committed to for delivery between now and 2025. These will be for young people with additional needs.
6	Adult Skills / Lifelong Learning	<ul style="list-style-type: none"> Consideration should be given as to what support could be offered to children at risk of exclusion and to offer and promote mentoring by Members and officers to young people. The important work of the Culture Mile Learning team to help children access and be exposed to cultural institutions should be recognised. 	Completed	Whilst this operational aspiration is not within the remit of the Education Board and CoLC officers, but the remit of local Governors of CoLAT and the Aldgate School, the Education Strategy Unit (through the City Premium Grant), has funded the Apprentice Academy provision within CoLAT secondary schools as an alternative to suspensions and permanent

				<p>exclusions. This funding continues into 2024 to date.</p> <p>Between December 2021 and March 2022, Amazon Web Services (AWS), the City of London Police and the City of London Corporation partnered to deliver a project supporting the development of digital, business and fusion skills in Year 12 students, increasing their knowledge of the wide range of careers in the digital space and preparing them for success in the world of work. Over 30 students from four schools took part in a series of interactive workshops led by experts from the tech sector.</p> <p>They were introduced to a range of careers in technology, as well as how they can use technology to positively impact their worlds. In the final competition event, students used their skills and knowledge to pitch solutions to the challenge of cyber bullying to a panel of experts.</p>
7	Governance	<ul style="list-style-type: none"> It is recommended that the City Corporation should support the Academies by creating and promoting an alumni network, of which members could be encouraged to stand as a governor to contribute towards a more representative governing body for each of the schools. 	Partially completed	<p>This recommendation was not able to be progressed due to the pandemic. Local Governing Body recruitment is a matter for CoLAT and individual schools and not one which the Education Strategy has a remit to lead and influence. It is anticipated to be a feature of the revised Education, Cultural & Creative and Skills Strategies for 2024-28, with</p>

				<p>consultation discussions started. Key partners in alumni activity have been approached to progress this ambition to date.</p> <p>Sir John Cass School has been renamed the Aldgate School to better reflect our knowledge and understanding of our current commitment to inclusion.</p>
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Committee(s)	Dated:
Education Board	21/06/2023
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 newly ratified governor appointments to Local Governing Bodies (LGBs) of the City of London Academies Trust (CoLAT). A list of the governing body membership of the City Family of Schools is attached in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Note the report

Main Report

Background

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

Appointment of governors to CoLAT LGBs

2. As noted in the appendix, there are a number of upcoming Governor vacancies which are due to be ratified at the next CoLAT Board of Trustee Meeting on 13 July 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
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Appendix One: Governing body membership of the Family of Schools

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
Nicola Davison	Awaiting approval at next Trust Board meeting	To start 1 st September 2023

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

City of London Academy Highgate Hill²

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
Steven Mitchell	Parent Governor	4 years expiring 31 st December 2026
Vacancy	Non-teaching Staff Governor	VACANT

City of London Academy Islington³

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 31 August 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
Richard Kottler	Appointed by the Trust Board	4 years expiring 31 st December 2026
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT
Vacancy	Appointed by the Trust Board	VACANT

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

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

City of London Academy Shoreditch Park⁴

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
Jonathan McIntosh	Parent Governor (elected)	4 years expiring 5 th April 2025
Grant Aidoo Nash	Appointed by the Trust Board	4 years expiring 13 th September 2026
Preet Singh	Staff Governor (Teaching)	4 years expiring 2 nd October 2026
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
Darren Thompson	Awaiting approval at next Trust Board meeting	To start 1 st September 2023

Southwark Local Governing Body⁵

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

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

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.

Gurjeet Marway	Parent Governor at City of London Academy Southwark	4 years expiring 23 March 2026
Tim McNally	Trust Governor	4 years expiring 31 August 2026
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
Hilda Cheong, Vice Chair	Parent Governor at Rediff Primary	4 years expiring 31 st December 2026
Vacancy	Trust Governor	
Vacancy	Trust Governor	
Vacancy	Trust Governor	
Vacancy	Parent Governor Galleywall	
Vacancy	Staff governor	
Vacancy	Staff governor	

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
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
Vacancy	Trust Governor	

Newham Collegiate Sixth Form College

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

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
Peter Greene	Appointed by the Trust Board	4 years 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
Amy Zambon	Appointed by the Trust Board	4 years expiring 31 st August 2026
Dhruv Patel	Appointed by the Trust Board	4 years expiring 31 st December 2026

*The City Academy, Hackney*⁶

Name	Basis of Appointment	Term of Office
Steve Goodman (Chair)	Appointed by the Trust Board	4 years expiring 5 th October 2026
Anna Sarchet	Principal	During term of office as Principal
Randall Anderson	Appointed by the Trust Board	4 years expiring 16 th July 2025
Darren Thompson (Deputy Chair)	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
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Oleander Agbetu	Parent Governor	4 years expiring 11 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
Debra Robinson	Appointed by the Trust Board	4 years expiring 5 th October 2026

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

Kate-Marie Travis	Appointed by the Trust Board	4 years expiring 14 th December 2026
Olivia Willis	Appointed by the Trust Board	4 years expiring 14 th December 2026
Vacancy	Staff governor	Vacancy

Independent Schools

City of London School

Alderman Robert Howard (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)
Alderman Vincent Keaveny	Alderman	1 year expiring July 2023
Alderman Tim Levene (Chair ⁷)	Alderman	4 years expiring July 2025
Deputy Keith Bottomley (Deputy Chair ⁸)	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
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 2027
Lesley Cartmell	Co-Opted	4 years expiring July 2027
David Woodgate	Co-Opted	4 Years expiring July 2025
Timi Dorgu	Co-Opted	4 Years expiring July 2025
John Owen	Co-Opted	4 Years expiring July 2027

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)

⁷ Subject to re-election at Board of Governors' meeting on 15 June 2023

⁸ Subject to re-election at Board of Governors' meeting on 15 June 2023

Tim Levene (Ex-officio)	Ex officio (Chairman of the Board of the CLS)	(term linked to Chairmanship of CLS)
Alderman Robert Howard (Chairman)⁹	Alderman	4 years expiring April 2025
Deputy Mark Bostock	Commoner	4 years expiring July 2026
Jamel Banda	Commoner	2 years expiring July 2023
The Honourable Emily Sophia Wedgwood Benn¹⁰	Commoner	4 years expiring July 2026
Deputy Shravan Joshi	Commoner	4 years expiring July 2024
Anett Rideg	Commoner	4 years expiring July 2026
Jaspreet Hodgson	Commoner	4 years, expiring July 2023
Dr Stephanie K Ellington	Co-Opted	4 years expiring July 2024
Elizabeth Phillips	Co-Opted	4 years expiring July 2024
Mark James	Co-Opted	4 years expiring June 2025
Del Cooke	Co-Opted	4 years expiring Sept 2025
Nana Owusu-Ansah	Co-Opted	4 years expiring July 2026
Tanya Seghatchian	Co-Opted	4 years, expiring July 2027
1 x Common Councillor Vacancy		VACANT

City of London Freemen'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)
Alderman Robert Howard (Ex-Officio)	Ex Officio (Acting Chairman of the Board of CLSG)	(term subject to Chairmanship of CLSG)
Alderman Christopher Makin	Alderman	2 years expiring July 2024
Deputy Philip Woodhouse (Chairman)	Commoner	4 years expiring July 2026
Graham Packham	Commoner	4 years expiring July 2024
Michael Hudson	Commoner	4 years expiring July 2026
Jamel Banda (Deputy Chairman)	Commoner	4 years expiring July 2026
John Foley	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

⁹ Acting Chairman from 31 March 2023. Subject to election at Board of Governors' meeting on 9 June 2023

¹⁰ Nominated for election as Deputy Chairman at Board of Governors' meeting on 9 June 2023

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/Aldermen¹¹
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
Alderman Robert Howard	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
Anett Rideg (Chair)	2b	Term expires 31 July 2027
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
Her Honour Judge Anuja Dhir	4	Term expires 31 July 2027

Maintained School

The Aldgate School

Name	Appointed By
Jacqueline Greenlees	The Portal Trust
Mohibur Rahman	Parent Governor
Zarina Lawley	Parent Governor
Beverley Ryan	Deanery
Jason Pritchard	LA Governor
Matt Piper (Chair)	St Botolph Aldgate
Jonathan Webb	Co-opted Governor
Farah Lavin	Staff Governor
Anwar Akhtar	The Portal Trust
The Revd. Laura Jørgensen	Ex Officio The Rector, St Botolph Aldgate
Ms A Allan	Headteacher
Robert Moye	The Portal Trust

¹¹ Previously advised temporary amendment to Terms of Reference (to permit continuity of appointments following the resignation of Deputy Ann Holmes as Chair of the Board of Governors of CLSG with effect from 31 March 2023) has now ended. Anett Rideg was appointed as Chairman at the Board of Governors' meeting on 25 May 2023.

Committee(s): Education Board – For Information	Dated: 21/06/2023
Subject: Revenue Outturn 2022/23	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	3,7,8
Does this proposal require extra revenue and/or capital spending?	N
Report of: Director of Community & Children’s Services and the Chamberlain	For Information
Report author: Beatrix Jako, Chamberlain’s Department	

Summary

This report compares the 2022/23 revenue outturn for the Education Board with the final agreed budget for the year. Total net expenditure during the year was £3.181m which is an overspend of £19,000 when compared to the Final agreed budget of £3.162m. This is summarised in the table below.

Summary Comparison of 2022/23 Revenue Outturn with Final Agreed Budget – Education Board			
	Final Agreed Budget £000	Revenue Outturn £000	Variations (Increase)/ Reduction £000
Local Risk	(805)	(828)	(23)
Central Risk	(2,357)	(2,353)	4
Overall Totals	(3,162)	(3,181)	(19)

Significant variations are within local risk and further detail on these variations can be found in paragraph 4.

The Executive Director of Community and Children’s Services had an overall outturn adverse variance of £19,000 mainly due to additional recruitment costs incurred in the year.

Recommendation

It is recommended that this revenue outturn report for 2022/23 is noted.

Main Report

Revenue Outturn for 2022/23

- Actual net expenditure for your Committee's services during 2022/23 totalled £3.181m. A summary comparison with the final agreed budget for the year of £3.162m is tabulated below. In the tables, figures in brackets indicate expenditure or adverse variances.

Comparison of 2022/23 Revenue Outturn with Final Agreed Budget					
	<i>Original Budget £000</i>	<i>Final Agreed Budget £000</i>	<i>Revenue Outturn £000</i>	<i>Variations (Increase) / Reduction £000</i>	<i>Paragraph</i>
Local Risk					4
Employee expenses	(413)	(429)	(448)	(19)	
Premises related expenses	-	-	(3)	(3)	
Supplies & Services	(376)	(376)	(379)	(3)	
Other Contributions	-	-	2	2	
Total Local Risk	(789)	(805)	(828)	(23)	
Central Risk					
Employee expenses	-	(186)	(185)	1	
Premises related expenses	-	14	14	-	
Grants and subscriptions	(2,182)	(2,185)	(2,182)	3	
Total Central Risk	(2,182)	(2,357)	(2,353)	4	
Overall Totals	(2,971)	(3,162)	(3,181)	(19)	

- A reconciliation of original local risk budget to the final agreed local risk budget is provided in Appendix A. The original local risk budget of £789,000 was increased to £805,000 in the year to reflect the July 2022 pay award.
- The 2022/23 final approved central risk budget includes a £3,000 additional budget received from the Priorities Investment Pot, a £105,000 adjustment for costs relating to the flexible retirement pension strain costs, a £81,000 adjustment in relation to redundancy costs, offset by a reduction of £14,000 to the Supplementary Revenue Project budget.

Reasons for significant variations

- Employee expenses were overspent due to higher than expected recruitment advertising costs for Strategic Education and Skills Director post.

Local Risk Budget Carry Forward to 2022/23

5. Chief Officers can request underspends of up to 10% or £500,000 (whichever is the lesser) of the final agreed local risk budget to be carried forward provided the underspending is not fortuitous and the resources are required for a planned purpose. Such requests are subject to the approval of the Chamberlain in consultation with the Chairman and Deputy Chairman of the Resources Allocation Sub Committee. Any overspends are carried forward in full and are met from the agreed 2023/24 budgets.
6. Due to the adverse variance on Local Risk, there will be no requests for carry forwards this year for purposes of this Committee.

Corporate & Strategic Implications

Strategic implications: None

Financial implications: None

Resource implications: None

Legal implications: None

Risk implications: None

Equalities implications: None

Climate implications: None

Security implications: None

Conclusion

Members are asked to note this revenue outturn report for 2022/23.

Appendices

Appendix A – Reconciliation of Original Local Risk Budget 2022/23 to the Final Agreed Local Risk Budget 2022/23.

Caroline Al-Beyerty

Chamberlain & CFO

Judith Finlay

**Executive Director of
Community & Children's Services**

Contact officers:

Chamberlain's: Mark Jarvis, Head of Finance

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Chamberlains: Beatrix Jako, Finance Business
Partner

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Appendix A

	£'000
Original Local Risk Budget 2022/23	789
July 2022 pay award	16
Final Agreed Local Risk Budget 2022/23	805

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Committee(s): Education Board	Dated: 21/06/2023
Subject: Pupil Place Planning: data and trends 2023/24	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3 & 4
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: Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

Summary

This report updates Members on the current data available for school places across the London Local Authorities (LAs) where there are City of London Corporation (CoLC) sponsored academies. In doing so, the data builds on the recent report brought to the Education Board at its Meeting on 24 April 2023 which highlighted findings from the London Councils research on managing surplus school places in London. It must also be noted that the official release of the annual school capacity survey (SCAP) will be available later in the summer with findings to be brought to the Education Boards October Meeting.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

1. Local Authorities (LAs) have a statutory duty under Section 14 of the Education Act 1996 to ensure sufficiency of school places for its resident children. Failure to fulfil this obligation carries consequences, including adverse publicity and legal challenge.
2. As set out in the Department for Education (DfE) non-statutory guidance, LAs are required to provide, for each school within each pupil planning area (PA), information about the number of registered pupils and the capacity of schools in their area. As with most LAs, the monitoring and analysis of data and trends for pupil planning are carried out on an annual basis to ensure their sufficient capacity.
3. The annual returns also include LAs own forecasts of pupil numbers, at PA level, by year group for whom primary and secondary education will need to be provided. This data is then published in the 'School capacity' statistical releases which includes place planning tables showing modelled estimates of places needed to meet future demand.
4. Over the years, Pupil Place planning has also been impacted by the academy/ free school presumption as outlined in the Academies Act 2010. The policy requires LAs to facilitate academies or free schools as opposed to providing new schools themselves. As a consequence, long term planning from an LA perspective is challenging as Academies are able to increase their Published Admission Number (PAN) by placing a notice on their website, and then notifying the Council and do not need to seek LAs approval.
5. Additionally, whilst LAs have a legal responsibility for planning pupil places in their areas, they also have limited powers and whilst LAs can request that an academy closes or reduces its PAN, Trusts are not legally obliged to accept the request.

Current position

6. The City of London Academies Trust (CoLAT) has in total 10 sponsored academies (primary, secondary and sixth-form) which are located in the London boroughs of: Newham, Hackney, Islington and Southwark.
7. Across London, there has been a reduction in pupil numbers because of falling birth rates, changes to EU migration patterns (Brexit), the impact of COVID, housing development/building and more recently, the current economic situation which has seen more young families moving out of London to cheaper housing areas, supported by the growth of remote working opportunities.
8. Below is an overview of the current trends across the London boroughs for where CoLAT schools are situated:

Southwark

9. For **Primary Schools**, Southwark Council has seen a considerable reduction in primary reception and whole school rolls since September 2015. Reception rolls have fallen by 18 forms of entry¹ (30FE) which is equivalent to 26% overall since September 2015. Whole school (Reception to Year 6) rolls have been reported to have decreased by 2,830 pupils over this period which is equivalent to 94 classes or 12% overall. Southwark expect that the overall number for Primary Schools will continue to fall as each year group works its way through school.
10. For **Secondary Schools**, Southwark Council has seen a stable increase in secondary place demand since September 2015 for Year 7 and secondary places on the whole. Southwark note that their Year 7 rolls have increased by 16% overall in the past 7 years. Across all year groups, the rate of pupils has increased to 3,490 pupils which is 28% over the same time period. This is equivalent to 116 classes or four 6FE secondary schools.

Islington

11. For **Primary Schools**, Islington Council have reported to have seen seeing falling rolls. Across their 46 primary schools, almost one in five Reception places are unfilled. The primary roll dropped by over 300 pupils across all year groups in 2022 and contributed to surplus places across all primary schools in all year groups totalling over 18%, or 2,800 of places. During this time, some schools also experienced surplus places in excess of 30%. For 2023/24 start dates, combining the Reception figures with the PAN for the current Reception to Year 5, the capacity for Islington Primary Schools is 15,615. Islington anticipate that they will consult on several PAN reductions to reduce the overall PAN for Islington by 105 which is equivalent to removing 3.5FE from Islington primary schools.
12. For **Secondary Schools**, Islington Council have already seen reductions agreed at two schools which they state will help manage a growing surplus of secondary places. As predicted and in line with other LAs, the projections are more stable in Islington secondary schools with a surplus just above 10% projected over the next five years. For 2023/24, Combining Year 7 figures with the PAN, capacity for Islington Secondary Schools sits at 8,615.

Hackney

13. Whilst CoLAT occupy no primary school provision in Hackney, similar trends from neighbouring boroughs are also reflected in their pupil numbers for 2023/24. Very recently, Hackney announced plans to close two primary schools and merge a further four schools into two new schools. The overall PAN for Hackney Primary Schools for 2023/24 sits at 2780 with Hackney making 2227 offers totalling at 523 vacancies. From September 2023, 120 permanent PAN reductions will be implemented across four primary schools. The planned PAN reductions will reduce the number of reception places to 2780. However, Hackney states that even with

¹ 'Forms of Entry' (FE) refers to the number of classes there are in each year group. For example, a single-form-entry school will have one year 1 class, one year 2 class and so on. A four-form entry school would have four year one classes, four year 2 classes and so on.

this reduction, the projected demand for reception places is forecast to be considerably less, resulting in a continued high number of surplus places.

14. For **Secondary Schools**, Hackney Council have a total PAN for Year 7 figures of 2569 with 2483 places being offered. This then leaves a total of 86 vacancies across the borough. Based on their latest public projections, surplus for Year 7 places ranged from 52 places in September 2022 and will increase to 142 for September 2027, with a peak of 247 places in September 2025. Furthermore, Hackney have reported a significant increase in the number of children and young people with Education Health Care Plans (EHCP). This means that the percentage of each year's pupil cohort identified as requiring SEND support and provision may increase moving forward. This trend is apparent across London and England.

16-18 provision

15. The London Councils report (2023) estimates that demand for places in 16 to 18 education and skills is expected to continue to increase for the next two to five years and will remain above current levels for up to a further two years afterwards.
16. Post-16 school places demand is more complex given applications are more influenced by demand for particular institutions rather than geographical area, and potential students can make multiple applications to a number of institutions rather than in an order of preference. Additionally, in the case of Newham Colligate Sixth Form (NCS) and no doubt several other Post-16 institutions, a number of applications will be received which do not meet the entry criteria. In the case of NCS, the number of applications in general far exceed the number of places available.

Funding implications for schools with reduced numbers

17. In England, schools get two main streams of money from the Government: (1) **core funding** (also known as revenue funding and spent on running costs) and (2) **capital funding** (for buildings). Regardless of the school status, whether they are academies or council run, their funding comes directly from the Government.
18. All schools are funded on a per pupil basis and the Government uses the National Funding Formula (NFF) to make sure that a school's per-pupil funding reflects a number of factors (including the characteristics of their pupils, how many pupils receive Free School Meals, the geographic location of the school).
19. Last year, the Government announced that in 2023-24, schools will get an extra £2 billion of revenue funding and the same again in 2024-25. This, along with the £1.5 billion increase schools will receive in 2023-24 will bring the overall funding increase this year to £3.5 billion, compared to 2022-23. The funding will mean that the total school revenue funding in England is £57.3 billion for 2023-24, rising to £58.8 billion for 2024-25². The average per-pupil funding in schools for 2023-24 is £7,460.
20. In practice, this will mean that a typical primary school with 200 pupils can expect to receive around an extra £35,000 in funding with a typical secondary school with 900 pupils to receive an additional £200,000.

² More recently, data show that between 2010/11 and 2022/23, spending per pupil fell from £7,274 to £6,982 – a drop of 4%, according to the analysis by Landman Economics.

21. As highlighted throughout this report, the data show a decline in pupil numbers and in turn, will create funding challenges for schools as , their main source of funding is based on the number of pupils in the school.
22. As an example, if a school was to see a drop of ten pupils on its roll, the school would not be able to lose a 'whole class', meaning there would not be any reduction in staff numbers and the school would still have to operate normal salary costs and to do this with reduced funding from the government.
23. As noted in the London Councils Report (2023)³, "many primary schools in London are already struggling to balance budgets this academic year, due to a combination of factors including inflationary price increases, a shortage of teaching and support staff leading to increased spend on expensive agency staff, and a significant pay award for support staff" (London Council Report, 2023, p. 5).
24. As highlighted in the April Meeting, Members will also be aware of the ongoing pay dispute with teachers and the DfE, and the source of any pay award as well as the amounting pensions pressures.
25. Furthermore, given the growing concerns over teacher recruitment and retention, Pupil Planning data can also play a crucial role in determining the staffing needs of a school. Schools can estimate the number of teachers, support staff, and administrators required based on the projected pupil numbers. As a consequence, this can further help when budgeting for salaries, recruitment processes, and professional development opportunities and it is considered best practice for Academies to engage with Pupil Planning numbers and projections with LAs for future planning purposes.

Key Data

26. Embedded in this report.

Corporate & Strategic Implications

27. This report delivers on the following strategic objectives:
 - a. to contribute to the outcomes within the CoLC's Corporate Plan to 'Promote effective progression through fulfilling education and employment', and 'to contribute to a flourishing society' as its aim.
 - b. the CoLC Education Strategy for pupils in the CoLC's family of schools to have access to transformative education, enabling them to achieve their potential, flourish and thrive.

Conclusion

28. This report updates Members on the current data for school places across the London Local Authorities where there are City of London Corporation (CoLC) sponsored academies. At its Meeting in April 2023, a report illustrating the findings from the London Councils (2023) was referenced which demonstrated a significant reduction in demand for reception places across London. In that report, it shows that on average, London boroughs are predicted to see a 7.3% decrease in

³ London Councils. (2023). Managing Surplus Places in London Schools. Available at: [Managing Surplus School Places in London \(2023\) | London Councils](#)

reception pupil numbers from 2022-23 to 2026. Likewise, the demand for year 7 places in secondary schools across London is also predicted to drop by a total of 3.5% between 2022-23 to 2026-27. As the data in this report evidence, these forecasts are proving to be reliable and in general, show a decline in primary places demand with secondary schools demonstrating a slower rate. Unless there is a considerable change in child demographics over time, the reduction in Primary-aged pupils in London will filter through to secondary schools in 5-7 years time. The need for schools to focus on marketing activity with local communities, to recruit and retain pupils is important now more so than ever. In simple terms, being the local school of parental preference will be the most secure protection for City of London sponsored academies against the pressures described above. The Education Strategy Unit has offered to support the Trust with marketing and pupil retention strategies. The Education Strategy Unit will continue to analyse the data over the summer period and will update Members with further information at its Meeting in October 2023.

Scott Caizley

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Committee(s)	Dated:
Education Board	21 June 2023
Policy and Resources Committee	6 July 2023
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, in particular noting Appendix II detailing how social mobility is considered in the awarding of scholarships at the School;
- 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 2023/24. 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 June 2024.

Appendices (Non-public)

- Appendix I Use and impact of the 2022/23 allocation & recommendations
- Appendix II (new) How social mobility is considered in the awarding of scholarships.

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Committee(s)	Dated:
Board of Governors of the City of London Freemen's School	16 th March, 2023.
Subject: Report from Headmaster	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1 (d), (e); 2 (a), (b), (c), (d); 3 (a), (b), (c), (d); 4 (a), (b); 5 (d); 8 (a), (b); 9 (a).
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: Roland Martin, Headmaster	FOR INFORMATION/DISCUSSION/DECISION
Report author: Catherine Bennett, Development, Community and Partnerships Manager	

Summary

This paper outlines:

- a) Partnership work with schools
- b) Charitable work undertaken by the school community
- c) Other community and partnership successes
- d) Future collaborations and events currently being planned

This report aims to provide a comprehensive account of the extent to which the school engages with schools, charities, and other organisations, along with events planned for 2023.

Recommendation(s)

Members are asked to:

- 1. Note the contents of this report
- 2. Give approval to send a copy of this report to The Education Board.

Background

In 2008-9, the Board of Governors requested that the Headmaster provide an annual account of its charitable and community activities that could be considered as advancing 'public benefit'. Although the City of London Freemen's School is not a charity itself and is therefore not bound by the 'public benefit' test that applies to fee-paying schools which are, the Governors have rightly expressed a clear desire to monitor the School's public benefit, partnership and community activities, given the charitable origins and founding ethos of the School. Given the pressure that the independent schools' sector is under politically (nationally and internally at Guildhall), community and partnership work is especially important.

The Tomlinson Review (2019) suggested that Freeman's partnership work was more limited owing to its geographical location. Subsequent reports to the Board of Governors and the Education Board, including this one suggest that a full range of community and partnership initiatives both with the 'family of schools' and in our local community are to be celebrated and the work of this Department goes from strength-to-strength each year.

Partnership work, supporting the community and bursary provision are key strands in the School's Mission Statement, *Learn, Lead and Make a Difference*.

Main Report

Partnership work with schools

- Freemen's partnership work with other schools has continued to grow and prosper during 2022, involving a total of 41 schools – 21 state and 20 independent. These numbers reflect school-based events, not including any voluntary activity undertaken by members of staff outside the school day. Whilst reviewing partnership work over the past year, two themes stand out for particular mention. Firstly, the extent to which our student body continues to embrace *Learn, Lead and Make a Difference*. A fantastic example being the collection of ski clothing for Ukrainian refugees, organised by a student in L6, along with a crowdfunding campaign to help cover the cost of transportation, owing to the large number of clothes collected. Other examples of student-led activities are included in the report. The second theme relates to the amount of recycling undertaken by the school, including a wide variety of items; from beds to Design Technology workbenches, a piano and a pool table, to name a few. A separate table has been included this year, to document the recycling undertaken by the school community. Partnership work with other City of London Schools continues apace, participating in City projects focussing on Art, Maths and Oracy, as well as music concerts and sharing Teaching and Learning knowledge. Relationships with local schools have also increased, most notably with the two schools on our doorstep – St Giles' Infant School and The Greville Primary School.

Name of School (S=State, I=Independent)	Details of activity
Blenheim High (S), City of London (I), Donhead Prep (I), The Beacon (S), Wallace Fields Infant (S), West Ashted Primary (S), Whitgift (I)	Developing Leadership Through Partnership
	Eight state and independent schools took part in a new programme set up by Freeman's, aimed at middle and aspiring leaders. A middle leader from each school reviewed a tricky topic at another school, undertook further research and presented their findings to the host school. Topics included - Supporting high achieving pupils, Development of outdoor learning and Effective use of technology to enhance learning.
	Love Languages competition

Nonsuch High (S), Tiffin (S), Ashford Prep (I), Kingswood House (I), Newland House (I), Notre Dame (I), Parkgate House (I), Pennthorpe (I), St David's (I), St Teresa's (I), Surbiton High (I)	Over 110 students from 12 schools (including Freeman's) took part in Freeman's 11th Love Languages competition. Performers sang, danced and recited poetry in one or more modern foreign languages, based around the theme 'Nature and the environment'.
Rosebery (S), Howard of Effingham (S), St Andrew's Catholic (S), Glyn (S), Cobham Free (S), Hinchley Wood (S), Downsend (I), Danes Hill (I), Ewell Castle (I)	Future Pathways careers fair
	Approximately 250 students and parents from 10 schools (including Freeman's), attended our annual careers fair.
Rosebery (S), Glyn (S), The Beacon (S)	Model United Nations conference
	45 students from three local state schools joined together with students from Freeman's to debate a wide range of topics such as "The question of economic inclusion of refugees", "The question of removal of individual state armies" and "The question of sweatshops". Over 20 Freeman's students from U4 - L6 Chaired and Co-chaired the committees, including teaching younger pupils how to participate in a conference.
British International School, Ukraine (I), St Constantine's International School, Tanzania (I), International School of Bremen (I), British Education Korea (I), International School of Florence (I)	Freeman's Global - fortnightly Enrichment workshops
	Over 120 students have so far benefitted from attending one or more Enrichment sessions led by senior leaders from Freeman's and elsewhere, focussing on areas including Study Skills, Your social media footprint and Introduction to UK universities.
City of London Academy Highgate Hill (S), City of London School for Girls (I), Nonsuch High School for Girls (S), Downsend (I)	Languages careers talk
	As part of Love Languages week, a Professor from UCL delivered a talk on 'Careers in languages', with a number of schools attending remotely and/or sharing the recording with students at a later date.
Rosebery (S), Oxted (S), Howard of Effingham (S)	Sports staff ran a mini-swimming gala to support GCSE moderation.
City of London School for Girls (I)	Joint Chamber Concert.
St Giles' Infant (S)	The Junior School Council invited pupils to create bookmarks for Random Acts of Kindness day, which were given to pupils at St Giles' School.
	The Junior School Book Swap - donate two books, choose one new book to take home - resulted in nine crates of books being donated to St Giles' School.

	Teacher (and Governor at St Giles') organised and ran a Science Day for all pupils at St Giles'.
	The School has free use of the swimming pool on a weekly basis, all year round.
	Attended a mini-athletics competition, organised by Freeman's sports staff.
The Greville Primary (S)	Teacher delivered an assembly to 260 pupils on Islam.
	Language assistants delivered a French afternoon workshop for all Year 6 pupils.
	As part of Enrichment, a group of L6 students visit The Greville on a weekly basis to lead French lessons with pupils.
	Donated £500 worth of Scholastic books, earned as commission from Freeman's book fair.
West Ashted Primary (S)	Student from West Ashted participates in Freeman's Wind Band.
	Attended a mini-athletics competition, organised by Freeman's sports staff.
Glyn (S), Rosebery (S)	Teacher ran weekly programme to prepare students for university entrance exams in maths and related subjects.
Glyn (S)	Freeman's lead a Combined Cadet Force contingent, involving a growing number of students from both Glyn and Freeman's. This engagement involves significant weekend and holiday activity for students and brings staff from both schools together.
Therfield (S)	Student from Therfield participates in Freeman's Senior Jazz Band.
Danes Hill (I)	Lent costumes for school production.
St Peter's Catholic Primary	Musical soiree - massed choirs of Freeman's and St Peter's, Senior and Junior Brass, St Peter's Trumpets.
Tiffin (S)	Reciprocal Teaching and Learning visits.
City of London School for Girls (I)	Reciprocal Teaching and Learning visits.
St Martin's, Epsom	Free use of the swimming pool during spring term.

Charitable work undertaken by the school community

2. Some of the main recycling activities undertaken by the school:

Name of Organisation	Details of activity
Amber Foundation	Donated pool table, piano, desks and chairs to new homeless accommodation in Dorking. Staff also donated DVDs, books and a TV.
Besom	Donated three beds from Medical Centre to Besom Charity, for use by Epsom and Ewell Refugee Network.

Biddupur Vaishali Village School, India	Student in L6 took 85 donated blazers to school in India, run by her family.
Books2Africa	A total of 84 boxes of unwanted textbooks were sent to Books2Africa.
Epsom & Ewell Refugee Network	Ski jackets left over from previous ski trips, donated to refugee network.
Kent, Surrey and Sussex Air Ambulance	Crisp packet collection, packets made into park benches and funds donated to Air Ambulance.
Queen Elizabeth's Foundation for Disabled People	Large quantity of clothing donated by parents, not suitable for Ukraine ski clothing collection.
Ski clothing for Ukraine	L6 student organised a collection of ski clothing for Ukrainian's crossing at the Polish border. 70 boxes of clothes were donated by the Freeman's community, along with a crowdfunding campaign to cover the cost of transport.
Terracycle	Eco-committee organised a 'pencil case clearout', with unwanted pens, felt tips, highlighters and markers sent to Terracycle for recycling.
The Beacon School (S)	Donated six Design Technology workbenches.
The Greville Primary (S)	Books no longer needed by the library were donated to The Greville.
Ukraine-based medical charities	Medical Centre donated four boxes of medical supplies.

3. Weekly Enrichment sessions involving students have been re-focussed, to align more closely with *Learn, Lead and Make a Difference*. A large number of L6 students now lead Enrichment activities with younger pupils, however some of our longstanding relationships remain in place, for example Griffin Court residential home and Walton Heath Manor care home.

4. Some of the main community activities undertaken by the school, excluding recycling:

Name of Organisation	Details of activity
Concern Worldwide	Four members of staff participated in the Ration Challenge, eating the same amount of food for a week as a refugee living in a camp in Syria. Total money raised was £2,060.
Disasters Emergency Committee	Junior School sponsored silence organised by a student, raised £1,179 for the DEC Ukraine fund.
Eastside Young Leaders Academy (EYLA)	Freeman's students visited EYLA to talk to young people about boarding life at Freeman's.
Epsom & Ewell food bank	351kg of food (equivalent to 292 meals) was donated as part of Harvest collection.
Great Ormond Street Hospital	Sponsored 'jubilee' walk by all Junior School pupils raised £2,347.
Griffin Court residential home	Sixth form students have been visiting Griffin Court on a weekly basis for over ten years as part of Enrichment, including during 2022.

I Choose Freedom (local group of women's refuges)	Over 100 new books bought and donated by Upper School students, given to local women's refuges as Christmas presents for children.
Mid-Surrey Community Fridge	Donated apples from Freeman's Bothy.
Royal British Legion	Over £1,000 raised from the annual sale of poppies.
St Giles' Church	Junior School pupils created bookmarks and Boarders decorated 'positivity pebbles' to celebrate Random Acts of Kindness Day - all given to elderly parishioners at St Giles' Church.
The Grange, Bookham	Form 1 made pom poms and banners to help decorate The Grange for their Jubilee party.
Walton Heath Manor care home	Continued long-standing relationship with Walton Heath. Form 1 pupils wrote letters and sent bookmarks to residents. During the summer term pupils entertained residents in the garden. In December, pupils spent an afternoon at the care home singing carols.

5. Ongoing voluntary commitments by staff included:

Name of Organisation	Details of activity undertaken by member of staff
Association of School and College Leaders	Serves on the Ethics, Inclusion and Equalities sub-committee.
Barnett Wood Infant School	School Finance Governor.
Epsom & Ewell Refugee Network	Taught English to refugees as part of a week-long summer school.
Epsom & Ewell Refugee Network	Taught Dance to refugees as part of a week-long summer school.
Epsom Downs Primary School	Co-opted Governor with responsibility for SEN.
Farnham District Scouts	Scout Leader.
Freeman's Bursary Fund	Members of staff walked over 72km, equivalent of Gold Duke of Edinburgh, raising £3,020 for the school bursary fund.
Guildford Diocese	Lead services and preach across various parishes to help cover leave/vacancies.
Guildford Diocesan Board of Education	Statutory oversight and support of church schools and multi-academy trust.
Marymount International School, Paris	Trustee and Governor. Chair of Estates and Security Committee.
Molesey Churches Night Shelter	Volunteered weekly at a homeless night shelter.
North Leatherhead Hub	Assist with monthly 'Family Feast' event, providing free hot meals to families in the community.
Northmead Primary School	School Governor
NSPCC	Organised concert to raise money for charity.

Oakfield Junior School, Fetcham	School Governor
Princess Alice Hospice	Compassionate Neighbour Scheme - spends an hour a week with one of their terminal patients.
Reading Girls' School	Mentoring a food teacher in own time, evenings and weekends.
Reeds School	Provides support for Combined Cadet Force.
Royal Events Team	Member of Royal Events Team, assisted with Queen's Jubilee celebrations.
Russian Orthodox Church	Directed church choir.
SANDS Charity	Raised over £2,900 for charity supporting bereaved families.
Society of Heads	Mentors new and aspirant Heads through the Society of Heads.
St Barnabas Church, Epsom	Worship leader, playing and singing at services.
St Giles' Church	Lead services and occasionally preach.
St Giles' Infant School	School Foundation Governor - SEN and Science.
St Nicolas' Church, Bookham	Parish Safeguarding Officer.
St Peter's Catholic Primary School	Volunteers weekly with netball club.
St Phillips, Norbury	Trustee and volunteer chaperone for Libera boys' choir.
The Greville Primary School	Volunteers as a parent reader.
Under One Sky	Volunteer once a month to distribute food to the homeless in London.
Woodcote Primary School	School Governor

Other community and partnership successes

Royal National Children's SpringBoard Foundation

6. Full boarding bursaries for students from disadvantaged backgrounds in inner-city London continue to be provided, via the SpringBoard Foundation. Four SpringBoard students benefitted from a Freeman's education between 2020-22, all leaving to continue their education at university. One new SpringBoard student joined L6 in September 2022.

Sue Thomson Foundation (STF)

7. The Sue Thomson Foundation provided a full boarding sixth form bursary for a student coming from inner-city London with a disadvantaged background, during 2020-21. The Foundation increased their funding in September 2021 to provide an additional full boarding bursary for a new Year 12 student, with a similar background. STF has recently agreed to increase their bursary funding further, to cover a day pupil from a disadvantaged background who lives locally, in addition to maintaining funding for two full boarding students in the sixth form.

Bursaries

8. The number of students in receipt of significant bursaries has remained similar to previous years, however owing to the increased number of students in school from September 2022, the overall percentage has decreased. 19 students (2%) in 2022/23, in comparison to 22 students (2.87%) in 2021/22, 3% in 2020/21, and 2.56% in 2019/20. Livery Companies and Foundations who provide funding towards bursaries received a Christmas card from the student(s) they are supporting, early in December.

Duke of Edinburgh's Award

9. A total of 141 students achieved awards during 2022, either directly through the school or via the Combined Cadet Force. 97 students gained a Bronze award, 36 Silver and 8 Gold.

The completed awards represent approximately:

- 3030 hours of voluntary service
- 2695 hours of physical activity
- 2695 hours of learning new skills
- 668 days on expedition
- 40 days of other residential activities (Gold only)

10. The number of students starting to work towards a new award are as follows: 96 students are currently working towards Bronze, 74 Silver and 19 towards Gold.

Combined Cadet Force (CCF)

11. Freeman's employs a full-time Contingent Commander, who leads a CCF unit involving students from Freeman's and Glyn schools, predominantly based at Freeman's.
12. The contingent comprises 143 cadets in total: 113 cadets and 10 members of staff from Freeman's and 30 cadets and 4 staff members from Glyn.
13. Highlight from the year includes volunteering at the Shere Hill Climb event, an annual race involving over 240 vehicles.

British School, Ukraine

14. Through Freeman's Global, enrichment activity has been provided to pupils from The British School, Ukraine as highlighted in a recent article in *The Times Educational Supplement Magazine* [Ukraine war anniversary: How schools have kept going | Tes](#).

Future collaborations and events currently being planned

Partnership with Star Academies

15. Freeman's launched a new partnership in January 2023 with two schools (Bay Leadership Academy and The Valley Leadership Academy) in Lancashire, who are part of Star Academies trust. All Freeman's careers talks are now being made available to partner schools (including all City Schools and the two Star Academy

Schools). A selected group of students from Bay and The Valley will also benefit from bespoke mentoring support, visits to Freeman's and the opportunity to apply for a full boarding bursary for Years 12 and 13.

Refugee Buddy Club

16. A collaboration with Epsom and Ewell Refugee Network involving a group of 24 students from Freeman's and local refugee families from Ukraine, Afghanistan and Syria. Following training sessions for Freeman's students on coaching, safeguarding and learning more about refugee families in the UK, the club started at the end of January, with the aim of providing one-to-one support with English language skills. Transport is provided for families who wish to attend in-person each week, whilst other young people chat via Teams.

GCSE booster course for City Academy Schools

17. Following a successful bid for funding from the City Partnerships Grant, Freeman's will be hosting 40 students from four City of London Academies for a three day, two night stay at Freeman's School during the Easter holidays. Students will benefit from lessons in maths and English, as well as spending time doing extra-curricular activities. The programme is targeting students currently working at Grade 6, who are able to achieve Grade 7 or above, thereby supporting each School's 'Progress 8' measure.

City of London Virtual School Oracy programme

18. During two weekends in the summer term, Freeman's will be hosting a group of students from the City of London Virtual School, with some staying overnight and others travelling to Ashted each day, ensuring the programme is accessible to as many students as possible. Freeman's Director of Drama will lead a programme of workshops, supported by students from Freeman's, focussing on improving oracy skills – highlighted as an area for improvement by the Head of the Virtual School.

Appendices

Nil.

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Committee(s) Education Board	Dated: 21/06/2023
Subject: Education, Cultural and Creative Learning and Skills Activity Impact Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Scott Caizley, Lead Policy Officer (Education, Culture and Skills)	

Summary

At its meeting on 28 April 2022, the Education Board approved the Annual Action Plan for the Education, Cultural and Creative Learning and Skills Strategies spanning the 2022/23 Academic Year. This report provides Members with an update on the impact against the Annual Action Plan to date.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

1. At its meeting on 28 April 2022, the Education Board approved the 2022/23 Annual Action Plan (AAP) for the Education, Cultural and Creative Learning and Skills Strategies spanning the 2022/23 Academic Year.
2. The Education Board has strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills Strategies. This report updates Members on the impact against the actions in the 2022/23 Annual Action Plan.
3. In contrast to previous years, during which previous AAPs were adversely affected by the COVID-19 pandemic, the activities of the 2022/23 APP were able to progress unhindered. However, although the Education Strategy Unit (ESU) successfully resumed the implementation of activities, it still became necessary to adapt and modify the delivery of actions in response to the persisting economic challenges.

Impact Summary Highlights

4. For 2022/23, the ESU has delivered 5 Headteachers Forums, 3 Skills Forums and 3 Cultural and Creative Learning Forums. All schools across the Family have a staff representative with many schools also having strong governor representation within the Forums. Feedback from Forum members continues to highlight the importance of the Forums and the benefit of belonging to the 'City Family of Schools', particularly when developing partnerships and sharing best practice.
5. Feeding into the Queen's Green Canopy initiative, the Environmental Picnic Day was successfully executed at Epping Forest on 16 September 2022. The event was led by the Natural Environment Learning team and supported by the ESU. Pupils actively participated in morning workshops centred around habitat exploration and understanding the historical significance of the Stone Age. The enriching experience was further enhanced by a picnic lunch, fostering a connection with nature and promoting environmental stewardship.
6. The Education London 2030: Social Mobility - The New Challenge in London conference was held on 3 October 2022 at the Guildhall. In collaboration with CoLAT, the event convened 113 stakeholders, including Members, Senior Leadership Teams, educational leaders, Members of Parliament, Education Directors, charities, social enterprises, businesses, and Higher Education representatives. The conference provided a platform for insightful discussions and the exploration of best practices to address social mobility challenges in London. This gathering of key decision-makers and experts facilitated the sharing of innovative ideas and strategies to overcome barriers to social mobility.
7. The Christ's Hospital School Maths Challenge, a London-wide event hosted by Christ's Hospital, invited Year 5 pupils to engage in diverse mathematical tasks encompassing puzzles, pentominoes, playing cards, tangrams, dominoes, and other competitive games. The event showcased the City's commitment to fostering numeracy skills and provided a stimulating environment for young learners to excel in their mathematical abilities.
8. Christ's Hospital collaborated with the Stephen Spender Trust to organise the Christ's Hospital Poetry Translation Day on 3 February 2023. Year 5 pupils were invited to engage in an immersive experience providing them with an opportunity to explore and experiment with creative translations of poems in Ukrainian and French. The event not only nurtured linguistic abilities but also fostered creativity and cultural appreciation among the participating pupils.
9. So far, the ESU has successfully organised two away days at both the City of London School in April and City of London Freeman's School in June. These events are part of an ongoing series of away days aimed at fostering constructive discussions on forthcoming strategies. Attended by key stakeholders including Members, ESU representatives, and CoLAT officials, these away days have effectively facilitated collaboration and will ensure efficient design of the new strategies. This initiative showcases the ESU's commitment to coproduction, fostering engagement and driving positive change in the education, creative & cultural and skills landscapes.
10. The ESU, in partnership with Chess in Schools & Communities, successfully organised the annual Chess Tournament at the Guildhall for pupils across the Family of Schools. To improve accessibility and foster inclusivity, preceding the

tournament, virtual training workshops for pupils were arranged. The tournament, involving students from Year 4 to Year 12, promoted intellectual stimulation and engagement in the historic Livery Hall. A total of 118 pupils benefited from the event, with medals and trophies awarded to commend the exceptional skills demonstrated by the winners.

11. In collaboration with the Parenting Circle, the ESU has co-produced a Parental Engagement Toolkit for the City's Primary and Secondary Schools. The Toolkits explore areas such as: behaviour; attainment, attendance, school readiness; early help; health and well-being and inclusivity with the aim of strengthening home-school relationships and improving outcomes for all pupils across the Family of Schools. As part of the development process, the City hosted a roundtable in January 2023 with attendees including the City Corporation's Head of Education and Early Years, the Strategic Director of Education and Skills, Chair of the Education Board, CEO of CoLAT, Department for Education officials, The Rt Honourable Lord Watson MP, Head of the Virtual School, Headteachers, Academics from the University of Oxford and Parents/ Carers. The toolkits are set to be piloted in Autumn 2023.
12. In May, the Chair of the Education Board hosted the annual Education Board Dinner at the Guildhall. The event brought together key stakeholders, including the Lord Mayor, Heads of Schools, Chair of Governors, representatives from the Family of Schools and many more from the City's extended network. The dinner gave pupils from the City of London Primary Academy Islington and the City of London Shoreditch Park the unique opportunity to take part in musical performances in both the Guildhall Art Gallery and the Old Library. Succeeding the Lord Mayor's speech, pupils from City of London Freeman's School, The City Academy Hackney, City of London Academy Highbury Grove and City of London Academy Highgate Hill participated in a 'Paddington Bear' themed debate. In total, 60 pupils and 19 teachers from across the City Family of School were directly involved in the dinner.
13. In September 2022, the Wren300 Project was launched in collaboration with the City of London Corporation, Diocese of London, City of London School, and St Paul's Cathedral to commemorate the 300th anniversary of Sir Christopher Wren's death. This year-long initiative incorporates music, visual art, and creative writing, bringing together pupils from across the Family of Schools through unique cultural and creative learning opportunities. Phase 1, held on 28 September, involved a project launch and introduction for teachers at St Stephen Walbrook church. Phase 2 featured full-day workshops at St Stephen Walbrook and St James Garlickhythe, engaging approximately 200 pupils from eight schools in choral singing, paper-cutting artwork, and poetry inspired by Wren's architecture. Pupil feedback highlighted their fascination and inspiration from the church architecture, newfound knowledge about Wren, and eagerness to visit St Paul's Cathedral. Phase 3 commenced on 19 June, gathering all pupils for singing rehearsals at St Stephen Walbrook church and a guided tour of St Paul's Cathedral. In July, their artwork will be exhibited at the Barbican Library, leading to Phase 4, which includes further rehearsals and a concert at Guildhall on 21 September. The Wren300 Project to date has showcased the impact of integrating arts and education to foster appreciation for architectural heritage and creative expression for young Londoners.
14. The attendance of the Strategic Director of Education and Skills in the Scrutiny Meeting process for performance and safeguarding led by CoLAT continues to

demonstrate a commitment to effective partnership. As in previous years, attendance in these meetings facilitates robust examination and support for City-sponsored academies, whilst also informing the grant-funding processes. The active involvement of the Strategic Director ensures the provision of necessary challenge and support, promoting transparency and accountability within the education sector.

15. The ESU and Liveries Education Network have delivered 3 meetings throughout the 2022/23 academic year. Liveries Education Network has continued to provide an opportunity for strategic level discussions for Livery Companies and related organisations. With members representing (as a whole) over 120 schools and educational establishments, the meetings continue to be well attended and this year have explored key areas such as: health and wellbeing for pupils and teachers, environmental and outdoor learning, school and Trust level governance as well as exploring ways to better engage Livery Company members in education and strategic consultation moving forward. The ESU continues to provide administration and logistical support to the network.
- The ESU have continued to deliver a governor training programme that ensures governors are up to date with latest statutory requirements and good practice. There is now further clarity on the roles and training for governors and governors are up to date with the latest statutory requirements and good practice. Training areas include finance, safeguarding and school and data performance. For the 2022/23 academic year, the ESU in collaboration with the Chair of the Education Board have also delivered 3 Chairs of Governors Forums. Attendance at Forums has also improved since restructuring the format of the meetings.

Options

N/A

Key Data

Embedded in the report.

Corporate & Strategic Implications

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

Conclusion

17. The Education Board is committed to ensuring that the delivery of its Education, Cultural and Creative Learning and Skills strategies are focused on evidence driven impact. This report outlines some of the key highlights from the 2022/23 academic year so far. As per previous years, a full report on the impact of the AAP will be brought to the Education Board's meeting in October 2023.

Scott Caizley

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Department of Community and Children's Services

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Committee(s): Education Board	Dated: 21/06/2023
Subject: Cultural and Creative Learning Funding Applications 2023/24	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 7, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
What is the source of Funding?	Education Board
Has this Funding Source been agreed with the Chamberlain's Department?	Y
Report of: Director of Community and Children's Services	For Decision
Report author: Caitlin McMillan, Lead Partnerships & Programmes Officer	

Summary

This report updates Members with key information relating to the first awarding of the City's Cultural and Creative Learning funding model. These applications relate to funding for July 2023/24. Applications for 12 projects have been received and reviewed. The combined associated cost of these projects is between £188,315 and £190,783. The total pot available is £190,000.

The report asks Members to delegate authority to the Chair and the Strategic Education and Skills Director (in consultation with the Town Clerk where appropriate) to distribute awards from the Cultural and Creative Learning Grant.

An overview of the proposals can be found in Appendix One.

Recommendation

1. Members are asked to:

- Delegate authority to the Chair and the Strategic Education and Skills Director (in consultation with the Town Clerk, where appropriate) to distribute the Cultural and Creative Learning funds to the relevant cultural partners.

Main Report

Background

2. The Education Board has oversight of three strategies: Education, Cultural and Creative Learning, and Skills (2019-23). The City Corporation is committed to deliver a tripartite of strategies focused on education and learning. These strategies share a common vision: “To prepare people to flourish in a rapidly changing world through exceptional education, cultural and creative learning, and skills which link to the world of work.”
3. The way in which the ESU delivers the Cultural and Creative Learning strategy is changing, with Culture Mile Learning coming to an end.
4. The City’s cultural partners are now invited to bid for up to £20,000 each towards projects targeted at enrichment and additionality in the cultural and creative learning sectors. The total pot available is £190,000.
5. Partners are encouraged to bid in collaboration with one another and to address specific areas of strategic focus. This year, those areas are: oracy, mental health and wellbeing, environmental and outdoor learning, youth voice, and financial literacy.

Current Position

6. The 2023/24 application window opened in April 2023 and partners have now submitted their applications for Cultural and Creative Learning funding. These applications have now been processed and reviewed with the input of an independent third-party observer to ensure neutrality. The Education Strategy Unit reports that:
 7. 12 applications were submitted from 10 lead organisations in partnership with 14 supporting City organisations.
 8. Of the applications received, 8 feature more than one City cultural partner working in collaboration.
 9. Across all projects, all 5 of the strategic areas have been addressed.
 10. The applications have now been reviewed and the vast majority meet the criteria in place for this funding. In a small number of cases (4 projects), the Strategic Education and Skills Director has requested follow-up information from bid authors to ensure projects will maximise the impact they deliver.
 11. In the case of 2 of the projects, 2 proposed budgets have been submitted. These represent a smaller and a larger scale version of the project. A decision will be made on exact funding for these projects following the receipt of the aforementioned follow-up information.

Proposals

12. For applications where follow-up information *has not* been requested, the Strategic Skills and Education Director suggests that funds be transferred to the relevant organisation as soon as possible to maximise the project preparation time available.
13. For applications where follow-up information has been requested, the Strategic Education and Skills Director suggests that on receipt of satisfactory responses from applicants, funds are transferred to those cultural partners as soon as possible to maximise the project preparation time.

Conclusion

14. This report updates Members with key information relating to the Cultural and Creative Learning funding applications for 2023/24. It asks Members to delegate authority to the Chair and the Strategic Education and Skills Director to distribute awards from the fund.

Appendices

Appendix One: Cultural and Creative Learning Project Proposals Overview 2023/24

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Appendix One: Cultural and Creative Learning Project Proposals Overview 2023/24

Project Title	Lead Organisation	Partner Organisations	Total Cost (£)	Project Summary
Word on the Street Festival: Poetry VS Colonialism	London Metropolitan Archives (LMA)	Keats House (KH) - Poetry VS Colonialism (PvsC) - Middlesex University Teacher Training Programmes	20,000	A four-day poetry festival exploring the colonial stories of artefacts and archives material connected to coffee, tea, opium and spices.
Inspiring Young Londoners	NLA (The London Centre – formally The City Centre)	Barbican Centre	19,000	Four activity days based around the themes of; inspire, mentor, access and skills. The activity will engage up to 300 students from disadvantaged backgrounds with creative careers in the built environment industry.
Wild City 2024	The Salters' Institute	Edible Landscapes London and City Organisation for Wild City family event	20,000	Wild City is an environmental and outdoor-learning based project that brings biodiversity to life for Year 5 students in London. The project aims to build a green space within a London primary school located in an area facing socio-economic deprivation.
Music Production for Girls (short course at Guildhall School of Music & Drama)	Guildhall School of Music & Drama (Open Programmes)	N/a	3,855 or 6323	The project is a short course (non-accredited) aimed at girls or participants identifying as girls, wanting to develop their understanding of music production. The course will provide the participants with an opportunity to develop their skills in composition and music technology through daily workshops. They will learn the technical skills required to produce a piece of music for a client or a brief.

St John's Gate School Gardening Club	Museum of the Order of St John	St Peter and St Paul's Catholic Primary School, The Charterhouse	17,820	The after-school club aims to improve health and well-being through creative and outdoor learning activities, developing greater oracy and self-confidence and improved understanding of the natural world.
Young City Poets	Tower Bridge	National Literacy Trust; London Metropolitan Archives; St Paul's Cathedral; Keat's House Museum of London; Guildhall Art Gallery	20,000	Young City Poets inspires primary and secondary school pupils to write for enjoyment, and improve the quality of their writing and oracy skills by using a memorable visit to a cultural venue as the spark for an exciting learning journey.
Culturally Speaking	Keats House	Speakers Trust and four other cultural venues: Guildhall Art Gallery, London Metropolitan Archives, Museum of the Order of St John and Museum of London Docklands.	19,900	This project is the continuation and expansion of a successful pilot delivered in partnership between 5 cultural venues and Speakers Trust. It begins by bringing students aged 13-14 from 20 schools to visit a cultural partner. In the week(s) following, participants take part in a full day public speaking workshop delivered at school by Speakers Trust, helping them explore and deliver a speech on one of these themes.
Nature Learning	City of London Natural Environment Learning Team	Collaboration with participating schools; SEND knowledge/skill exchange with Tower Bridge learning team.	18,500	This project will engage children with special educational needs and disabilities (SEND) with a 'Nature Learning' programme. It will enable bespoke, long-term nature-based learning programmes for school children (EYFS, KS1 and KS2).
New Leaf: a journey through nature, stories,	City of London Natural Environment Learning Team and Barbican	City of London Natural Environment Learning Team, Barbican	1,920	Wellbeing, nature and story journeys will be facilitated for children who face additional challenges (poverty, disability or caring

creativity and wellbeing	Community Libraries	Community Libraries, Sea Light, City of London Early Help, Ambition Aspire Achieve		responsibilities) within the 12 central London boroughs. The project will enable groups to explore the Barbican Library and an iconic green space (Epping Forest or Hampstead Heath).
Reimagining Londinium: a young person's view of the Roman City.	London's Roman Amphitheatre	Billingsgate Roman House and Baths	13,100 or 18,100	This project is a unique opportunity to explore the Roman archaeology of the City of London and create six, large-scale artworks. Exhibited prominently around the City for the duration of the Boudica to Bloomberg festival, these would showcase the artistic talent of the students and promote a sense of achievement.
Crafting futures – creative careers platform for KS2/3	Guildhall Art Gallery	The Goldsmiths Centre	14,200	Guildhall Art Gallery proposes to pilot a new project which provides pupils a creative, cultural and careers experience that broadens their horizons and links them to the heart of their city. Pupils will take part in a series of craft workshops, where they work as artists alongside real craft professionals on design projects while learning about the profession.
The Big Picture – Maths through movement and art KS1/2/SEN	Guildhall Art Gallery	N/a	15,020	The project will focus on one of Britain's largest paintings: The Siege of Gibraltar. The project will explore the maths linked to the work, such as: how making art is doing maths, how maths has real-world applications, financial literacy, and the non-financial value of art.

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Committee(s)	Dated:
Education Board - For information	21 June 2023
Subject: Culture Mile Learning – Report on activity April 2022 to June 2023	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 is a report for Members on the activity that funding for Culture Mile Learning (CML) from April 2022 to end May 2023 has supported. CML's programme in its current format runs until the end of July 2023 and therefore some projects are still in progress. Where this is the case, detail is provided on impact to date and upcoming activity.

Main Report

Overall programme development

This year (2022/23) marks the final year of the current Cultural and Creative Learning Strategy and also of the CML team and programme. For five years, we have played an important role in delivering key aspects of this strategy. Our mandate has been to support schools, particularly the City Family of Schools, to embed cultural and creative learning across their curricula and to pilot innovative models that enable young people to develop skills that underpin social mobility. This brief has resulted in deep impact for pupils and teachers alike, and generated some exciting new ways of working.

Our work has been guided by five overarching principles and ways of working:

- Teaching with cultural artefacts and alongside creative practitioners and creative industry employers to enable students to develop the fusion of communication, collaboration, critical thinking and problem-solving skills that support their employability
- Developing oracy skills – underpinned by training and consultancy from oracy specialists whose research shows the centrality of good oracy to social mobility
- The concept of 'Beautiful Work', the idea that young people deserve to work with high quality resources and to showcase their work to audiences
- A further strengthening of the connections between teachers across schools and departments to share, co-create and reflect together on curriculum enhancement through creativity
- A focus on providing opportunities and experiences for the least advantaged young people to cultivate their creativity, nurture their skills, and develop their cultural capital.

A cross-programme external evaluation of our work in autumn 2022 revealed the following key outcomes:

Students:

Attainment: literacy and oracy, fusion skills, lifelong learning mindset
Possibility, potential and agency
Confidence and self-belief
Broadened horizons
Fun and enjoyment
Excitement, inspiration and curiosity
Careers awareness
Development of employability skills
Belonging and identity
Representation: pupils see themselves in culture, history and careers
Wellbeing and mental health

Teachers:

Increased permission, confidence and tenacity to embed creativity in the school curriculum
Knowledge, skills and new teaching strategies

As requested by the Board in February 2022, we have provided quarterly updates during the year on the School Visits Fund, phased out our work with over 18s, ensured that our work aligns with the Cultural and Creative Learning Strategies and worked in close collaboration with the Education Strategy Unit (ESU), in particular on the London Careers Festival.

1. Achievements

CML's key achievements during the period April 2022 – May 2023 are outlined below with further details contained in **Appendices 1-5**):

- The recovery and further development of the School Visits Fund. The number of applications levels is now close to pre-pandemic levels and we are at capacity in terms of the number of grants which can be given out. 79 grants were paid out between April 2022 and end March 2023 benefitting c2,370 children.
- The development, piloting and roll out of a new oracy based cross partner programme, Culturally Speaking, for Year 8 students. Run in partnership with oracy experts The Speakers Trust and delivered by four CML partners - Keats House, Guildhall Art Gallery, The Museum of the Order of St John, and London Metropolitan Archives - the programme includes a cultural visit and a full day oracy workshop. 17 schools are booked onto the project for this academic year with eight having already completed the programme.
- Ten schools from the City Family of Schools have engaged in tailor-made teacher CPD and curriculum development projects including visits and resources on topics including the Fire of London, Victorian Era, World War II, Sarah Forbes Bonetta, Windrush, Romans, crime and punishment and creative process skills. The majority of these initiatives have had oracy at their core. We have also commissioned a Maths in Museums expert to support four CML partners to develop Maths focused visits and resources.
- Frame of Mind, the 2023 City Schools Art Project - by the end of June 2023, c300 students from 11 of the City Family of Schools ranging from Years 1-10 will have taken part in day-long workshops to co-create their own group artwork out of cardboard and paper, inspired by artworks from either the

Museum of London or the Guildhall Art Gallery's (GAG's) collections, developing their creativity, critical thinking, problem solving and team working skills.

- 900 pupils from 30 classes in 25 schools across 12 London boroughs are improving their literacy and developing their creativity and communication skills by taking part in Young City Poets, in collaboration with the National Literacy Trust. Five schools this year are taking part in a new module, Writing from Nature, designed with the RSPB to widen access to, deepen knowledge of, and increase appreciation of their local natural world.
- Eight students from the Pre-Apprenticeship Unit at City of London Academy Highbury Grove have benefitted from a bespoke weekly work placement programme. Delivered in partnership with Museum of London Docklands, the programme has significantly impacted students' confidence, as well as their communication and customer service skills.
- 29 students from City of London Academy Highbury Grove and City of London Academy Islington benefitted from a week-long fusion skills-orientated work experience placement in summer 2022 at the Museum of London, Barbican and Tower Bridge.
- We have continued to develop and deliver Fusion Futures, our flagship Key Stage 5 skills and employability project in partnership with Barbican Creative Learning and Foundation for Future London. The 5-week programme, co-delivered by artists and industry partners, helps pupils to apply fusion skills to real-world challenges through creative workshops. By end August 2023 c120 young people will have benefited.

Conclusion

From September 2023, the delivery of this work will be funded through two new grants schemes administered by the ESU. As a result, the four posts that make up the CML team have been made redundant. Despite the winding down of the team and programme, our work this year has once again delivered substantial impact for pupils and teachers. Many of the project bids submitted to the new grants schemes also build on the work that the CML team has supported and developed over the previous five years.

Appendices

Appendix 1 – Impact summary report: Culture Mile School Visits Fund

Appendix 2 – Impact summary report: Teacher CPD and Curriculum Enhancement Programme

Appendix 3 – Impact summary report: Cross-partner Visits Programmes

Appendix 4 – Impact summary report: Employability Pathways

Appendix 5 – Impact summary report: Fusion Futures

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Appendix 1: CML Impact report: Culture Mile Schools Visits Fund

Cultural and Creative Learning Goals, Aims and Outcomes

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

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

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

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

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

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

The continued post-pandemic recovery of the fund has been a priority for this year and we've provided quarterly reports to the Education Board on progress. Application levels are not quite at their pre-pandemic levels, but given the additional pressures on schools this is probably not surprising:

- 2022/23 – 272 applications
- 2021/22 – 210 applications
- 2020/21 – 26 applications
- 2019/20 – 320 applications

It's also worth noting that the fund is at maximum capacity in terms of the number of grants that can be given out each year against its budget of £16k. We've been able to give out more this year because we've been spending underspend built up during the pandemic when the fund was largely dormant. 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.

As well as boosting the overall number of applications to the fund, a key priority this year has been targeting take up by schools that need it most. This work has been ably led by the Culture Mile Learning Coordinator who has focussed on promoting the fund and the offer of the CML partnership to schools in boroughs with high levels of deprivation evidenced by Pupil Premium rates of 50% to 87% and have either not used the fund before or only used it sparingly. A series of meetings was held with teachers from a range of primary and secondary schools which fit these criteria to introduce the fund, learn about their curriculum and enrichment needs, and suggest visits accordingly. By supporting school staff in this way, we effectively made both the cultural venue

selection and the application process less daunting, so reducing barriers to access. It's clear from the regular communication we've had with these schools that this kind of additional support is needed to enable schools with minimal resources to undertake the additional work involved in organising cultural visits, and that these kinds of relationships need to be nurtured long-term.

As well as undertaking targeted marketing, we also commissioned Schools Mailing, a specialist digital marketing agency, to advertise the fund to all eligible schools across London to put it on/back on their radar and hopefully encourage visits. A series of three emails were sent to all eligible schools from mid-October to early November providing details of the fund and highlighting upcoming events such as the LSO key stage concerts and Barbican theatre productions. From late October to mid-November nine schools applied to the fund who had never applied before.

Application trends:

- The most popular venues applied for this year have been the Natural Environment sites, especially Hampstead Heath and Epping Forest. Both are popular for primary schools that want to encourage KS2 learning around the Iron Age and to support the Outdoor Adventurous Activities PE KS2 curriculum unit. Additionally, Barbican and LSO remain popular with both secondary and primary schools through the joint programming of their key stage concerts.
- The fund continues to be predominately used by primary schools. 74% of all applications were made by primary schools whereas 19.5% of applications were made by secondary schools.
- The main use of the funding for schools has been to cover entrance fees (including workshop charges/ticket costs) and transportation costs.

The most common reasons cited for applications are to:

- improve mental health and wellbeing
- provide extracurricular activities
- support curriculum learning
- enable students from deprived areas to experience culture and know more about their city
- support Covid recovery for schools whose pupils have experienced significant financial hardships and a lack of access to environments other than school and the home since 2020

'I would like the fund to be used for my EAL students, many of whom are PP or FSM recipients and do not speak English fluently. The economic as well as a language barrier seriously limit their educational opportunities. I believe a school trip to Tower Bridge would enable them to understand British history better and motivate them to learn the English language.'

'We are a pupil referral unit (PRU), where our cohort predominantly have SEMH and SEN. The children come from deprived backgrounds. The majority of the children come from families where their experiences of the world are limited so giving them the experiences with this funding will give them the opportunity to experience something that they might not otherwise. With the funding we are hoping to go on a trip to Hampstead Heath and have a session in the education centre. It will support us in getting transport to and from the venue and support our learning in Science.'

Proposed cost	£16,000
Actual cost (include breakdown)	<p>£22,684 was paid out in 79 grants between April 2022 and end March 2023 A further £2,473.56 in 10 grants was paid out in May 2023.</p> <p>Marketing costs were covered by the main CML budget Grants over the £16k budget were covered by underspend built up during the pandemic when the fund was largely dormant.</p>
Delivery period	Year round
What outputs/activities were delivered?	
<p>272 applications have been made to the fund to visit 14 different cultural venues set to benefit 11,710 children and young people.</p> <p>Applications were made by:</p> <ul style="list-style-type: none"> • 56 primary schools • 31 secondary schools • 9 not-for-profit organisations • 19 different boroughs <p>79 grants were paid out.</p> <p>Feedback forms completed by grantees show the value of the fund to schools and their pupils and the ease of the application process.</p> <ul style="list-style-type: none"> • The visit increased young people's confidence and motivation 81% of teachers 'strongly agreed' and 19% 'agreed' • The young people learnt something new as a result of the visit 80% of teachers 'strongly agreed' and 20% 'agreed' • The young people were engaged and enjoyed the visit 75% of teachers 'strongly agreed' and 25% 'agreed' • The visit supported our objectives and/or curriculum 85% of teachers 'strongly agreed' and 15% 'agreed' • The visit helped develop young people's communication, thinking, organisational, or creative skills: 71% of teachers 'strongly agreed' and 29% 'agreed' • Ease of applying 39% of teachers found the application process 'very easy', 44% 'fairly easy' and 17% 'neither easy nor difficult' 	
Have the target outcomes been met, and how have they been measured?	
Targets set	Targets and impact achieved
- Schools approved have an average of 50% of their pupils in receipt of Pupil Premium	47.5% has been the average Pupil Premium eligibility rate of schools making applications. However, our in-depth development work focussed on schools with rates ranging from 50% to 87% meaning that

	the fund has significantly supported access to the City's cultural venues by children facing substantial disadvantage.
- 2,000 pupils benefit from the fund	c2,370 pupils benefitted
- Broadened scope of pupils/young people benefitting from the fund through marketing to schools which have not previously used the fund and also to youth organisations	<p>Relationships were built with 35 schools across nine boroughs - Southwark, Hackney, Lambeth, Tower Hamlets, Newham, Haringey, Camden, Enfield and Wandsworth - selected due to having areas with some of the highest poverty rates in London.</p> <p>12 primary schools, one being a primary PRU.</p> <p>23 secondary schools, three being secondary PRUs.</p> <p>All selected schools have Pupil Premium rates ranging from 50% to 87% and have either never used the fund before, or only used it sparingly.</p>

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

All quotes below are from teacher evaluations.

Personal and social impact:

'We know this trip far exceeded the students' expectations, even though one said he has been looking forward to this since the day we announced it at parent's' evening. Genuinely, they were the happiest I have seen them in a long time, some also remarking that they were finally able to be their "true self" as they were in a safe environment around people who cared about them, and having a good time.'

'They gained confidence in themselves and in their peers.'

'Learning outside the classroom is vitally important to our pupils, due to Covid pupils lost 2 years of meaningful trips and integration opportunities. With the rising costs we are not always able to provide transport for trips far away from our school.'

'Our children absolutely loved this visit, especially the workshop which was a real treat for them. It gave them a perspective of the city they live in as most of them had never seen the river or Tower of London from Tower Bridge. It brought our history topic to life and the children are now more engaged with London history'

Educational impact:

'The visit brought the topic to life in a way we could not have replicated in school. It provided children with a real insight into Victorian life and gave them access to a wide range of resources that catered to the different learning needs of the children. Experiencing the river up close provided an excellent foundation for the Geography unit on rivers. This was a very memorable learning experience for the children. The fund is increasing access and removing barriers of disadvantage.'

'A fund such as the Culture Mile Fund enables us to provide an irresistible opportunity for classes to not only attend the visit but to also reflect and celebrate the experience back in school afterwards meaning the trip has long lasting impact for all those who attended.'

Cultural impact:

'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.'

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

'It was also an opportunity for our children to see many landmarks in London. It is very common for our children not to leave the local area.'

Ethical and economic impact:

'Extremely valuable. We are a community school based in an area of very high social and economic need - we do not charge our families for trips. The Culture Mile Visits Fund helps us to keep our enrichment offer at a very high standard.'

'It makes a huge difference to our school that we are able to apply for financial support for these visits, as many of our parents would struggle to afford extra trip payments. The fund makes our musical visits possible, and these events make up part of our strong music curriculum.'

'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.'

'One of our biggest barriers is suitable transport for our pupils, especially as we are a SEND school. Being able to book transport which is both comfortable and appropriate for our pupils to travel safely is an absolute gift to us. Cost is the overall biggest barrier for us.'

Fusion skills impact:

'Students were able to develop a range of skills on the trip including team work, communication and thinking skills and life skills'

'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.'

Were there any unexpected benefits?

An important aspect of our development work was regularly meeting with our cultural partners to learn in detail about their programmes in order to promote their offers to teachers. As a result of this we effectively began to use promotion of the fund as an additional way to market the collaborative learning offer of the CML partnership. This way of working increased access to the partners' overall programmes and encouraged us to support each other through knowledge exchange and regular check-ins.

Will the outputs/activities continue?

We are currently handing over the fund to the Education Strategy Unit (ESU) who will run it from September 2023, as well as closing down the current application process. Since March 2023, we have focussed on supporting schools to claim outstanding grants. We are working hard to enable a smooth transition of the fund and will continue to provide insight and knowledge into the best ways of administering this funding, as well as how to broaden access to schools who need it the most. We recommend that the development work we have begun with schools from some of the most deprived areas in London is continued to enable increased access for pupils most in need.

Appendix 2: CML Impact summary report: Teacher CPD and curriculum enhancement

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

CCLS Goal 3

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

CCLS Goal 4

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

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

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

We’ve continued to build on our relationships with teachers in the City Family of Schools and worked collaboratively with them both to respond to their requests and to develop joint projects. We also took opportunities where they presented themselves to share resources developed with City Schools more broadly. A focus on oracy has been central to our work this year, led by the training we did together with oracy specialists, Voice 21. Voice 21 divides the discipline of oracy into two areas:

- learning to talk – which is about presentational talk in a range of settings
- learning through talk – which includes discussion and debate

Voice 21 also stress the centrality of good oracy to social mobility.

Through this training, we’ve learned that as a cultural education partnership, we can offer two key elements to teachers’ work with oracy:

- showing how creativity can elevate discussion-based historical enquiry
- providing cultural artefacts and visits to act as inspiration for discussion and debate

We’re very grateful for the advice and contribution we received from Sheila Cohring in her role as Cultural and Creative Learning Strategy Consultant for the Education Strategy Unit until the end of July 2022.

This area of our programme also includes the annual City Schools Art Project which this year is called Frame of Mind and is being delivered in partnership with Animate Arts, Guildhall Art Gallery (GAG) and Museum of London. Animate Arts are working with 11 of the schools to create their own collaborative artwork out of cardboard and paper, inspired by artworks from either the Museum’s or the GAG’s collections. London Metropolitan Archives also provided background archival information to support the project. A series of posters of all the artworks will be produced and given to all schools, the participating CML partners and the ESU. The project will give pupils a chance to develop their creativity, critical thinking, problem solving and team working skills as well as support wellbeing through taking part in a fun daylong activity.

Proposed cost	£15k
Actual cost (include breakdown)	<p>Transition day poets' fees - £3,700 – funded by 2021/22 budget</p> <p>Artefact loan boxes - £160</p> <p>Artist fee for teaching the creative process - £1,500</p> <p>Exhibition in a box: The missing chapter, Black Chronicles resource – free of charge through relationship with Autograph Gallery</p> <p>Animate Arts workshop fee – £10,000</p> <p>Maths in Museums fee – £1,832</p> <p>Zoom Through History fee - £420</p> <p>Eastside Community Heritage fee – £1,500</p> <p>Summer School costs met by City of London School for Girls (CLSG)</p> <p>Voice 21 oracy training funded directly by ESU</p> <p>TOTAL: £19,112</p> <p>£15,421 from 2022/23 budget</p>
Delivery period	Year round
What outputs/activities were delivered?	
<ul style="list-style-type: none"> • Artefact loan boxes from Islington Library Service provided to Redriff and Galleywall • Oracy-based transition day led by 8 professional poets and co-delivered with CoLA Southwark, Galleywall and Redriff for 240 pupils – July 2022 • Session planning for Galleywall Heritage Day (summer 2022) including provision of creative activities and, where relevant, links to CML partner collection resources • Cultural enrichment day in partnership with Little Angel Theatre and the Museum of London for 13 pupils on 25 August 2022 as part of the City Family of Schools Summer School • Participation in Galleywall curriculum development day, showcasing how oracy and artefacts can enhance teaching particularly in relation to Year 2 Art and Year 4 History – September 2022 • Curriculum enhancement planning session with Redriff - 18 October 2022 • Special visit and curator tour arranged for CoLA Highgate Hill A Level Sociology students and teachers to the Museum of London Docklands Executions exhibition - November 2022 • Pilot project 'Historically Speaking' - resources created and shared with a number of primary schools via a Facebook group to support History after-school clubs beyond the City Family of Schools – Autumn 2022. Based on CML partners: Tower Bridge, The Charterhouse and Museum of the Order of the St John • Year 10 and 12 Art students at CoLA Highbury Grove worked alongside professional photographer Emile Holba in November 2022 to learn creative process skills as part of a cross-school project on local community and belonging. The project also provided CPD for teachers on how the creative process for photography translates across other areas of teaching, for example making a composition for a painting and for guiding students how to present/curate their work • Fire of London, Victorian Era, World War II, Sarah Forbes Bonetta, Windrush and Roman oracy resources utilising (where relevant) cross-CML partner resources and Voice 21 oracy 	

strategies developed for and shared with all 4 primaries, and in the case of Victorian Era also with CoLA Highgate Hill for Year 7 Victorian Literature

- Harriet Tubman resources focusing on historical enquiry and oracy developed and shared with Redriff and Galleywall for Year 6
- Exhibition in a Box - The missing chapter: Black Chronicles resource by Autograph Gallery with CML-created accompanying oracy based resources – provided to:
 - CoLA Highgate Hill English department and Library to support teaching of Year 7 Victorian Literature – all Year 7s interacted with the exhibition during an English lesson using the CML resources as prompts and which were displayed alongside the images and after having watched the exhibition film (Autumn 2)
 - Redriff Year 5 to support teaching of the Victorians – displayed in the Year 5 corridor so that 60 children see them several times a day and 60 + parents had a chance to view them at a parents’ meeting (Spring 2)
 - CoLA Islington (Summer 1)
 - CoLA Hackney (Summer 2)
- Maths in Museums commissioned to work with CML partners – GAG, St Paul’s and Bank of England Museum to develop resources/sessions for KS3 Maths focussed visits and with the Natural Environment team on their KS2 Maths sessions
- Eastside Community Heritage supported to co-develop and then commissioned to provide oral history centred Windrush75 CPD for teachers across Haberdashers’ Academies Trust South – 3 sessions. A session was also provided for their digital ambassador students – May 2023. These sessions were based on CPD provided for the City Primaries in 2022
- Frame of Mind – 2022/23 City Schools Art Project – c300 students from 11 schools ranging from Years 1-5 and 7-10 are taking part in a day-long workshop co-creating their own group artwork

Planned to take place by the end of August 2023:

- Provision of two costumed characters – a dock worker and his wife through Zoom Through History for Redriff to start their annual Docklands week (June 5th) which this year focuses on the 1889 Dockers' Strike. The characters will meet and greet children and their families at the school gate and then visit each class.
- Trip for Redriff Year 6 to the Museum of London Docklands linked to their Geography unit on regeneration - July
- Aldgate School Year 4 piloting Museum of London new Roman session linked to the Roman Wall at Vine Street
- Cultural enrichment day with a focus on oracy and creativity with and at GAG for pupils on 24 August as part of the Family of Schools Summer School 2023

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

Outcome	Measurement/Evidence (e.g. results, pupil survey responses, etc.)	What has been the impact?
Participating teachers in the City Family of Schools report that they have the confidence, skills and strategies to enhance pupils’ learning and develop their creativity, oracy and	Feedback data	<p><i>‘Thank you so much for your help today. It was amazing to have you with us. The staff really appreciated your support.’</i> Deputy Head Teacher, Galleywall</p> <p><i>‘Thank you for all of your hard work in collating this Rhiannon! We will add it to our planning.’</i> Teacher</p>

fusion skills through cultural experiences and creative approaches in the classroom		<p><i>'The students took away so many things from this [Transition] day, to name a few: a renewed inspiration for poetry and an understanding of the power of their own authentic voice, collaborative working skills and an understanding of how to communicate with children they don't know, an ability to work independently in a secondary school environment and navigate a building they are not familiar with.'</i></p> <p>Teacher</p> <p><i>'Each session was CPD for our staff. I can visibly see in sketchbook work how teachers have developed more confidence in instructing students to produce high quality photographic recording. An important part of the CPD was to see how the creative process for photography translates across other areas of teaching'</i> Head of Art – CoLA Highbury Grove</p> <p><i>'The workshop was fantastic, creative, engaging, well planned, adaptive to the needs/requirements of the school and students'</i> – Frame of Mind teacher feedback</p> <p><i>'10 out of 10. Imaginative and engaging'</i> - Frame of Mind teacher feedback</p>
10 of the schools, including teachers from a range of subjects beyond the arts, actively take part in the CML offer	Participation data	9 of the schools have taken part in curriculum enhancement work including teachers from History, Geography, Art, English, and Library. An initial link has been made with the Maths department at CoLAI
- A cross-schools collaborative art exhibition is delivered involving 10 of the schools	Participation data	11 are taking part in the 2022/23 City Schools Art Project – Frame of Mind
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		
Personal, social and educational impact and educational impact:		

Transition day:

'I think the students' grasp and skills around creativity were deepened and I saw a growth in confidence in them throughout the [Transition] day.' Poet

'Child X told me she could not write poetry. I asked her what her favourite things were. I told her to write about that. She did. At first she was reluctant to read her work out. By the end of afternoon session she was constantly sharing her work. And there were so many like Child X throughout the [Transition] day.' Poet

'I loved seeing the learners working together, encouraging each other, listening, suggesting and laughing.' Poet

'...seeing a group of students reading their collective poem gently help a Ukrainian student with limited English and his pride at reading his line.' Poet

Pupil feedback on the Transition day:

'I'm really proud of reading out loud because I'm shy.'

'I am proud of my creative writing today.'

'It was fun meeting new people.'

'When we were <learning about> other peoples favourite object and reading <our poem> is what stood out because I got to compliment people.'

'I accomplished speaking out loud about my favourite thing.'

'All students were able to produce a photographic triptych which shared a personal story about their sense of identity and belonging. This was exhibited in a school wide group show called "Sharing Stories".'

Students who took part are now taking significantly more considered photography. In their "portfolio" coursework unit, one of the requirements is demonstrating professional executing when capturing an image for portfolio use. They have reused the skills about lighting and framing taught by Emile. Interestingly, the word narrative is now very much used when they present their university portfolio pages, they have gained a lot of insight about thinking from the viewer's point of view when they present an idea.' Head of Art – CoLA Highbury Grove

'The synergy between CML team/artist/school struck a balance that made it easily the most successful and productive experience I have ran in school.' Head of Art – CoLA Highbury Grove

'I had 8 pupils - 2 couldn't come - but I believe word on the corridor is that it was a great club so I hope more will sign up do we can rival the sports' club attendance!' History after school club teacher feedback

'Thank you so much for today. Our students (and myself!) thoroughly enjoyed the exhibition. It was a huge privilege to have the exhibition to ourselves and also have such an insightful guided tour of the exhibits...The Executions exhibition is so thoughtfully and tactfully brought together - our experience was very different to what I had anticipated and we all left with a burning desire to research more on this most inhumane form of punishment, (as well as to support the work of Amnesty International)'. Head of Sociology, CoLA Highgate Hill

'Many thanks to the @MuseumofLondon, Culture Mile Learning and @LittleATheatre for organising such a wonderful second day of our primary summer school today - the puppet show was a real hit with the pupils and we look forward to sharing the final product with parents tomorrow!' CLSG Partnerships

One word to describe your day on the project?

'Great, Creative, Phenomenal, Magnificent, Enthusiastic.'

How do you feel about your final artwork/make/build?

'Shocked, Surprised, I feel like a legend, A God of the art world, Proud, I feel even more creative than before.'

Pupil feedback on Frame of Mind workshop

Missing Chapter feedback:

Pupil feedback:

'I believe the reason why the photos are called "Missing chapters" is because they are missing chapters. In History we have been taught to believe that throughout the 19th century only the white were of high class & had elegance. Through these photos we can see this is not the truth...In history we have no recollection of these influential figures, we are amassed with content on how great the white are. We only associate Black people in the 19th century with slaves etc.'

In response to the question – What would you tell the people in the photographs? *'I would tell them that the future holds a lot and that in the future there would be many rights for them and that they would be treated equally. I would ask them how are you being treated? Who disrespects you?'*

Teacher feedback:

- *'Portrait photographs are very much part of a year 7's daily life as they send them to each other all the time – and so there were some interesting conversations about how the subjects were being represented/were representing themselves.'*
- *'Talking about the images was a great way of helping students understand what interpreting and inferring is and bridging those skills into working with text which they have to do all the time in English.'*
- *'Staff in the wider school have enjoyed and been pleased that the exhibition has been up.'*

Cultural impact – raised profile:

'It [working with professional poets] is demonstrating to young children (and their families) that the Arts is for them too.' Teacher

'The materials were incredibly useful and informative.' Teacher about after-school History club session using CML developed Tower Bridge resources

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

- The scale of the transition day – 240 pupils across three schools provided some unforeseen logistical challenges which could be planned for differently.
- How could the aims for the transition day – oracy development, team working skills, increased confidence, experience of secondary school/mentoring of primary pupils and a rich cultural experience be simplified and/or streamlined more for maximum enjoyment and impact on pupils? Pre-transition day sessions in individual schools might help.

Will the outputs/activities continue?
<ul style="list-style-type: none">• As a result of the partnership work this year between GAG and Maths in Museums, a bid has been made by GAG to continue this work through a project involving movement and music workshops linked to one of their paintings.• The Humanities curriculum lead at Redriff has been linked up with the Learning team at the Museum of London Docklands to collaborate on the development of a new Year 6 resource linked to transatlantic slavery.• The Forest School lead at Redriff has been linked up with the City's Natural Environment Learning team for advice on how to build more outdoor learning into the curriculum, potentially through subjects such as Science and Geography and to support the school's EYFS and Key Stage 1 Forest School.• Redriff have signed up to receive regular artefact boxes from Islington Library Service after we provided them with some as a pilot.• The Head of Art at CoLA Highbury Grove has bid for funding to continue the work with Emile Holba on teaching the creative process.• Several of the City schools would like to have The Missing Chapter exhibition resource back next year if the ESU is able to facilitate its rotation between the schools.

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Appendix 3: CML Impact summary report: Cross-partner visits programmes

Cultural and Creative Learning Goals, Aims and Outcomes

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

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

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

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

This area of our programme is comprised of three projects:

- Young City Poets
- Our new for this year oracy based programme – Culturally Speaking
- Online Romans triple site visit

Young City Poets:

Young City Poets (YCP) is delivered in partnership with the National Literacy Trust (NLT). Five CML partners took part this year - London Metropolitan Archives, Tower Bridge, Keats House, St Paul's Cathedral and The London Mithraeum.

YCP aims to improve attitudes to writing of socio-economically disadvantaged young people in London, aged 9 to 14, through a creative poetry project. In addition, our evaluation has demonstrated year after year that the approach we use has an impact on young people's fusion skills, especially their creativity and resilience. This project is aimed at groups of reluctant writers in Years 4 to 9 from schools with percentages of pupils receiving free school meals above the London average. This year the average Pupil Premium rate of participating schools is 41%.

The project begins with a visit for students to our cultural partners where they take part in creative workshops designed to inspire poetry writing. Students then have the chance to work with one of five professional poets to further develop their poems exploring the impact of language choices on a reader, proofreading and learning how to use intonation, volume and movement to convey meaning.

This year, 10 classes from five of the participating schools are taking part in Young City Poets: Writing from Nature. They are accessing resources and activities designed to widen access to, deepen knowledge of, and increase appreciation of the local natural world. This iteration of the programme has been developed in partnership with RSPB. Schools will select an appropriate local green space for a full day of outdoor activities led by professional poet, Antosh Wojcik. Students will then have the chance to work with Antosh back in the classroom for a workshop on editing and performance.

Culturally Speaking:

This new cross-partner project developed this year builds on the methodology and learning from YCP and applies it to oracy. It has been developed and is being delivered in partnership with oracy experts the Speakers Trust. In response to the impact of the pandemic it has been targeted at Year 8.

The programme invites 30 Year 8 students from the City Family of Schools, and other London schools with a Pupil Premium level of over 35%, to visit either Keats House, Guildhall Art Gallery, The Museum of the Order of St John, or London Metropolitan Archives. During their visit to the venue, the students explore selected themes (dependant on venue), and discover connections between themselves and the past. The venues offer visits that are not restricted to curriculum content, and have the opportunity to inspire cultural curiosity. This visit is then followed by a whole-day workshop delivered in school by a Speakers Trust trainer. During the workshop, students are led through the steps of planning and delivering a short speech, which they deliver without notes. They are encouraged to identify a theme from their visit to inspire their speech, which can be about any topic that matters to them.

The aim of the programme is to offer places to year 8 students who may not qualify for interventions for support, but neither are they qualifying for high-achiever activities. However, there is scope for this flexibility, where some schools may want to offer it as part of their debating programme, oracy programme, or to students who may lack confidence but have the ability to do well.

After a pilot involving two CML venues and CoLA Highbury Grove and CoLA Islington, 10 schools are now booked onto the project for this academic year, with eight having already completed the programme.

Cultural Venue	Themes
Keats House	Friendship and Love Ambition and Aspiration Comfort and Self-Care
Guildhall Art Gallery	Love and Compassion Beauty and Representation Faith and Perseverance
Museum of the Order of St John	Care Symbolism Valour (bravery)
London Metropolitan Archives	Community and Belonging Identity and Pride Visibility and Representation

Roman triple site visits:

This monthly joined-up live-streamed session between the London Mithraeum, London's Roman Amphitheatre and Billingsgate Roman House and Baths gives pupils an insight into three key Roman London sites. Boxes of replica artefacts are also offered to schools as a follow up to the session.

Proposed cost	<p>£15K – Young City Poets</p> <p>£12K – for new cross-partner visits programme</p> <p>£27K in total</p>
Actual cost (include breakdown)	<p>Young City Poets – additional funding raised by NLT and provided by the City of London Corporation and the Allan & Nesta Ferguson Charitable Trust. CML was also able to add an additional £5k to its funding of the project this year from underspend in 2021/22 giving a total budget for this project of £35k.</p> <p>Project management - £13,337 NLT membership for schools - £1,500 Strategic and partnership management- £600 Communications and development - £600 Design - £1,000 Poet workshop planning and delivery - £12,550 Evaluation - £700 Poetry festival - £3,700 Anthology - £1,000 Total £34,987</p> <p>Culturally Speaking - £12,400 Pilot – two schools £1300: Project design/print £1600: Workshop delivery</p> <p>Extension – 11 Schools £950: Additional workshop design (for 2 more venues) £8,550: Workshop delivery</p> <p>Romans triple site visit – covered by Bloomberg</p> <p>TOTAL cost: £32,400</p>
Delivery period	April 2022 to end July 2023
What outputs/activities were delivered?	
<ul style="list-style-type: none"> • 16 schools have taken part to date in a YCP visit and poet workshop • 19 teachers from 19 London schools, both primary and secondary, attended an online CPD session to learn how to use a visit to a cultural venue in the City of London as a way to spark young people’s creativity • Eight schools have completed Culturally Speaking • Online Romans triple site visit delivered 12 times between April 2022 and March 2023 <p>In process/to be completed by end July 2023:</p> <p>YCP</p> <ul style="list-style-type: none"> • Production of hard copy anthology of pupils’ writing • Performance event for pupils at St Paul’s Cathedral 30th June <p>Culturally Speaking</p> <ul style="list-style-type: none"> • A further three schools booked in to take part 	

Have the target outcomes been met, and how have they been measured?		
Outcome: target	Outcome: performance	What has been the impact?
Cross-partner visits programme - Redeveloped offer - 1,000 pupils benefit (target to be reviewed throughout the year depending on how the pandemic plays out) - 90% of teachers rate the offer as good or excellent as learning experiences - 90% of teachers report that pupils developed at least two fusion skills as a result of participating	Culturally Speaking programme piloted and rolled out Culturally Speaking: 17 schools booked of which 8 have completed the project – c 510 pupils expected to participate Romans Triple site visit: has engaged 2,552 children from 50 schools across 12 sessions between 1 April 2022 and 31 March 2023	CML able to offer a project with an explicit focus on using cultural venues to support oracy Increased access to the City of London cultural institutions by London's school children Culturally Speaking impact data collected and analysed so far shows: -96% of participants 'had fun and enjoyed the workshop -68% of participants agree that this workshop has made them more likely to take up opportunities to speak in public if given them -90% of participants learnt more about their peers -75% of participants feel more connected to the place they visited 7-5% of participants increased the extent to which they feel that others value their perspective Main evaluation report will be produced by the end of July
Young City Poets Targets: - 30 schools take part, priority booking is offered to the City Family of Schools - 900 pupils take part	900 pupils are taking part from 30 classes in 25 schools from 12 London boroughs including CoLA Highgate Hill, Redriff and Galleywall Average Pupil Premium rate across the schools is 41%	Cultural and creative approaches supported engagement with learning and curriculum attainment Supported our aim to make every cultural institution in the City a learning institution and every educational institution a cultural institution

- 30 teachers take part in CPD	19 teachers took part	The number of teachers taking part was less than anticipated because NLT was still fundraising for the project at this stage meaning the number of schools which could be recruited at the time was limited
- Teachers and students report an increase in creativity, communication and critical thinking skills	Data not yet available	Main evaluation report will be produced by the end of July

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

Culturally Speaking

Student feedback:

[The most valuable part of the workshop was] Understanding my peers' opinions and thoughts about their topic of interest.'

'The most valuable thing was that if you really back yourself you can excel in anything.'

'That you should always be brave, even if you fail or succeed. You will look back and see you showed bravery.'

'I came to the workshop with no confidence, and I am leaving with confidence.'

'I am proud I was brave and done it.'

Teacher feedback:

'Your email prompted me to respond to say that the feedback from Aimee and the students involved in the Culturally Speaking Programme was fantastic!' Principal CoLAI

'This has been such a wonderful experience we would love to take part again in the future. I was amazed by the number of students who I rarely hear from in lessons and are known to be 'quiet students' confidently standing up in front of the group.' Aimee Kiley-Smith, CoLAI

'It empowered the students, making them realise what they're capable of if they push themselves! Every student who completed the workshop showed incredible resilience powering through their anxieties! The workshop really uplifted the students and in the words of one of our students when asked how they found the workshop 'showed them they were capable of whatever they put their minds to.' Teacher, Cumberland Community School

Romans triple site visit teacher feedback:

'In particular, the session provided the opportunity to realise how to use artefacts to discover how people lived in the past, which can be difficult to learn without physical objects.'

'The children's' learning was obviously pushed forwards due to the session. It tied in so beautifully to the curriculum and the needs of the cohort.'

'Really interesting and enjoyable - we want to be able to explore the objects further and use them as inspiration for writing and our Romans topic.'

In response to an SEN session: *'They fully enjoyed the session, with support were able to gain valuable experience and better understand topic vocabulary. The best part for them was being able to revisit the artefacts after the session and repeat some of the experience in smaller groups.'*

Will the outputs/activities continue?

Applications have been made for 2023/24 to the new ESU grants scheme:

- For Culturally Speaking, led by Keats House and involving all existing Culturally Speaking partners and new partner, the Museum of London Docklands
- For Young City Poets, led by Tower Bridge and involving four other partners including new partner, the Museum of London Docklands

The Romans triple site visit will continue to run monthly.

Appendix 4: CML Impact summary report: Employability pathways

Cultural and Creative Learning Goals, Aims and Outcomes:

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

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

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

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

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

This element of our programme has this year focussed largely on work experience. This year has also seen us develop a strong partnership with CoLAT's Apprenticeship Academy through providing weekly half-termly placements for several of their students. This has been time intensive but extremely rewarding work as the boost it has provided to their confidence and skills has been noted by them, their teachers and our team.

We have also run a music skills development project, contributed to the London Careers Festival, and responded to specific requests from the City Family of Schools.

In response to the wishes of the Education Board we have phased out our work with 18-25 year olds including our mentoring programme.

Summer work experience 2022

In summer 2022, we ran our cross-CML partnership Work Experience Programme which included on-site visits across Museum of London, Museum of London Docklands, Tower Bridge and Barbican departments. We partnered with two schools, City of London Academy Highbury Grove (CoLAHG) and City of London Academy Islington (CoLAI) to provide 29 students with a rich week-long programme which also included workshops designed to develop fusion skills.

All host departments were offered training to support them to embed a young person-centred approach into their placements for the students. This was made up of CML's tailor-made Creating Connections and Safeguarding in Reality two-day training programme delivered by a qualified social worker.

The programme was run over two consecutive weeks with CoLAHG taking part in week one and CoLAI in week two. The programme for each week was as follows:

Day 1: run by CML

- Orientation and expectation setting
- Creative skills workshops using collage and poetry to support students to reflect on their passions, build confidence, and to think about what they wanted to learn from the programme

Days 2, 3 and 4: run by host departments across the partnership

- Day-in-the-life experiences for students in pairs or groups of three through which they had the opportunity to work in different departments, including front-of-house and back-of-house roles, providing a well-rounded insight into how cultural institutions operate. Experiences included supporting the facilitation of school visits and workshops at Tower Bridge, learning what to do if there's a leak at the Museum of London and welcoming the audience to a show at Barbican

Day 5: run by CML in partnership with Museum of London HR team

- Workshop on CV and interview techniques
- Mock job interviews
- Reflection on learnings through revisiting their collages from Day 1

Summer work experience 2023

This year's summer work experience programme will develop previous methodology to further improve young people's skills by focusing the offer by host departments purposefully to match their needs and ambitions. We've also introduced an application form so that students can highlight their skills and everyday inspirations so that we gain a better understanding of them prior to them joining us.

The Museum of the Order of St John and the Goldsmiths' Centre are joining the Museum of London and Museum of London Docklands to deliver the programme this year. This not only means students are offered a richer experience, but also that new CML partners are further skilled up to work in an impactful way with young people.

When producing the application form our priority was its accessibility to students and for it to support their first steps into the world of work. As such, it acknowledges the skills they already have and how work experience is a place to develop them outside of the school environment. It also focuses on their individual aspirations, asking them to identify the skills they want to develop as well as the kinds of placements they're most interested in. To increase accessibility and fully engage the students, we facilitated two school outreach sessions – the first to introduce the placement offer and answer questions, and the second to support with completing the application form, which included discussion activities about skills.

We've also been working with host departments to help them develop a project-based placement day which responds to what we've learned about students' needs and wishes from their application forms. All host departments are taking part in a training programme which includes both last year's training modules plus a session on creating meaningful work experience activities.

Half-termly work experience placements at Museum of London Docklands with CoLAT Apprenticeship Academy

This project has enabled us to build on the learning we've gained in previous years supporting young people up to the age of 25 who face barriers to accessing employment, and to apply this to a younger cohort who are finding school difficult. As with all our programmes, the offer is both skills led, whilst simultaneously incorporating, in this case, museum practice to showcase the potential of learning in creative and cultural environments. We also prioritised confidence building to create a sense of belonging within the museum sector. The placements centred on the role of Visitor Experience Hosts at the Museum of London Docklands and the transferable skills that can be gained in a customer services role.

To maximise accessibility, we began the placement offer by visiting the school for an informal meeting with potential students and the staff who support them, and to answer questions and learn about specific needs. The next step was a skills workshop using games and delivered in the school to clarify what the placement was about, including which areas we would work and build on together. It was also designed to challenge students' misconceptions about what a museum is and the jobs available there.

The six placement days in the museum were built around the Skills Builder framework with each day exploring a different skill and including a mix of knowledge sharing, for example on accessibility in museums and practical tasks including observing and shadowing Host activities, guiding school groups, practising object handling and giving visitor tours. In November and December we hosted a group of six students and in April and May a pair. With the latter we responded to their enthusiasm by giving them more responsibility through more independent tasks. Placements were concluded with activities such as a scrap booking or photography session using a social media layout to represent and consolidate skills learned, as well as a celebratory meal.

Mu-School

The Museum of London's temporary exhibition, 'Grime Stories: From the corner to the mainstream', provided a really exciting opportunity to respond to young people's interest in music and to partner with youth music organisation, Ruff Sqwad Arts Foundation (RSAF) to deliver a week-long music and skills project for 14 young people (10 who were 18 or under and 4 youth mentors aged 18-25) in August 2022. The project, Mu-School, was designed and delivered by RSAF who wanted to support emerging creatives through a musical school, a new found form of education where young people have the opportunity to explore the skills involved in making music and the music industry, including insight into various job roles. A week of workshops, masterclasses, recording sessions and talks culminated with a showcase for family and friends in the exhibition space at the museum.

Skills development workshops and 'meet the professionals' visits

In November 2023, CoLA Highgate Hill asked for creative input into their PHSCE curriculum through their whole year group mental health days. We devised a collage workshop entitled 'My Five Ways to Wellbeing' focusing on an outline of a hand with each finger standing for: identity, passion, ways I give support to others, my self-belief and affirmations. Students were guided through the activity and provided with resource packs including magazines for inspiration. The workshop was delivered by two of our team in four back-to-back sessions to 120 Year 8 students.

Several creative industry professionals were provided to take part in the Meet the Professional session at the Year 7 CoLA Highgate Hill careers day in March.

Careers-orientated 'meet the professional sessions' are also being organised to support The Aldgate School's whole-school summer Fashion Show. The costume department from the Guildhall School of Music and Drama will be talking to Year 6, Year 2 is visiting the Goldsmiths' Centre and Year 5 will be having a session with a branding start up to support the bags they're making.

London Careers Festival (LCF) 2022 and 2023

For the 2022 LCF eight organisations in the CML partnership put together a programme of tours, talks and workshops for the Creative Industries Day on 30 June. This included:

- a session exploring the roles and skills involved in an orchestra, led by London Symphony Orchestra
- a panel discussion with professionals from across the creative industries, including apprentices, led by Barbican
- a Passions to Purpose workshop which enabled students to take part in activities to unearth their passions and find out how to get paid for doing what they are good at and love led by CML and Barbican

For the 2023 LCF we have focussed on sessions to build the skills needed to be freelancer, and to expose students to the work available in the creative tech industry. We will also be repeating our 2022 Passions to Purpose workshop as it was so well received. Our offer is made up of:

- Passions to Purpose by Georgia Dodsworth and Olivia Twist: This workshop builds on the aspirations and ambitions of young people in a creative way. It is a visual journey that can be used as a calling card to represent who each student is and also enables free discussion about what creativity is and how it can manifest itself in different sectors.
- Personal Branding by Stooki: Addressing the need to create a professional identity to build your CV and creative portfolio, Stooki are facilitating a workshop that talks through the journey of self-branding and ways to promote yourself and your work that can be applicable to various jobs.
- Tech is More than Coding! By Identity 2.0: An interactive session to expose young people to the unlimited potential in the tech industry. It will focus on the unique experiences of women in tech and the ways the industry has space for a diverse range of people.

Proposed cost	<p>£5,000 – work experience £20,000 – employability and skills development projects</p>
Actual cost (include breakdown)	<p>Summer work experience 2022 £1,900 Training programme £900 Workshop facilitator fees £385 Student travel and lunch expenses</p> <p>TOTAL: £3,185</p> <p>Weekly work experience placements for CoLAT Apprenticeship Academy Visitor Experience (VE) host fees - £372 Travel and refreshments for young people - £213 Considerable in-kind support from VE Training and Development Coordinator</p> <p>TOTAL: £585</p> <p>Summer work experience 2023 – pending (estimated) Training - £1,200 Facilitator fees - £1,100 Travel and refreshments for young people - £580</p> <p>TOTAL: 2,880</p> <p>Skills development workshops and ‘meet the professionals’ visit fees London Careers Festival 2022 artists/creatives fee – some fees covered by Fusion Futures budget - £870 London Careers Festival 2023 artists/creatives fee - some fees covered by Fusion Futures budget - £750 Creative mental health workshop facilitator fees - £750</p> <p>TOTAL: 2,370</p> <p>Mu-School Facilitator and artist fees - £4,500 Youth mentor fees - £960 Travel and lunch for young people - £980 Venue hire includes recording studio - £3,150 Filmmaker and videographer - £4,000</p> <p>£2,715 – GSMD musician fees (£1,357 contributed by GSMD)</p> <p>Total - £14,947</p> <p>Overall total: £23,967</p>
Delivery period	April 2022-July 2023
What outputs/activities were delivered?	

Summer 2022 week-long work experience programme

Placements for 29 Year 10 and 12 students from CoLA Highbury Grove and CoLA Islington – July 2022

Half-termly work experience placements with CoLAT Apprenticeship Academy

Weekly half-termly placements provided for 7 students, including school outreach sessions and an induction visit to the Museum of London Docklands – November – December 2022 and April to May 2023.

Mu-School

10 young people under the age of 18 and 4 youth mentors benefitted from an intensive week-long workshop project including access to a professional recording studio and a showcase at the Museum of London – August 2022

Skills development workshops and ‘meet the professionals’ visits

Creative mental health enrichment workshop delivered to 120 Year 8 pupils at CoLA Highgate Hill – November 2022

Three creative industry professionals were provided to take part in the ‘meet the professionals’ session at the Year 7 CoLA Highgate Hill careers day – March 2023

Three careers orientated ‘meet the professionals’ sessions organised to support The Aldgate School’s whole school summer Fashion Show – May-July 2023

London Careers Festival (LCF) 2022 and 2023

2022 - eight CML partner organisations offered a programme of 13 sessions for primary to post-16 pupils

2023 – three workshops designed and will be offered twice each

Planned:

Up to 15 Year 12 students from CoLA Highbury Grove will take part in a multi-partner work experience programme in the first week of July. Two advice and application sessions already delivered

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

Target	Target achieved	What has been the impact?
Work experience summer 2022		
20 young people benefit	29	Pupils have access to world of work experiences
N.A	93% of pupils rated their work experience week as good or excellent	Pupils enjoyed their work experience placements
N.A	71% of staff said they felt very equipped in hosting the work experience pupils	Staff felt they had adequate training and resources

75% of pupils complete their work experience placements	93% completed (2 students did not complete the week due to sickness)	Students and host organisations have a sense of satisfaction and achievement
100% of participants who complete report that they have developed two or more fusion skills	100%	Pupils' employability enhanced – see quotations below for details
85% reported that they felt more confident about entering the world of work as a result of the work experience	85%	Pupils' employability and overall confidence enhanced
Other employability and skills development project		
30 young people benefit	<p>8 students benefit from weekly half-termly work experience placements</p> <p>10 young people benefitted from week-long intensive music skills project</p> <p>12-15 pupils set to benefit from summer 2023 work experience</p> <p>120 Year 8s benefitted from creative mental health workshop</p> <p>60 Year 7s benefitted from a 'meet the professionals' session</p> <p>180 primary school students will benefit from careers sessions linked to their whole-school Fashion Show</p>	Pupils have access to world of work experiences
75% complete their placements	<p>40% attendance rate for November/December 2022 weekly placements</p> <p>100% attendance rate for April/May 2023 weekly placements</p> <p>90% attendance rate for Mu-School</p>	Students and host organisations have a sense of satisfaction and achievement

100% of participants who complete feel more prepared for and confident about entering the world of work and are more aware of the importance of fusion skills for their employability	100% for weekly work experience placements	Pupils' employability and overall confidence enhanced
How has the project improved wider educational outcomes, e.g. wellbeing, confidence, aspiration, etc.?		

Summer 2022 work experience:**Induction Day feedback from young people aged 15 - 16:**

'Today I learnt how to communicate better and be more confident.'

'A new experience to develop myself to allow me to know my positives and negatives. It was great!'

'Today I learnt how to get out of my comfort zone. Speaking out aloud and expressing my thoughts.'

'Today was very fun and engaging. I am looking forward to further learning new skills which will help me for my future CV's, and job applications and experience.'

On Day 1 students were introduced to the list and concept of fusion skills so they could reflect on the skills throughout the week. The following quotes are taken from the evaluation forms from Day 5:

'I learnt oral communication throughout the week through being encouraged to ask questions from early on. This allowed me to ask questions with confidence, and I found out very interesting information.'

'I built on my problem solving skills, as I learnt what happens when the museum has to buy new lights that are within a budget that are cost effective.'

'I developed my critical thinking when I did mock interviews at the end of the week and by analysing my skills and hobbies.'

'I learnt analysis and evaluation through doing a SWOT analysis at the museum.'

'I learnt collaboration and teamwork skills through organising packs for volunteers with my partner, along with learning how to take stock in the museum shop.'

'I developed creativity, as I developed a mood board for the soundtrack of the suffragette area in the New Museum.'

'I developed my oral communication skills over at the Docklands site. Through the management of others, I was able to create a working timetable which improved my own skills in the management of a team.'

'A skill I used throughout the week was verbal communication, where I constantly had to speak and give presentations which is something I don't really like doing. I learnt resilience, as I overcame my setbacks of fear when asked to introduce myself or present something I am passionate about.'

Half-termly work experience placements with CoLAT Apprenticeship Academy

'x has led on the pair's ability to talk through their thoughts and feelings about what is around them. She is very confident in expressing her critical voice and interested in several of the historical stories and information available to her. She has also encouraged y to use her voice and given her space to explore her own thoughts. X actively steps back to give y the space to develop and it is a key skill that should be celebrated and commended.'

y has been very good and following instructions as well as guiding us through the galleries in a formal and welcoming manner. We can see her confidence grow in the surroundings and when prompted has shown her listening and reflective skills.

Both have shown us their ability to quickly process information and present in unique ways. They are emotionally invested in showing us what they have learned and it is wonderful to observe their progress.’ From CML report to Deputy Centre Lead

‘We began with a walkthrough of the schools area at the museum so x felt comfortable when directing school groups if required. We then moved on to welcoming visitors at the front desk. We initially worked together to greet visitors in order to boost his confidence. He was very focused and shadowed a Host, taking note of how she communicated with a family who needed guidance on how to access the museum. He was then able to guide a large group of year 11’s into the second floor gallery space. He was both personable and professional. Whilst he originally felt nervous about helping a group of students who are the same age as him, he communicated that after taking this group to the gallery he felt a new sense of confidence and was proud of himself.’ From CML report to Deputy Centre Lead

Mu-School - personal and social impact

Quotes from the participating young people after visiting the Grime Stories exhibition:

‘People that I know through my Dad grew up in the area where grime started, and there are so many more people I’m seeing in the gallery who I didn’t even know made music!’

‘It’s sick and inspiring. Being here is really insightful, to see who’s behind us in the industry and seeing the future of what is to come. It gives me drive and ambition.’

‘Seeing my mentors who brought us here and seeing what they’ve come from which is now displayed is amazing! The USA has more history displayed, but seeing London culture and youth is sick! One day hopefully we will be displayed here. This shows everyone where music can take you.’

Other outcomes reported by Mu-School participants:

- Industry insight
- Improving my song writing
- Production skills
- How to start and progress in the music industry
- Technical skills

Will the outputs/activities continue?

The Museum of London is keen to continue to offer a work experience programme but needs to work out how to resource this without a central CML team.

Appendix 5 - Impact summary report: Fusion Futures in partnership with Barbican Creative Learning and Foundation for Future London

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

CCLS Goal 2

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

CCLS Goal 4

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

CCLS Goal 5

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

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

An off-shoot from a Fusion Prize submission in 2019, Fusion Futures (FF) is CML's flagship skills and employability programme for Key Stage 5 pupils. The 5-week programme, co-delivered by artists and industry partners, helps pupils to apply fusion skills to real-world challenges through creative workshops.

The programme helps to fulfil CML's wider mission to embed cultural and creative learning across the curriculum and support young people to develop fusion skills. This is a direct response to an enquiry line by the City of London Corporation and Nesta:

How can we best prepare young people for the unknown jobs of the future?

We know that helping young people 'learn how to learn' through tackling new challenges is key to this preparation for future study, employment and life challenges.

Building on the learning from the 2020/21 pilot, the programme methodology for 2022 centred on three themes that together help collective problem-solving and wider collaboration:

- **Exploration of Self:** What it means to be you and what you can offer and learn.
- **Making Connections:** Learning and problem-solving happens when people connect.
- **Imagining Futures:** With new connections you can imagine new possibilities.

It also focused on the development of three core skills:

- **Communication and openness:** Receiving, retaining and processing; the oral transmission of information or ideas.

- **Collaboration and teamwork:** Working cooperatively and supporting, encouraging and developing others.
- **Creativity and problem-solving:** Imagining and generating new ideas and finding solutions to a situation or challenge.

Consultation and development work

In spring 2022, a collaborative consultation period took place and a theory of change was developed with teachers, artists and industry partners to reflect on the pilot and to explore hopes and aspirations for 2022/23.

The consultation revealed the following key success and enabling factors from the pilot:

- The Challenge Day and real-world element
- The partnerships (artist-industry, school) and the pupil engagement with those partners
- The focus on self-concept, identity and purpose
- The creative art forms and creative output as a mechanism for self-reflection and discovery

It recommended that there should be more of a careers focus, and that an extra session should be added after the Challenge Day, where the pupils can reflect on their experience with the artist-industry partners.

There was also appetite for an internal CPD session to be delivered by the lead teacher in each school, supported by the artist, after the workshops so that colleagues could celebrate their achievements and share learnings with others at their school.

Working with three delivery partners

The project brings together three delivery partners, CML, Barbican Creative Learning and Foundation for Future London (FFL). A £50k grant from FFL, building on our Fusion Prize collaboration, meant that we were able to review the methodology and evaluation of the project, develop new artist and industry partners, benefit more young people, as well as for Barbican Creative Learning to lead an iteration of its Teacher Lab project which looked at the development of a similar set of fusion skills to those developed through FF. The project has benefited significantly from the expertise of Barbican Creative Learning, particularly the methodology and learning from its Careers Rewired programme and linked Teacher Lab project.

The artist-Industry partnerships and schools

FF was delivered through five artist-industry partnerships, three of which were new to this new iteration of the programme. Our approach to creating these new partnerships where possible was to involve young entrepreneurs as industry partners and to include new art forms.

Two existing partnerships continued:

- Adisa the Verbalizer working with the architects, Hawkins Brown
- Autograph Gallery and Ali Eisa working with senior music producer Josh Thomas

New partnerships created:

- Dave Darch and Stöoki - Dave is a creative coder and music technologist who fuses art, music, animation and game design to facilitate creative sessions that include music performance, composition and hacking. Nadia Abbas and Luke Hippolyte are founders of the lifestyle brand Stöoki, that combines art, music, fashion, and uniquely curated events and experiences for young people in London. www.stooki.co.uk

- Olivia Twist and Identity 2.0 - Olivia is a London-based illustrator and arts facilitator. Her work explores mundane and often overlooked narratives to give the viewer ‘the shock of the familiar’, and this feeds into her workshops with young people. www.yesoliviawtwist.com
- Digital marketer Savana Surana and creative coder Arda Awais who established Identity 2.0 to promote understanding around protecting digital identities. www.identity20.org
- The Pappy Show and Nicole Logan/Sheila Knowles - The Pappy Show are a playful and physical ensemble theatre company that give a platform to marginalised identities through joy, bravery and inclusivity. www.thepappyshow.co.uk. Nicole has worked with the BBC, Spotify and Roundhouse London, amongst others, and is the founder of the Dutchie Club, a Black female owned audio art company, committed to amplifying the creativity of Black and Brown women. www.thedutchieclub.co.uk Nicole couldn't take part in the second school, so a new industry partner Sheila, founder of the BBE Podcast Agency www.bbeldn.co.uk stepped in

Involvement of industry partners helps school achieve the eight Gatsby Benchmarks for good careers provision, in particular:

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

The schools and colleges that participated were:

Sir George Monoux College x2	(London Borough of Waltham Forest)
Big Creative Academy	(London Borough of Waltham Forest)
Leyton Sixth Form	(London Borough of Waltham Forest)
Newham Sixth Form College	(London Borough of Newham)
The Sydney Russell School	(London Borough of Barking & Dagenham)
CoLA Islington	(London Borough of Islington)

Unlike in the pilot year, it has been time consuming and difficult to recruit schools/colleges to the project. Teachers have reported immense pressure in their workload since the COVID-19 pandemic, and as a result, are finding it harder to coordinate external sessions and offsite visits due to the strain on resources. One teacher told us that she now spends almost half her lesson planning time looking after pupils' emotional and social needs because of the cuts to support staff at her college. College/Sixth Form teachers have also said that taking pupils off timetable in the spring and summer term is difficult because pupils are preparing and then taking their mock exams. The five days of National Education Union (NEU) strikes since February also speak to the pressure that teachers are under and have further diminished time available for organising additional activity.

Delivery of the project to schools/colleges began in May 2022 and will end in August 2023 at the East Bank Summer School. Due to limited capacity in schools, no participating teachers were able to develop and deliver a CPD session to their colleagues and so instead we offered more external CPD sessions to share our learning and opened up the audience to artists, facilitators and arts and cultural organisations.

Proposed cost	£20k to which was added a £50K grant from FFL and a £3k contribution from Barbican Creative Learning to deliver both FF and an iteration of the Barbican Creative Learning Led affiliated project, Teacher Lab
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Actual cost (include breakdown)	The £20k contribution from the CML budget covered delivery of Fusion Futures to 8 groups (at £2.3k each) and delivery of half of the CPD activity (at £1.6k)	
Delivery period	January 2022 – August 2023	
What outputs/activities were delivered?		
<ul style="list-style-type: none">• 3 new artist-industry partnerships were convened and supported to develop their workshop content and deliver the programme• 2 x Passions to Purpose workshops inspired by the content and approach of FF and involving FF artists and industry partners were provided at the 2022 London Careers Festival• An iteration of the programme at East Bank Summer School 2022• The series of 5 workshops including an offsite full-day Challenge Day (35 in total) were delivered to 104 pupils between the ages of 16-18 years across 7 school groups within the key target boroughs of Barking and Dagenham, Newham, Southwark, Islington and Waltham Forest. One school took part in the programme twice (with different students)• FF project staff led a CPD session on FF approaches and methodologies for teachers at the Barbican convened Barking and Dagenham CPD – November 2022• FF artist Ali Eisa from Autograph Gallery ran a CPD session on FF approaches and methodologies for FFL grantees – December 2022• 6 people took part in a FF inspired CPD session at Barbican, led by FF artist, Adisa the Verbaliser in February 2023• A short film about the project and its impact was produced to aid recruitment with schools – see https://youtu.be/k4NyWg7RCZY• FF artist, Olivia Twist and FF industry partner Stööki took part in a Meet the Professionals session as part of a careers day for 60 Year 7 students at CoLA Highgate Hill careers day – March 2023• 14 FFL grantees took part in an in person CPD session at The Good Growth Hub in May 2023 around the theme of how to embed fusion skills within their projects when working with young people		
Planned delivery by the end of August 2023:		
<ul style="list-style-type: none">• Two FF inspired CPD sessions have been programmed for the Charter Schools Educational Trust conference on 26th June• Several FF artists and industry partners will deliver FF inspired workshops at the 2023 London Careers Festival in July 2023• 2 FF partnerships will deliver FF programmes at the East Bank Summer School which focuses on developing 16-18-year-old’s creativity in August 2023. The partnerships will condense the FF programme into a 2-day workshop		
Have the target outcomes been met, and how have they been measured?		
Outcome Target	Target achieved	What has been the impact?

- 150 young people from 10 schools take part in workshops which increase their fusion skills, understanding of creative careers skills, pathways and employers and confidence through new creative models of learning	104 pupils from 7 school groups have taken part to date. Student cohorts in each school have been lower than hoped for Two workshop series are still to take place at the East Bank Summer School in August. 40 young people are likely to participate	End of project evaluation report will be produced in July 2023
- 50 teachers benefit from CPD which increases their knowledge and confidence to deliver creative skills development and careers provision in school	c35 teachers, artists and facilitators have taken part to date in CPD sessions to date c30 teachers are expected to attend the Charter Schools Educational Trust conference sessions on June 26 th	Learning and methodologies from the project have been shared more widely

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

Student feedback:

'I've learnt how art can be used in many jobs and subjects.'

'I've learnt that creativity can be expressed through multiple ways, not just drawing and painting.'

'The project made me think differently about how we listen to each other, especially after doing the games with Craig of having to listen to someone without interrupting them.'

'The Challenge Day left me feeling fulfilled that I was able to express my creative outputs all day.'

'The Challenge Day left me feeling free, outside of a classroom setting. I had never been to Barbican before, and I had a good day because I got to explore different things.'

'It's made me think differently about the way I see people. Just because you have seen who they are, it doesn't necessary mean you know who they are. Don't judge a book by its cover.'

I'm proud of:

- *'how far my teamwork skills have improved'*
- *'our exhibition idea on the challenge day, and the collages. All the work we did looked good and it was very creative'*
- *'myself due to being able to think critically and creatively, and want to take action to create anything'*
- *'those who were able to step out of their comfort zone and do something that they found challenging'*
- *'myself for getting through the project. Getting over my nerves of it and not knowing what to do'*

- *'myself for contributing and presenting throughout all of the workshops and not getting distracted'*
- *'my group's ability to communicate and interpret each other's ideas into the project'*

Teacher feedback:

'Fusion Futures is a bespoke and organic programme, it's really rewarding as it supports students' communication and confidence, and it helps them with their next steps involving the Gatsby Benchmarks...This programme has supported us as a school to be more creative across all of our curriculum and gave us ideas of how to do it. This in turn supported our whole school vision of getting all departments creative. Such as podcasts in science etc..it mirrors everything we strive to do.'

'I think my class have become more confident as a group with each other, but also as individuals with their own artistic work...A lot of the group like the idea of having a creative job, and I think by the last session, my students felt more confident with how to go about having a creative career. Learning about self-promotion, networking, and all of those key skills involved...I really enjoyed having guest artists in, through watching the artists engage with the students, It's given me more confidence as a non-creative specialist to plan more practical and outside of the box lessons. I feel like I can now lean in on their creative expertise and adapt it to schemes of work.'

'I think the standout for me was one student basically asking during Olivia and Identity 2.0 at the Challenge Day at the Barbican: how can I get an internship? I know this programme is trying to think through pathways and careers and it was just there in a very concrete way. There've been lots of other indicators too that the young people's mentality and awareness was expanding.'

'I think there were quite a number of them that were introduced to new element, new sort of career trajectories that I don't think they were particularly aware of before. Hearing the journey of someone like Josh and then being able to visit the Barbican...I think actually had a really, really big impact. The tour followed up by then doing an activity... that sort of positioned them in that space as makers. The project made their interests in the creative industries more tangible and kind of gave them the impetus that they could do that. Ambition in the challenge day element is what makes FF exciting.'

Will the outputs/activities continue?

The programme is currently on pause whilst Barbican Creative Learning and FFL work out how to resource and staff it in the future.

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

- Share the FF programme offer with teachers in the summer term, to give enough time to plan and sign off the opportunity with Heads of Department and include FF in their schemes of work, ahead of the new academic year.
- Explore opportunities for more experienced facilitators to train and support new artist-industry pairings. For example, Adisa is not just an experienced creative facilitator but also a life coach. As a result, he brings an extra layer of facilitation and transformation through FF activity. Self-reported improvements in students' confidence and wellbeing were particularly striking in his evaluation session.

- There is a clear sweet spot for programme delivery: balancing the focus on creative skills with careers/industry discussion, time for reflection on self-concept and identity, and having variety of activities, and stretching students creatively. Based on student feedback, there's possibly room for strengthening the careers awareness element.

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Committee(s): Education Board	Dated: 21/06/2023
Subject: Environmental & Outdoor Learning Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8 & 11
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: Torri Stewart, Lead Strategy and Impact Manager	

Summary

This report updates Members on the current status of development work around Environmental & Outdoor Learning (EOL) and highlights its continued importance as an area of focus for the Education Strategy Unit. Key developments are:

- A period of research and consultation has taken place to comprehensively map the EOL landscape.
- Opportunities to contribute to, and/or co-develop initiatives which benefit the Family of Schools are being explored with a number of strategic and delivery partners.
- Proceedings are underway to identify, engage and inform EOL leads to help amplify EOL activity across the Family of Schools for the 2023/24 academic year.

Recommendations

Members are asked to

- Note the report.

Main Report

Background

1. The City Corporation's Corporate Plan 2018-23 outlines aims to contribute to a flourishing society and to shape outstanding environments. In addition, the City Corporation has committed to the Climate Action Strategy 2020-2027. This strategy undertakes to work with creative and educational sector partners to deliver sustainable initiatives.
2. The Education Board has strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning & Skills Strategies 2019-23. Through this, the Education Board and Education Strategy Unit (ESU) are able to facilitate activities that will help the City Corporation achieve its ambitions related to biodiversity, sustainability and the environment. The ESU has committed to achieving this through the promotion of Environmental & Outdoor Learning (EOL).
3. In 2023 and 2024, the ESU will develop the new Education, Cultural and Creative Learning, and Skills strategies. EOL will be a key consideration during the development process, and a core component of these new strategies.

Current Position

4. The ESU has established an ongoing dialogue with the Natural Environment and Climate Action Strategy teams to identify and develop more immediate EOL opportunities that will benefit both the Family of Schools and the natural environment. As a part of this, officers are currently consulting with the Climate Action Strategy team to understand the requirements of conducting a biodiversity gap analysis across the Family of Schools.
5. To understand EOL more comprehensively, ESU officers have also connected with external consultants including Harris Garrard Academy's highly experienced Sustainability Lead, the City of London School for Girls Sustainability lead who provides a 'Family of Schools' perspective, the Head of Learning at the Essex Wildlife Trust who consulted with the DfE to develop the Natural History GCSE and researchers at Nesta and the University of Warwick who are mapping out the green skills and green careers landscapes.
6. Further strategic development opportunities are being investigated with the Foundation for Education Development's Climate Change & Sustainability steering group, and the DfE team delivering the national Education Nature Parks and the national Climate Leaders Awards
7. Key external EOL delivery partners including, the Worshipful Company of Gardeners, the Outward Bound Trust, the London Wildlife Trust, the Essex Wildlife Trust, the Ellen McArthur Foundation and the Hive have been contacted to scope opportunities to co-develop initiatives with the Family of Schools – especially in relation to secondary EOL provision.
8. From this groundwork, a searchable directory of EOL platforms and partners has been developed to help the Family of Schools more easily identify and

pursue potential EOL opportunities. This directory includes a large number of high-profile organisations such as the Federation for Environmental Education and the WWF, as well as the close proximity contacts identified in recent months including Fulham Reach Boat Club, Capel Manor College, the Worshipful Company of Gardeners and the City's Natural Environment and Climate Action Strategy teams. Members are invited and encouraged to offer suggestions for inclusion in this directory.

9. To introduce the Family of Schools to this information, EOL leads have been identified at all schools. The ESU will focus communications on this group and encourage them to collaborate with each other to drive the EOL agenda forward 'on the ground'.
10. Broader initial communications have begun with an 'Introduction to EOL' session now delivered to all Family of Schools forums, and a starter pack now being distributed.
11. Alongside all of this, EOL has been identified as an area of strategic focus within the City Premium Grant: Strategic Grant, as well as the Cultural & Creative Learning funding offered to the City's family of Cultural partners. This has encouraged the development of 7 new EOL focused projects being developed so far for the 2023/24 academic year.

Proposals

N/A

Options

N/A

Corporate & Strategic Implications

19. Environmental Outdoor Learning is aligned to the goals and outcomes of the following strategies and plans:

- The City Corporation's Corporate Plan 2018-23
- Education, Cultural and Creative Learning and Skills 2019-23 Strategies
- Climate Action Strategy 2020-2027
- Environment Department Plan 2022/23

Conclusion

This report has provided Members with an update on the status of current EOL activity and highlighted the important role that EOL will play in the development of the new strategies, for learners and for the City moving forward. Members are invited to share any knowledge, contacts or information that might maximise the potential of the efforts in this area.

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Committee(s): Education Board	Dated: 06/06/2022
Subject: Connecting Communities Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3,5, 7, 8, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	£0
What is the source of Funding?	
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author: Gwen Rhys, Business Manager, Connecting Communities, Department for Community & Children's Services	

Summary

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

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: 1 x Business Manager, 1 x Employment Engagement Officer, 3 x Caseworkers). The original 18 month contract ended on 30 June 2023, but Central London Forward offered those boroughs with a salary underspend the opportunity to continue the programme until 30 September

2023. The City of London took this opportunity, and the programme will be staffed by 1 x Business Manager and 1 x Caseworker from 1 July – 30 September.

Programme Delivery Activities

3. During the 3 month extension, Central London Forward has asked that we concentrate on delivering support to NEETs aged 18-24. Participants are continuing the training on the following programmes:

- **Accountancy Training:** Caseworker Nisha Kaushal continues to lead on this initiative. Hays Finance has run two workshops for this cohort – the first around job opportunities in the sector and how best to present a strong CV when job-seeking, the second on how best to present themselves on social media (in particular LinkedIn). We commissioned a photographer to take head and shoulder images so that Participants had professional images for their profiles. The first person has now secured a full time role and we are progressing with active job-search and an ongoing programme of support for the remaining participants. The cohort on this programme tend to be aged 30+ with many 40+ seeking a career change or those having worked in finance but with no formal qualification.
- **Construction Programme:** 16 young people (NEETs) enrolled on this training programme, delivered by Cultiv8 in mid-April. All followed a programme of activities which culminated in them sitting the CITB CSCS Test. As of 31 May, 2 Participants had disengaged, leaving 14 of whom:
1 is in work – this young man was a care-leaver and is still living in supported accommodation. He is hugely motivated as he wants to save £8k to pay for his Electrician's course; **1 has a job offer** and as soon as his CSCS card arrives, he will be in work; **2 have interviews for a special demolition course.** Currently the company is saying that only 1 will be offered a place, but we are keeping our fingers crossed; **6 have passed the CSCS test; 5 are waiting to sit the CSCS test** in early June and **2 are waiting to re-sit the CSCS test and need more support.**
- **Security Industry Training.** 21 young people (NEETs) started 80 hours of training on this course on 22 May. As of 31 May, ALL had passed their Level 3 Award in Emergency First Aid at Work (RQF) and the ACT (anti-terrorism) training programme and are continuing their training with a mixture of classroom and self-learning modules. The next stage is to pass their SIA Certificate after which they will be able to apply for their SIA Badge. This takes at least 3 weeks as Police Checks are undertaken. Once they have passed the SIA Test, they will be actively job searching with a view to accepting work "on condition they receive their SIA badge."
- **Creative and Making Skills Programme.** We are currently in discussion with Cockpit Arts Limited (a registered charity with experience of delivering ESF training programmes) to deliver a Creative/Making Skills programme for young people. The course will enable Participants to meet successful creative makers at two Cockpit premises (Bloomsbury/Deptford) from which they make

and sell. It will also include training modules on how to take a product to market, visioning, and goal setting (business plan), registering for self-employment, selling on-line (including how to photograph items for maximum impact). We will be working with the Artisan Library where some of the training will be held and hope to stage an “open evening” where Participants can display and sell their products.

- **City of London Apprenticeship Scheme.** We plan to actively promote the City’s scheme for those young people with NO A-levels to local Job Centres and other youth referrers and to support these young people to complete their application forms and prepare for interview.

Unemployment and the current Economic Climate in the UK

4. The Institute for Employment Studies produces a monthly analysis of the employment market, and its latest report (released mid-May) sadly revealed a record for the number of people out of work due to long-term health conditions. At 2.55 million people, the number off work due to ill health has risen by 440 thousand since the start of the pandemic and by 85 thousand in the last quarter alone. At the same time, economic inactivity for every other reason is now falling – with particularly large falls in student numbers and those off for ‘other’ reasons.

5. This means that despite rises in long-term ill health, economic inactivity overall is down on the quarter and on the year; with this translating into rises in both employment and unemployment (as those previously economically inactive start to look for work).

6. Vacancies are also down on the quarter but remain above a million and may start to level off in the next month or two. Vacancies remain strongest in public services, professional services and administrative roles but have fallen further in hospitality and retail. This may point to fewer ‘entry level’ roles for those (re)joining the labour market, and potential risks around mismatches in people’s skills or where they live.

7. Overall, the IES’s view is that labour demand is continuing to hold up. However, with higher worklessness due to long-term ill health, rising long-term unemployment and widening employment ‘gaps’ for disabled people, older people, and young people outside of full-time education, it is hard to escape the conclusion that those who are more disadvantaged in the labour market are being increasingly left behind.

Inputs and Outcomes

8. In a verbal report to the Senior Leads of participating boroughs, Central London Forward reported that: “Although it has not been possible to reach all the ambitious targets set at the planning stage of the project, everyone has excelled within the current context. There are areas of good practice in every team. Half of the teams have also performed above the targets in one or more area.” The City of London team has exceeded its target for Training/Education by over 200%.

9. We shall prepare an Impact Report for the Education Board at its October meeting.

Options

Not applicable.

Proposals

Not applicable.

Key Data

Not applicable.

Corporate & Strategic Implications

10. 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

11. A total budget of £18 million had been secured for Connecting Communities of which the ESU received £669,000 to deliver the programmes outcomes and impacts over the previous 18 months. The proposal did not seek additional funds or resources from the City Corporation. 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.

Legal implications

12. 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.

13. 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

14. 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.

15. There are contractual risk implications associated with not meeting the targets outlined by the European Social Fund contract with Central London Forward regarding Connecting Communities.

Equalities implications

16. 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 6 per cent of young people from low-income families take part in extracurricular activities, compared with 6 per cent 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

17. 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.

18. 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.

19. 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

20. There are no immediate Climate implications.

Security implications

21. There are no immediate Security implications.

Conclusion

22. 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 country of origin 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

N/A

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Committee: Education Board – for Information	Dated: 21/06/2023
Subject: Skills: Trends and Next Practice Conference – Evaluation Summary report	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly? Contribute to a flourishing society. <ol style="list-style-type: none"> 1. People are safe and feel safe. 2. People enjoy good health and wellbeing. 3. People have equal opportunities to enrich their lives and reach their full potential. 4. Communities are cohesive and have the facilities they need. 	1, 2, 3 and 4
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of funding?	N/A
Has this funding source been agreed with the Chamberlain’s Department?	N/A
Report of: Deborah Bell, Strategic Director for Skills, and Education	For Information
Report author: Barbara Hamilton, Head of Adult Skills Education and Apprenticeship, Department of Community and Children’s Services	For Information

Summary

The Skills: Trends and Next Practice conference provided significant implications for UK businesses, educators, and policy-makers.

The conference speakers looked at global trends in education and skills provision, with a particular view to education and skills provisions and employment options.

The event took place in the Livery Hall on 18 May 2023. A series of presentations, discussions, and case studies focused on key questions about the future of education and skills. The event will be followed up with the research and discussion findings used to create solutions for making systemic change at local, national, and international level.

The long-awaited *Skills Trends Review* was launched at the conference. This report strongly emphasised the need for adult education and skills to urgently adapt and respond to changes in the workforce, in demand for skills, and to new innovative ways of delivering education and training.

The event focused on three overarching trends – each with important implications for the delivery of education and skills:

1. Changes to workforce and learner demographics
2. Changes to the learning ecosystem and learning methods
3. Changes to the skills required for employment.

Recommendation

Members are asked to:

- Note the report.

Main Report

1. Background

1.1 The Skills: Trends and Next Practice review was launched at the skills conference. The report reiterated the main findings: the need for the education and skills sector to respond to changes in the demand for new, flexible, and innovative skills. For example, there is an increase in the ability to learn from anywhere, using online platforms and appropriate software. The important question is whether this represents a genuine response to training needs.

1.2 In most high-income economies, the combination of the ageing population and the rise of automation and digitalisation means that workers may need to retrain and reskill multiple times in their lifetime. Rising levels of self-employment combined with increasing interest from young people in pursuing entrepreneurial careers require new approaches to skills delivery.

1.3 These changes are already affecting traditional education and skills delivery and will have profound implications for equity and access to training. The difficulty will be to match supply with the demand for skills and economic growth. The traditional educational and skills sector is slow in keeping 'on track' with the rapid pace of change.

1.4 There is an overwhelming consensus that what is needed is an education and skills sector that can work with a wide range of partners, experts and specialists, and quickly respond to immediate and future skills and education needs.

2. Current Position

2.1 The Skills: Trends and Next Practice event mainly focused on three overarching trends, each with important implications for the delivery of education and skills:

1. Changes to workforce and learner demographics
2. Changes to the learning ecosystem and learning methods.
3. Changes to the skills required for employment.

These trend themes were supported by two sets of table discussions.

2.2 Discussion topics included: lifelong learning and the impact on the need to work longer; and skills in the context of increasing rates of self-employment.

2.3 A second set of group discussions focused on the rise of automation, digitalisation, and remote working, and the impact on skills. The growing demand for fusion and green skills was seen as essential to understanding potential future employment opportunities.

2.4 The overall aims of the event were to:

- convene a gathering of national and international businesses, education sector, non-governmental organisations (NGOs) and innovators who work in the skills development spaces
- empower attendees to co-create and build new impactful knowledge and influential relationships
- develop practical ways to improve links and connections between enterprise and education
- enable the development of fusion skills to be a catalyst for creating impact on improved diversity, access, and social mobility.

2.5 Attendees at the event were all experts in their own professional and or research fields:

- Invited guests from European and UK cities that are transforming the future by proactively combining education, enterprise, and skills.
- Cross-sector businesses that are leading the future in terms of skills development.
- Individuals and organisations that are developing new tools for measuring and reporting skills and qualities for the future.
- The higher, vocational, and private education sectors that are proactively and open-mindedly researching, evidencing, and theorising about the future.
- Skills services, apprentices and young people who are redefining, re-evaluating, and challenging current training provision.

2.6 It is evident that business and organisational demands are quickly changing. What was learnt in schools as little as five years ago, may not prepare new employees with sufficient skills for their current work–life situation.

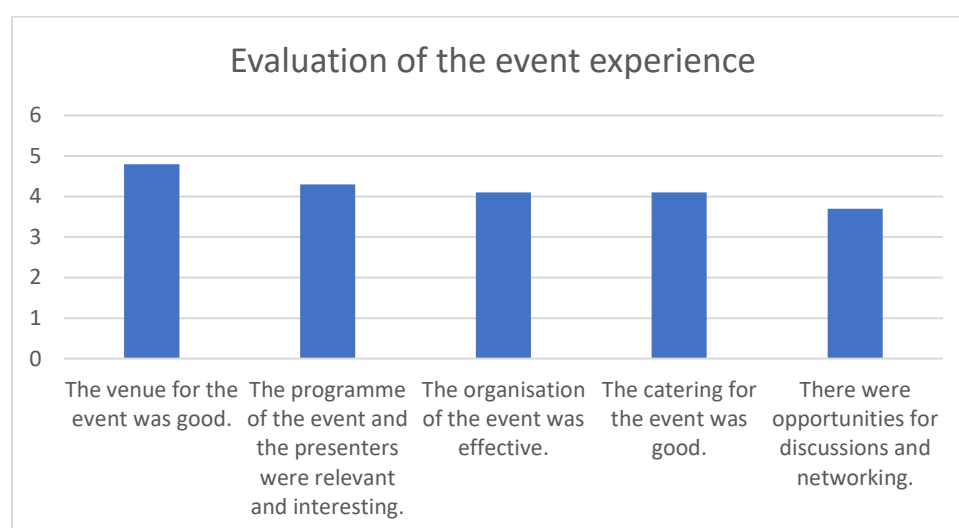
2.7 It is the adult education and skills sector that must adapt and respond to the many changes in the workforce, to demand for new skills, and to find innovative ways to deliver education and skills training. A face-to-face two-hour ‘talk and chalk’ session is no longer the best and only way to deliver education and skills.

3. Policy event experience and evaluation summary

3.1 The evaluation summary of the Skills: Trends and Next Practice event supports the view that the work carried out in small groups was beneficial and worthwhile. Working with and meeting new people, all with a common purpose, was inspiring and worked well. Participants were able to talk, listen, co-create, solve problems, and influence each other.

3.2 Out of a possible score of 5, the overall average for the experience of the policy event was 4.2. As can be seen in the graph below, the venue, and the quality of the programme and speakers received high ratings.

3.3 The least highly rated area was the opportunity for networking and conversations. However, the qualitative comments indicated that people just wanted the event to be extended and have more chances to network, including for people to be able to move more between the tables.

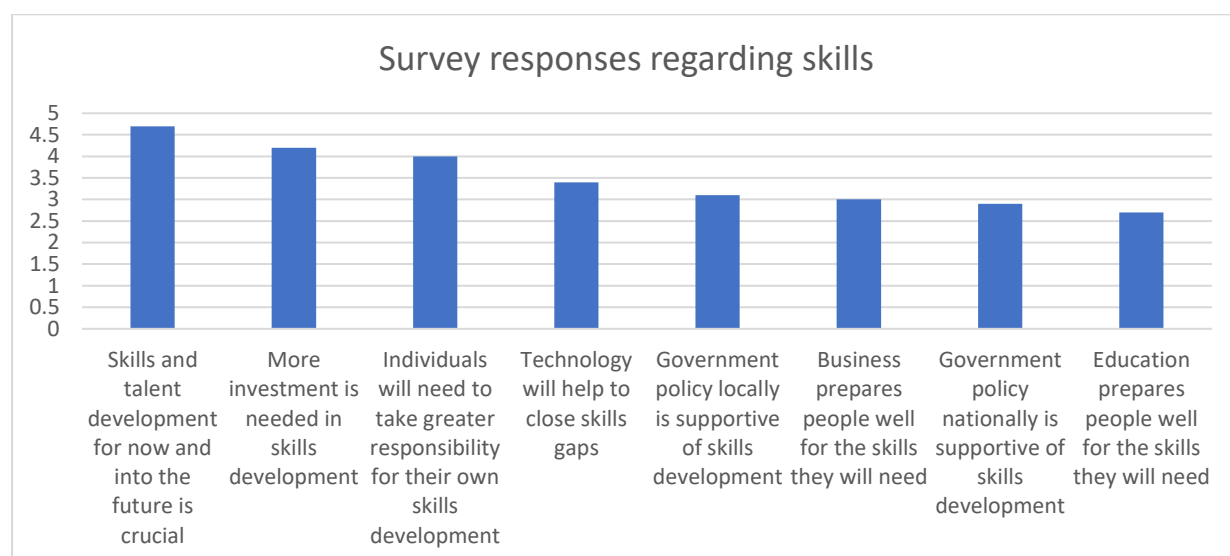


3.4 The participants strongly identified needs related to skills development. The post-event survey, (rating areas out of 5, with 5 being 'strong agreement' to 1 being 'no agreement') showed that skills are an issue. 'Skills and talent development for now and into the future is crucial' received the highest rating, with an average of 4.7 out of 5.

3.5 The second-highest rated area was the need for more investment in skills development – rated, on average, as 4.2. Conversely, the lowest ranking area was the way education prepares people for skills, with a score of only 2.7 out of 5. Business (enterprise) only scored fractionally better than education at preparing people with the skills they need (3.0).

3.6 Also ranked lowly in terms of effectiveness was national policy around skills (2.9). Local government policy around skills was rated slightly higher at 3.1. The data also strongly suggests that individuals will need to take greater responsibility for their own skills development.

3.7 This finding has implications for the whole sector and for policy in terms of the way skills provision is organised. The survey results also suggest that technology will do little to reduce the needs for skills, with an average score for this being a slightly positive 3.4. See the following survey results:



4. Corporate & Strategic Implications

4.1 Strategic implications – The report findings and outcomes from the event will fully support the delivery of the corporate plan.

4.2 Financial implications – None

4.3 Resource implications – None

4.4. Legal implications – None

4.5 Risk implications – None

4.6 Equalities implications – The outcome of the report fully complies with the Public Sector Equality Duty 2010. The proposals in the report findings will not have any negative impact on people protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

4.7 Climate implications – None

4.8 Security implications – None

5. Conclusion

5.1 Experience shows that workers will need to retrain several times in their lifetime. The *Skills Trends Review* report launched at the Skills: Trends and Next Practice conference put forward the view that increased levels of self-employment, combined with young people pursuing an interest in entrepreneurial careers, will require a more innovative approach to skills delivery.

5.2 The real concern is that employers, especially the small and medium sized businesses, may choose not to provide training to employees as more people are attracted to a more non-linear career path.

5.3 Traditional education patterns are already disrupted. This may have a negative impact on equity of access to training, for matching the supply and demand for skills, and long-term economic growth. The real task is to ensure that the availability of education and skills is 'future-proofed'.

5.4 The global skills gap, driven by population-level trends and changes in technology, means that 87% of businesses state that they are experiencing skills gaps now or expect to. Other research shows a 'skills mismatch' between employer demands and the skills of employees. The aim is to ensure that education and skills provision is 'future-proofed'.

5.5 The report highlighted examples of interesting and innovative practices that are responding to these trends. The three overarching trends identified have implications for how the Government will need to respond and adapt their education and skills delivery.

5.6 The event and its many supporting discussion groups reached consensus that education and skills training play an important role in creating a more equal society.

6. Appendices

- None

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
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