



Education Board

Date: TUESDAY, 10 JUNE 2025
Time: 11.00 am
Venue: ALDERMENS' COURT - MEZZANINE WEST WING, GUILDHALL

Members: Alderman Robert Howard
Steve Goodman OBE
Shravan Joshi MBE
Naresh Hari Sonpar
Deputy Helen Fentimen OBE JP
Deputy Anne Corbett
Deputy Caroline Haines
Mandeep Thandi
Tim McNally
James Adeleke
Bolu Faseun
Jane Hindle
Floyd Steadman

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

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Ian Thomas CBE, Chief Executive & Town Clerk

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**
To receive the Order of the Court of the Court of Common Council of 25 April 2025.
For Information
(Pages 7 - 8)
4. **ELECTION OF CHAIRMAN**
To elect a Chair in accordance with Standing Order 28.
For Decision
5. **ELECTION OF DEPUTY CHAIR**
To elect a Deputy Chair in accordance with Standing Order 29.
For Decision
6. **PUBLIC MINUTES**
To agree the public minutes of the meeting held on 21 January 2025.
For Decision
(Pages 9 - 16)
7. **ACTIONS**
To receive the report of the Clerk.
For Information
(Pages 17 - 18)
8. **PARENTAL ENGAGEMENT TOOLKITS REPORT**
To receive the report of the Executive Director of Community and Children's Services
For Information
(Pages 19 - 52)
9. **REVENUE OUTTURN 2024/25**
To receive the report of the Director of Community & Children's Services and the Chamberlain.
For Information
(Pages 53 - 60)

10. **THE CITY EDUCATIONAL TRUST FUND (CHARITY NO. 290840) GRANT MANAGEMENT UPDATE**
To receive the report of the Acting Managing Director of City Bridge Foundation.
- For Information**
(Pages 61 - 122)
11. **EDUCATION STRATEGY 2024-29 EVENTS UPDATE**
To receive the report of the Executive Director of Community and Children's Services
- For Information**
(Pages 123 - 132)
12. **VIRTUAL SCHOOL HEADTEACHER REPORT**
To receive the report of the Executive Director of Community and Children's Services
- For Information**
(Pages 133 - 152)
13. **LONDON CAREERS FESTIVAL 2025 EVALUATION AND RECOMMENDATIONS**
To receive the report of the Executive Director of Community & Children's Services.
- For Information**
(Pages 153 - 200)
14. **REPORT OF ACTION TAKEN - CPG AND CCL FUNDING**
Report of the Clerk.
- For Information**
(Pages 201 - 202)
15. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
16. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**
17. **EXCLUSION OF THE PUBLIC**
MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act
- For Decision**

Part 2 - Non-Public Agenda

18. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the meeting held on 21 January 2025.
- For Decision**
(Pages 203 - 206)

19. **ADULT SKILLS EDUCATION AND APPRENTICESHIP – TAILORED LEARNING CHANGES IN COURSE PRIORITIES**
To receive the report of the Executive Director, Community and Children’s Services and the Strategic Director, Education and Skills.
- For Information**
(Pages 207 - 214)
20. **INTERNATIONAL DEVELOPMENTS AT CITY OF LONDON SCHOOL FOR GIRLS AND CITY OF LONDON SCHOOL: PROGRESS AND STRATEGIC INSIGHTS**
To receive the report of the Executive Director of Community and Children’s Services
- For Information**
(Pages 215 - 220)
21. **CITY OF LONDON ACADEMY TRUST GROWTH - RECONSIDERATION OF EXISTING STRATEGY**
To consider the report of the Executive Director of Community and Children’s Services.
- For Information**
(Pages 221 - 234)
22. **FINANCE UPDATE - 1. THE CITY EDUCATIONAL TRUST FUND (CETF) (290840) & 2. CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY (CEC) (312836)**
To consider the report of the City Bridge Fund & Charities Interim Finance Director (representing the Chamberlain)
- For Decision**
(Pages 235 - 242)
23. **SUMMARY OF CITY EDUCATION SPEND**
To receive the report of the Chamberlain and the Director of Community and Children’s Services
- For Decision**
(Pages 243 - 246)
24. **CITY OF LONDON CORPORATION COMBINED EDUCATION CHARITY (CHARITY NO. 312836) MANAGEMENT UPDATE**
To consider the report of the Acting Managing Director of City Bridge Foundation
- For Decision**
(Pages 247 - 250)

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

To review the report of the Principal, Guildhall School of Music & Drama.

For Discussion
(Pages 251 - 260)

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

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

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KING, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Friday 25 th April 2025, doth hereby appoint the following Committee until the first meeting of the Court in April, 2026.
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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 2025/26**
 - 6 (4) Shravan Joshi MBE
 - 4 (4) Mandeep Thandi
 - 4 (1) Naresh Hari Sonpar *for one year*
 - 3 (3) Steve Goodman OBE
 - 3 (3) Dr Joanna Tufuo Abeyie MBE
 - 1 (1) Anne Corbett, Deputy
 - 8 (1) Caroline Wilma Haines, Deputy
 - 6 (1) Robert Picton Seymour Howard, Alderman

Together with those referred to in paragraph 1 above including four external representatives:-

Floyd Steadman OBE (*appointed for a term expiring October 2027*)

Jane Hindle (*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*)

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.**

EDUCATION BOARD

Tuesday, 21 January 2025

Minutes of the meeting of the Education Board held in Committee Room 2 - 2nd Floor West Wing, Guildhall on Tuesday, 21 January 2025 at 2.00 pm

Present

Members:

Naresh Hari Sonpar (Chair)
John Griffiths (Deputy Chair)
Caroline Haines
Steve Goodman OBE

Alderwoman Elizabeth Anne King, BEM JP
Helen Fentimen OBE JP
Jane Hindle
Floyd Steadman OBE

Guest Member:

Catherine McGuinness CBE

In Attendance

Officers:

Deborah Bell	- Community & Children's Services Department
Scott Caizley	- Community & Children's Services Department
Mark Jarvis	- Chamberlain's Department
Jack Joslin	- The City Bridge Trust
Julia Megone	- Chamberlain's Department
Torriano Stewart	- Community & Children's Services Department
Chandni Tanna	- Town Clerk's Department
Jayne Moore	- Town Clerk's Department
Kevin Colville	- Comptroller and City Solicitors
Mark Emmerson	- City of London Academies Trust
Barbara Hamilton	- Community & Children's Services Department
Roland Martin	- Headmaster of the City of London Freeman's School
Vasima Patel	- Community & Children's Services Department
Alice Rogers	- Community & Children's Services Department
Jamie Hannon	- Community & Children's Services Department
Laura Fuller	- A New Direction
Rebecca Branch	- A New Direction
Veronica Pearce	- City Bridge Foundation
Jade Coombs	- Chamberlain's Department
Melody Thornton	- People & HR
Kaye Saxton-Lea	- People & HR
Lizzie Elvidge	- City Schools
Caitlin McMillan	- Community & Children's Services Department

1. **APOLOGIES**

The following Members were unable to attend the meeting in person but observed the meeting remotely: Alderman Robert Howard, Ruby Sayed and James Adeleke.

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

There were no declarations.

3. **PUBLIC MINUTES**

RESOLVED, That the public minutes of the meeting of 02 December 2024 be approved as an accurate record of the proceedings.

4. **REVIEW OF TERMS OF REFERENCE**

RESOLVED, That the Board agree the Terms of Reference ahead of their submission to the April 2025 meeting of the Court of Common Council.

5. **OUTSTANDING ACTIONS**

The Board noted the report of the Clerk.

6. **APPRENTICESHIPS AND SUPPORTED INTERNSHIPS**

The Board received a verbal update on supported employment programmes (including for SEND learners), and apprenticeships and work experience.

The following points were made:

- trained work coaches are assigned to support a young person throughout their internship;
- a range of entities have expressed an interest in becoming involved in the employment forum for the City-based programme that is expected to lead to supported internships;
- these are the main criteria for supported internships (currently five young people meet these criteria): age 16-24, hold an Education Health and Care Plan, and live within the City of London Corporation's Local Authority area in line with Department for Education (DfE) guidelines;
- two apprentice levy amounts are held at the City of London Corporation (CoLC): one is centrally-funded (up to 100 at any one time, level 2 and level 3) with 97 currently on an apprenticeship; and the other is the centrally-funded apprenticeship levy for upskilling existing staff that currently covers 149 staff across the organisation (level 3 to level 7);
- the financial spend for these purposes at CoLC is approximately £800K and no HMRC returns for the levy have taken place since October 2023;
- the CoLC is working hard to improve work experience placements (currently around 15 placements, though none currently for CoLAT students) and increase engagement with schools, including CoLAT schools encompassing children at risk of exclusion; and
- some neurodiversity training at the CoLC is expected to take place to accommodate some work experience students.

In response to a question on whether any flexibility on the part of the DfE exists around that criteria (particularly with a view to widening its scope to CoLAT students), the meeting heard that the matter has previously been raised with the DfE and will be raised again, noting that the programme is in its pilot stage.

In response to a question on funding sources and cost per participant, the Board noted that the programme is funded by the Department for Education and the National Development Team for inclusion.

The meeting noted that there still appear to be some blocks to work experience placements for CoLAT students including issues around equipment, and that the request from CoLAT is for 10 placements – noting also that nine CoLAT students are scheduled to visit Guildhall in late January 2025 with a view to securing work experience placements.

A Member commented on the level of resources within CoLAT to proactively support work experience placements and asked whether enough support was available. The Board heard that schools tended to be held accountable on measures such as attainment, and that a cross-London platform promoting all relevant opportunities would be a useful resource and that discussions are under way with relevant organisations to support such a tool.

Referencing the current Government's pledge to provide a Youth Guarantee announced in November 2024, Members discussed the profile of such a Guarantee at CoLC level for those educated at a CoLAT school, and suggested that the CoLC should take the initiative on the delivery of such a programme noting that the CoLC is involved in consultation work in that area (together with the Greater London Authority) to include a City of London Youth Guarantee once the programme is mapped out at Government level.

The Board noted that joint work in adult learning and workforce development is ongoing, with a report on skills development expected to be submitted to the Board in Autumn 2025 that will include trackable metrics on delivery and outcomes.

Members reiterated the drive to improve social mobility in the City and suggested a clear structure be set up to facilitate the dissemination of information on work experience and apprenticeships, particularly across the City's family of schools, to include level 4 and above opportunities - noting that some level 4+ opportunities exist at the CoLC though there is more to be done in that area. A Member asked that information on the processes being rolled out to support the ongoing implementation of level 4+ opportunities be brought to the Board on a regular basis (see action point).

7. MENTORING UPDATE

The Board noted that the mentoring update would take place in the Non-Public session because some of the information could impact the tender process that is currently under way to secure a supplier that will deliver mentoring services to users. Members noted these desired six outcomes:

1. Mentees will build constructive employment networks.
2. Mentees feel supported and empowered to apply for aspirational jobs, including those in the City.
3. Mentees receive tailored guidance that enhances employability skills, self-esteem and key life skills, equipping them with the confidence to pursue aspirational jobs.
4. Mentees build positive, long-lasting relationships that encourage professional and personal development.
5. Mentees develop key life skills such as trust-building, boundary-setting, and forming positive professional networks to navigate barriers to employment and independent living.
6. Mentees benefit from a consistent mentoring schedule with a minimum of monthly interactions, providing structure and continuity in their mentoring relationships.

8. **LONDON CAREERS FESTIVAL UPDATE**

The Board heard an update on the London Careers Festival running from 01 to 13 February 2025.

The Board heard that there are currently 6044 bookings for in-person sessions, and that the year-on-year increase is thanks to enhancements to the offering and developments in partnership work and business relationships, noting also the significant improvement in the SEND-specific and SEND-inclusive offering for which there is high demand.

A Member commented on the potential for dedicated SEND days in future years.

9. **A NEW DIRECTION: DELIVERY OF PRIMARY ARTS**

The Board noted the report of the Interim Managing Director of City Bridge Foundation, noting in particular the updates relating to the full-length Primary Arts programme funded by the City Educational Trust Fund (CETF).

A Member asked how the executive could be confident in whether value for money is achieved. The Board heard that evaluation is undertaken on a continuous basis and assessments take place that centre on value for money, quality of delivery and salary points.

A Member asked whether Aldgate School is included in the programme. The meeting heard that the City of London Corporation is a trustee of the CETF and the charity's objectives are such that there can be no cross-benefit with the City of London's capacity as a Local Authority. While the programme has been circulated to schools in the City of London and across London it is down to the schools themselves to engage with the programme (and some schools are signed up to the platform without having yet made a booking), and the programme does not prioritise one school over any other.

Members were reminded of the opportunities circulated to Board members to visit any of the programme's events.

Members asked for more information on these elements: how the programme's impact is measured; whether deprived children are targeted in any way; the evidence base that it makes a difference; and the evaluation approach generally, noting the summary of the tools set out on p.33 of the agenda. The executive agreed to share an evaluation framework (see action point) and pointed out that impact metrics are being closely examined. The meeting also noted that previous reports on the programme have set out the programme's rationale, and that selection criteria are applied to schools taking part in the programme that include Pupil Premium numbers.

A Member asked for a prognosis on how long the programme would run. Members noted that the programme's design and resources are such that teachers are empowered to continue with the practices set out in Masterclasses and other sessions.

10. KEY STAGE 4 OUTCOMES ANALYSIS: PERFORMANCE OF SOLE-SPONSORED ACADEMIES IN THE CITY OF LONDON ACADEMIES TRUST

The Board noted the report of the Executive Director of Community and Children's Services setting out the Key Stage 4 (KS4) results for the six sole-sponsored secondary academies within the City of London Academies Trust (CoLAT) operating across three Local Authority areas within Inner London, noting the insights into pupil attainment and achievement at school, local authority and national levels.

The Board congratulated the schools on their achievements, particularly the Trust schools of Southwark and Shoreditch Park. In response to a question on next steps, the meeting heard that all schools have targets that would place them in at least the top 20% of schools nationally and the drive towards ongoing improvement is sustained and proactive.

A Member asked what measures were taken to achieve the improvements shown. The Board heard that some difficult decisions were taken, and that a strong improvement model is embedded across the Trust that encompasses high behavioural expectations and rigorous assessments, with timely interventions taking place that are tailored to pupils' learning gaps and particular needs.

A Member commented on the merits of implementing a system that tracks CoLAT students after they finish their compulsory education.

11. CITY PREMIUM GRANT 2024/25 ROUND 2 APPLICATIONS

The Board considered the report of the Strategic Education & Skills Director.

A Member asked for more information on the reason for the existence of two rounds of applications. The meeting heard that the second round was to allocate resources remaining from the first round of applications.

A Member asked for more information on the criteria and impacts, commenting on the importance of ensuring that children have good speech and language (S&L) skills noting the significant shortfalls in S&L services. The meeting noted that a key element of the City Premium Grant (CPG) is additionality, as set out in section 3 of the report, and that S&L are deemed to be elements of the school's core offering.

A Member asked for more information on the costs involved in running the programme. The meeting noted that synergies are always sought and efficiencies are achieved with the centralisation of some of the functions as per the Corporation's Tomlinson Report recommendations.

A Member asked whether there are any issues in carrying bids over to the next year. The meeting heard that the issue is to be discussed with the relevant schools.

RESOLVED, That the Board delegate authority to the Town Clerk in consultation with the Chair and the Strategic Director of Education and Skills to distribute Round 2 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.

12. **UPDATE ON PARTNERSHIP WORK AT CLS AND CLSG**

The Board viewed a presentation delivered by the Director of Partnerships at City Schools (City of London School, and City of London School for Girls including City Junior School) that included the following details of partnership work during 2024, noting also that some partnership information is available on the websites of the schools:

- 4140 hours of partnership enrichment was generated for partner students
- State partner school pupils were beneficiaries of 60% of that provision
- Staff at CLS and CLSG dedicated 256 hours to partnership projects and events (equivalent to approximately 48 full teaching days)
- New Science opportunities for pupils were launched (Maire Fondazione partnership, CitySPARC, Primary Masterclasses)
- New careers and work experience opportunities were made available
- There is a continuing focus on climate and sustainability
- A dynamic inspiring conference on Re-Imagining Our Future took place
- Primary Summer School sessions took place
- Events held included sessions on poetry, oracy, music, debating, mentoring, leadership skills, a Dragon's Den Sustainability Challenge, and sixth form readiness
- Conference themes included Theology, Divestment Conference at Schroders, and InterClimate Conference (Mock COP)

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

There were no questions.

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

The Board heard an update on the research and parental engagement work of the Education Strategy Unit and noted the following three points:

- Parental engagement (initiated in 2022): a range of events have taken place including round table events and reports have been published
- SEND: Three Education Professors are engaged on their SEND-first approach, the outcomes are expected to be of interest at central Government level as part of a curriculum review among other things
- Music education research: working with the Guildhall School of Music and Drama, a researcher has been appointed

The Board heard that the findings are expected to be reported by Autumn 2025.

The Board also heard an update on the project Bloomberg Finance Fundamentals that supports the development of fundamental financial skills, and heard that 20 students from the City's family of schools have signed up, and that the feedback is positive.

The Board thanked the Business Administration & Events Apprentice Georgie Stewart-Smith for her valuable contributions to the work of the Board at her final meeting.

15. **EXCLUSION OF THE PUBLIC**

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

The meeting ended at 4.15 pm

Chairman

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

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EDUCATION BOARD
Summary of actions - updated January 2025

Item	Title	Action (Responsible Officer/Governor)	Timeframe/Deadline
Action from meeting of 21 January 2025			
6 (i)	Apprenticeships and supported internships	Confirm whether any flexibility exists re DfE guidelines for supported internships/apprenticeships – Barbara H	No flexibility available/DfE
6 (ii)	Apprenticeships and supported internships	Update the Board on processes at the CoLC around level 4+ opportunities being created	
9	A New Direction	Share programme evaluation framework with the Board	Circulated May 2025/see item on AND

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City of London Corporation Committee Report

Committee(s): Education Board	Dated: 10/06/2025
Subject: Parental Engagement Toolkits Report	Public report: For Information
This proposal: <ul style="list-style-type: none"> delivers Corporate Plan 2024-29 outcomes 	Diverse Engaged Communities Providing Excellent Services
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:	Judith Finlay, Executive Director of Community and Children's Services Dr Deborah Bell, Strategic Education and Skills Director
Report author:	Dr Scott Caizley

Summary

This report provides Members with an update on the initial pilot evaluation of the Parental Engagement Toolkits, which were implemented across schools within the City of London Academies Trust (CoLAT). It highlights key findings from the first stage of the research, with further detail available in the full evaluation report included in Appendix One.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

1. As part of the Education Strategy 2019–2024’s priority to strengthen home–school relationships, the Education Strategy Unit (ESU) initiated a strategic review in 2022 across our City Family of Schools. As part of this process, the Lead Policy Officer conducted a comprehensive survey of headteachers to assess current parental-engagement practices and identify areas for improvement.
2. From the review, the data showed how all participating headteachers agreed that their schools could enhance engagement with parents and carers. To contextualise these findings, the ESU also mapped existing support structures at each individual school, which include:
 - Strategic communications campaigns
 - One-to-one advisory support
 - Annual programmes and events
3. Analysis of headteacher feedback revealed ten primary barriers to effective parental engagement:
 - Poverty
 - Bi-directional communication breakdowns
 - Low parental attendance at school events
 - Limited parental understanding of attendance importance
 - Perceived diminishing value of formal education
 - Time constraints, especially for single-parent households
 - Parents’ own negative school experiences
 - Schools underestimating the impact of parental engagement
 - Language barriers
 - Geographical distance from school
4. A cross-cutting theme was engaging families from underrepresented backgrounds (e.g., Global Majority communities, low-income households, non-English speakers). Several school leaders also observed that many institutions prioritised direct learner interventions over parent-focused activities.
5. In response, the ESU partnered with The Parenting Circle, a leading charity specialising in parental engagement, to co-design two practical toolkits. As part of this process, the ESU hosted consultation roundtables with civil servants, MPs, parents, carers, teachers, and Oxford academics. Insights from these roundtables directly shaped the development of two tailored toolkits - one designed for primary schools and the other for secondary schools
6. A pilot study in collaboration with Brunel University London to assess toolkit feasibility and user experience was then conducted. The pilot study included a

mixed sample of 45 parent carers across CoLAT schools. While the pilot demonstrated strong interest, variable implementation limited the volume of evaluative data. The final report can be found in **Appendix One** of this report.

Key Findings from Pilot Study

7. Key findings from the report are highlighted below:

- **Strong Foundations Identified, with Opportunities for Growth:**
While no statistically significant changes were detected between baseline and follow-up surveys, the evaluation revealed a solid baseline of parental engagement, confidence, and knowledge. This provides a strong foundation on which future toolkit implementation and refinements can build to enhance measurable impact.
- **High Baseline Engagement and Confidence Levels:**
Despite the lack of change, survey results showed consistently high levels of parental engagement, confidence, and knowledge across the sample. For example, 93% of parents felt confident speaking with teachers about their child's learning.
- **Qualitative Feedback Indicates Positive School Efforts:**
Many parents noted increased communication, support activities (e.g., workshops, coffee mornings), and learning-focused initiatives (e.g., reading marathons), particularly at the primary level. Parents of children with SEND praised tailored approaches.
- **Variation in Practice Across Schools and Phases:**
Parental experiences varied significantly across schools and between primary and secondary phases. Primary schools showed more visible efforts to involve parents, while secondary parents called for more regular engagement opportunities.
- **Teachers' Limited Engagement with the Toolkit:**
Only 3 of 9 surveyed teachers had actively used or reviewed the toolkit. This limited uptake likely contributed to the lack of observed impact, revealing a gap in dissemination and implementation.
- **Toolkit Structure Needs Improvement:**
Teachers described the toolkit as too informational and lacking practical, actionable guidance. They suggested converting it into a clearer step-by-step resource to support real-world application.
- **Barriers to Engagement Persist:**
Both parents and staff highlighted structural barriers, including time constraints, communication overload, and socio-economic challenges, that limit meaningful engagement.
- **Strong Desire for Reciprocal Engagement:**
Parents expressed a clear interest in being more involved and valued as equal partners in their child's education, signalling a shift toward a more collaborative model of engagement.

Current Position

8. The toolkits are now entering a second phase of pilot testing, extending beyond CoLAT. This next phase will allow for a more robust and

representative evaluation of the toolkits' effectiveness across a broader range of educational settings.

9. Key lessons from the first pilot phase, particularly around onboarding, induction, and consistent usage have informed significant refinements. The toolkits have now been revised in co-production with Ofsted inspectors and educators from a diverse range of schools. These changes ensure the materials are more practical, accessible, and reflective of the real-world challenges identified during the initial evaluation.
10. The Parenting Circle is actively incorporating feedback to develop improved, bespoke training modules for early adopters, which will accompany the revised toolkits. The Lead Policy Officer continues to collaborate with the Parenting Circle on data collection and evaluation, ensuring a methodologically rigorous and evidence-informed approach.
11. In addition, the Parenting Circle is now in discussions with the City of London Corporation's Virtual School to explore how the toolkits might be adapted for use with carers and special guardians. This expansion will focus on reaching those who are often underrepresented in parental engagement initiatives, embedding equity and inclusion at the heart of the framework and future evaluations.

Options

12. It is proposed that the next phase of the toolkit work proceeds without the need for additional funding. Existing officer time will support data analysis and monitoring, while the charity partner will continue to lead on campaigning and school engagement using its own resources.

Proposals

13. It is proposed that the toolkit initiative progresses into its next phase without requiring additional funding. The implementation model has been designed to be sustainable, utilising existing internal capacity and external partner support. Specifically:
 - Officer-led data analysis will track toolkit usage, engagement levels, and emerging impact across participating schools. This will provide valuable insights to inform future improvements and demonstrate effectiveness.
 - Ongoing research participant recruitment, dissemination and awareness-raising will be led by the charity partner, who has committed to promoting the toolkits through its established networks, events, and campaigns. This ensures visibility and take-up continue to grow without cost to the City of London Corporation.
 - Partnership working between officers, schools, and the charity will be maintained to support implementation, gather qualitative feedback, and share best practice across the sector.

Key Data

14. Embedded into the report which can be found in Appendix One.

Corporate & Strategic Implications

Strategic implications: This proposal aligns with the City of London Corporation's Corporate Plan 2024–2029 by supporting strategic outcomes related to educational excellence. It directly contributes to the CoLC Education Strategy 2024–2029 by fostering strong home-school partnerships and supporting the engagement of underrepresented communities. The refined toolkits support national priorities around attendance and attainment, as well as Ofsted's and the DfE's emphasis on family engagement and inclusive practice.

Financial implications: None.

Resource implications: None.

Legal implications: None.

Risk implications: None.

Equalities implications: This proposal actively supports the Public Sector Equality Duty 2010 by promoting inclusive parental engagement strategies tailored to the needs of protected groups. Efforts to co-produce the toolkit with educators and engage families ensure that the framework is equitable, culturally sensitive, and accessible.

Climate implications: None.

Security implications: None

Conclusion

15. The initial evaluation demonstrates results regarding the effectiveness and relevance of the Parental Engagement Toolkits. The findings will inform the next phase of development and refinement. Continued monitoring and stakeholder feedback will be crucial in shaping the toolkits to ensure sustained parental involvement and improved student outcomes moving forward.

Appendices

- **Appendix One:** Full evaluation report by Brunel University London

Dr Scott Caizley

Lead Policy Officer for Education

E: scott.caizley@cityoflondon.gov.uk

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Evaluation of the Parental Engagement Toolkit

Final report for the City of London Corporation

April 2025

Professor Emma Wainwright

Professor Kate Hoskins

Ms Hannah Froome

Department of Education
Brunel University of London

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1. Introduction

This report presents the findings of an evaluation of the 'Parental Engagement Toolkit: accessible tools for the City Family of schools' (CoLC, 2024 a & b). The City of London Corporation (CoLC) commissioned The Parenting Circle to devise two toolkits to be used in primary and secondary schools across the City Family of Schools.

The toolkits come at a time when parental engagement is under scrutiny, most especially as a result of increased school absenteeism since the COVID pandemic (McDonald et al., 2023). The toolkits are intended to “promote positive home/school liaison for the benefit of children”, drive opportunities for social mobility (CoLC, 2024a & b: 1) and improve outcomes for students and families. They are aimed at supporting all those working within schools, including teachers, senior leaders, and governors.

Parental engagement describes the relationship between parents and their children's education in general, such as what a parent can do to foster a positive learning environment, whether that is at home, school or in other community settings (Reach More Parents, 2025). While parental involvement may be the first step towards engagement, parental engagement refers to parents being directly and actively engaged in their child's learning at home, school, and in the wider community (Goodall, 2022; Goodall and Montgomery, 2014).

The importance of parental engagement has been increasingly evidenced through research. Children who have parents engaged in their learning have been shown to have better student development and behaviour, improved skills, self-esteem, and higher attendance. Studies have further demonstrated a strong correlation between the participation of parents in the education of their children and their children's academic achievements, well-being and overall commitment to education (Castro et al., 2015; Emerson et al., 2012; Lyubitskaya and Polivanova, 2022; Parentkind, 2024).

Children learn and develop in different environments, and this begins in the home and before children enter school. Parental engagement is therefore considered to be beneficial to a child's learning both inside and outside school as parents play a critical role in providing learning opportunities (Emerson et al., 2012).

2. Evaluation Objectives

This evaluation focuses on the use of the toolkits across the 10 City of London Academies Trust (CoLAT) schools/ colleges with the aims of:

1. Investigating the impact of the toolkits on parents' and teachers' experiences of parental engagement.
2. Evidencing and identifying the factors that lead to positive parental engagement.
3. Assessing the overall effectiveness of the toolkits to promote home-school engagement.

This was a survey-based evaluation and the Brunel research team worked with the CoLC to recruit parents/ carers, teachers and senior leaders to participate. Reference to parents in this study includes anyone with the main responsibility for caring for a child at a CoLAT school.

3. Evaluation Process

3.1 Evaluation Overview

A two-phase evaluation was conducted with parents, followed by a short teacher evaluation. The evaluation process followed the timeline of toolkit roll-out across CoLAT schools/ colleges. Prior to commencement, the evaluation received ethical approval from Brunel to ensure informed consent, participant anonymity and confidentiality.

3.2 Parent Evaluation

The evaluation with parents was undertaken in two phases with matched baseline and follow-up surveys. Both surveys were designed following a close reading of the toolkits to ensure they linked to different aspects highlighted as important to parental engagement.

The baseline survey was undertaken towards the start of the academic year in term 1 (October-November 2024). The survey consisted of a series of demographic questions, quantitative banks of questions measuring engagement, confidence and knowledge, and open-ended questions to capture parents' views (see appendix 1).

The follow-up survey was undertaken with a matched sample of respondents in term 2 (late February-March 2025). It repeated the quantitative bank of questions, and carried qualitative questions on perceived changes in parental engagement in recent months (see appendix 2). The follow-up survey was aimed at establishing significant change with regard to engagement interventions implemented by schools/ colleges since baseline survey completion.

The 10 CoLAT schools/ colleges were each tasked with recruiting 15 parents to the baseline survey. A total of 54 parents completed the baseline survey. The Brunel project team directly contacted baseline respondents for completion of the follow-up survey. There were 45 matched survey completions for the follow-up survey. All 45 participants were offered a £20 shopping voucher as a thank you for participating in the evaluation.

3.3 Teacher Evaluation

Following the parent surveys, a short evaluation survey with teachers was conducted in March 2025. This was aimed at assessing teacher/ senior leader experiences of using the toolkits, delivering engagement interventions and their perceived effectiveness. The survey consisted of a series of demographic questions, quantitative banks of questions on the toolkits and parental engagement, and open-ended questions on use, effectiveness of, and improvements to, the toolkits (see appendix 3). The Brunel team contacted toolkit leads to disseminate the teacher survey within their schools, and followed up with three email reminders. A total of nine teachers completed the survey.

3.4 Data Analysis

Quantitative survey data was analysed by the research team using SPSS with question banks subject to paired sample t-test to compare the mean scores between the baseline and follow-up data. A p-value of <0.05 was considered statistically significant. Data analysis were conducted using the statistical software IBM SPSS Statistics. A small sample size limited the statistical tests that could be undertaken. Qualitative data was analysed thematically and extended verbatim quotations are included in italicised text. The data is presented to ensure no school (other than respondent numbers) or individual can be identified.

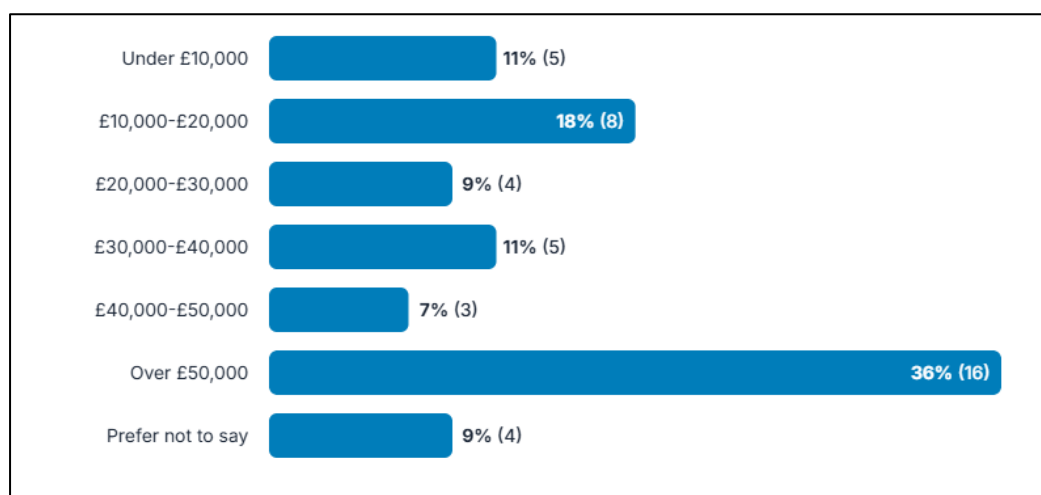
4. Evaluation Findings

4.1 Parent Evaluation Profile

There were 45 matched completions between baseline and follow-up surveys. 87% (n=39) respondents were female, 13% (n=6) male. Half (50% n=27) of respondents described themselves as White, with 21% (n=10) of Black or mixed Black ethnicity. 42% (n=19) described themselves as Christian, followed by 36% (n=16) of no religion, 13% (n=6) Muslim and 4% (n=2) Jewish.

Chart 1 shows the variation in annual income. While 11% (n=5) of respondents fell into the lowest income bracket, over a third (36% n=16) were in the highest income bracket.

Chart 1: Annual household income

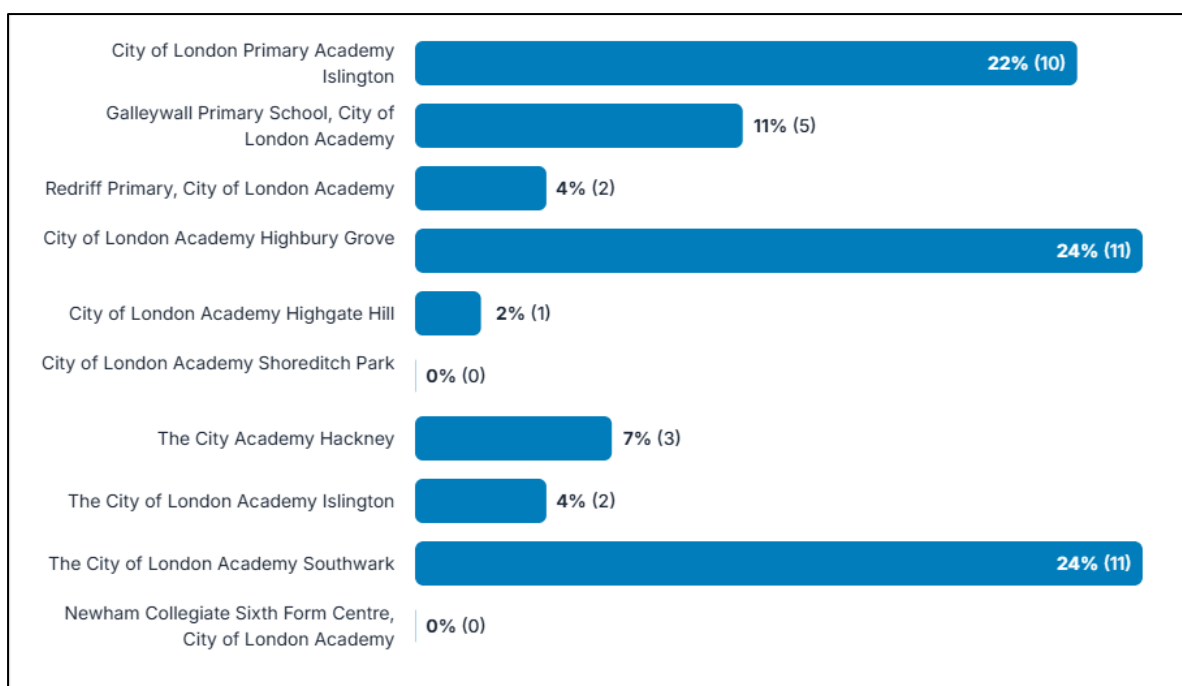


40% (n=18) of parents had a child receiving Pupil Premium, that is pupils who are recorded as eligible for free school meals, have been recorded as eligible in the past 6 years, or children who previously were looked after by a local authority or in state care. 11% (n=5) of parents/ carers were registered disabled and 24% (n=11) had English as an additional language.

4.2 School and Student Profiles

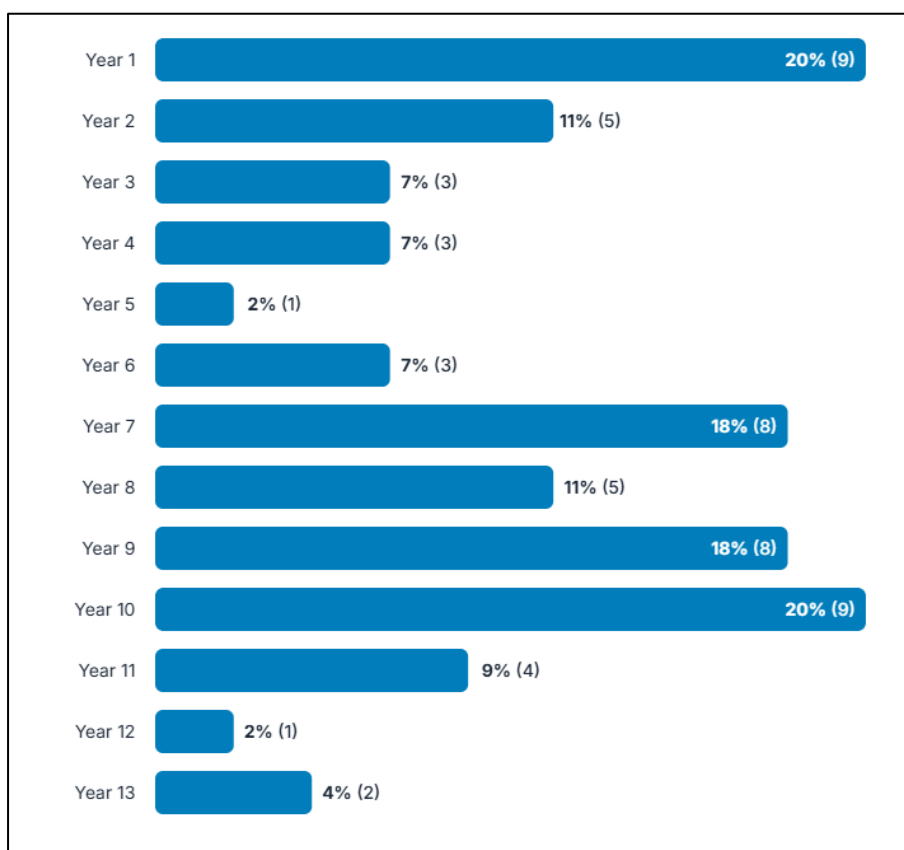
As shown in chart 2, responses came from eight of the 10 schools that make up the CoLAT. Parents from three schools, City of London Primary Academy Islington, City of London Academy Highbury Grove and The City of London Academy Southwark, made up 70% (n=32) of the total respondents.

Chart 2: CoLAT schools attended by child/ children



Respondents had a total of 61 children from years 1 to 13. As shown in chart 3, while all year groups were represented, parents with children in 'starter' years 1 (20% n=9) and 7 (18% n=8), along with years 9 and 10 (38% n=8 and n=9), comprised the largest year groupings. Key stages 1 (years 1 and 2) and 3 (years 7-9) are more strongly represented in this sample.

Chart 3: Year group of child/ children



38% (n=17) of parents reported having a child with a Special Educational Need.

4.3 Parent Evaluation: Quantitative Findings

Both surveys had three matched quantitative sections: 1. Engagement 2. Confidence 3. Knowledge.

Each of the three sections comprised statements to be 'rated' in terms of agreement, confidence and knowledge levels. The findings show that for each section, there was no overall positive or negative significant differences between baseline and follow-up surveys. This suggests that use of the toolkit has not positively affected parents' engagement with, their confidence in, or knowledge of, their child's school/ learning.

The baseline and follow-up responses are presented by percentages in tables 1-3. The first number in each column relates to the baseline survey and the second number to the follow-up survey. For example, in the baseline survey 31% of parents strongly agreed they felt engaged with their child's learning, and in the follow-up survey this rose to 33%

Table 1: Engagement statements

% agreement of parents by baseline/follow-up (don't knows excluded)

	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I feel engaged with my child's learning	31/33	44/51	13/16	9/0	0
I have a good relationship with my child's school	47/42	31/44	18/9	0/4	4/0
I feel a part of the school community	22/29	40/36	20/22	13/11	4/2
The school communicates effectively with me	33/33	38/33	16/24	7/9	7/0
The school involves parents in its activities	27/24	44/33	22/31	4/7	2/2
My opinion is valued	20/24	31/31	36/29	9/9	4/4
The school celebrates difference and diversity	44/32	31/43	18/18	4/2	0/2
The school supports children's positive mental health	41/27	27/45	18/18	5/5	5/2
The school celebrates children's achievements	44/47	47/42	7/9	0/0	0/2
It is important that all children attend school as much as possible	82/76	18/20	0/4	0/0	0/0

In terms of engagement (table 1), there was no significant positive change between baseline and follow-up surveys, and none of the individual statements showed any significant positive change. However, the findings do show that all follow-up survey responses carry a majority agree response, the lowest being 55% for 'My opinion is valued'. The highest follow-up survey percentage agreement is for the statements: 'The school celebrates children's achievements' (89%), 'I have a good relationship with my child's school' (86%), 'It is important that all children attend school as much as possible' (86%), and 'I feel engaged with my child's learning' (84%).

Table 2: Confidence statements

% confidence of parents by baseline/follow-up (don't knows excluded)

	Very confident	Fairly confident	Neither confident or unconfident	Not very confident	Not at all confident
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Speak with teachers about your child's learning	47/60	38/33	9/2	4/2	2/2
Support your child with their learning at home	38/33	51/44	9/13	2/4	0/4
Create a clear and consistent homework routine	27/34	40/34	18/20	11/7	4/5
Reinforce school-based behaviour at home	29/27	36/42	24/9	4/9	2/9
Ensure your child attends school	88/87	9/13	0/0	0/0	0/0
Participate in school activities and events	44/36	29/40	16/20	7/4	0/0
Ensure online safety	51/44	31/33	9/22	7/0	2/0
Encourage an active healthy lifestyle	51/60	31/31	13/7	2/0	2/2

In terms of confidence (table 2), there was no significant positive change between baseline and follow-up surveys. One statement within this confidence bank showed a positive significant change and that was in relation to parents' confidence to speak with teachers about their child's learning. While this can be linked to schools' use of the toolkit, it may also reflect the later point in the academic year where parents are more familiar with class teachers compared to at the start.

While there was only one statement which showed significant positive change between baseline and follow-up, the results do show high levels of parental confidence across all statements. The highest follow-up survey percentage agreement is for the statements: 'Ensure your child attends school' (100%), 'Speak with teachers about your child's learning' (93%), 'Encourage a healthy lifestyle' (91%). The follow-up survey carries a majority 'confident' response, with the lowest confidence response linked to home-based activities: 'Create a clear and consistent homework routine' (64%) and 'Reinforce school-based behaviour at home' (69%).

Table 3: Knowledge statements

% agreement of parents by baseline/follow-up

	Good knowledge	Reasonable knowledge	Basic knowledge	Limited knowledge	No knowledge
The academic year, including testing/examination schedules	31/31	36/40	13/22	20/7	0/0
School extracurricular activities/clubs/enrichment opportunities	38/44	36/31	18/16	7/7	2/2
Visit school (e.g. school events, assemblies, performances, sports days, coffee mornings etc)	51/47	24/33	16/13	4/0	4/7
The transition between schools (primary to secondary, or post-secondary)	32/41	25/32	23/16	14/5	7/7
The transition from one year to another	29/30	22/43	29/9	11/11	9/7

In terms of knowledge (table 3), there was no significant positive change between the baseline and follow-up surveys, and none of the individual statements showed significant positive change. However, the findings show that knowledge levels are high with good/ reasonable knowledge of over 70% for all statements in the follow-up survey. The results also indicate shifts in the direction of knowledge with increasing levels of knowledge, notably in relation to transitions.

While tests for significant positive changes suggest that the parental toolkit has had no impact in changing responses across the three banks of questions, these findings do show strong patterns of engagement, confidence and knowledge across the sample which CoLAT schools can build on as they develop interventions to improve parental engagement.

Both surveys asked about external/ support services schools have signposted parents to. The baseline survey had nine responses, and this had increased to 14 in the follow-up survey, demonstrating some upsurge in schools making parents aware of support beyond what is offered through the school itself. The majority of services focused on special educational needs and mental health (speech and language therapy, CAMHS) but also included music and sporting activities, childcare, holiday programmes, and further learning support resources.

4.4 Parent Evaluation: Qualitative Findings

The follow-up survey carried qualitative questions on what the school had done in recent months to encourage parents to both engage with their children's learning and with their children's school. These questions were aimed at determining whether parents were aware of any changes in parental engagement activities/ communications implemented due to schools using the toolkits.

28 positive responses were received relating to what schools had done in recent months to encourage parents to engage further in their *child's learning*. As shown in table 4, responses can be split into those relating to learning activities, communications on progress, homework, and parental support:

Table 4: Looking back over the past few months, what, if anything, has the school done to encourage you to engage further in your child's learning?

Themed qualitative findings

Learning activities	Reading marathons Extra projects and learning Further English classes Online maths ESB project
Communications on progress	Parents evenings Weekly postings Phone calls on child's progress Emails on student progress
Homework	Better homework system Letters regarding homework
Parental support	Parents workshop Emotional support coffee morning

The majority of responses were positive, with activities and communications positively received. Two parents with children with SEN gave particular praise for recent engagements:

The school has been great, it's been honest as to where my children are at and to where they expect them to be. The school have regular printed passwords and log ins for online

homework and always touched base with me on pickups about the day and what I can do at home to further help. They have showed me techniques that perhaps best suit autistic individuals in terms of learning to read and phonics.

I have received feedback this week from the SEN department with an update to [child's] student summary and the changes within it that have come about after [child] has completed a recent questionnaire based on problems with memory and thinking and memory and thinking strategies and I have been made aware of all the changes between the outcome of this one and the last one that he completed. I feel that I am updated and supported very well.

However, other responses were less positive, and flagged limitations to current offerings:

We have had one parent meeting for 10 minutes - this isn't sufficient enough for parents to get a good understanding of how the child is doing in school.

There is so much more school could do to engage parents in our child learning.

25 positive responses were received relating to what schools had done in recent months to encourage parents to engage further with their *child's school*. As shown in table 5, responses can be split into general communications, school functions, school events and co-curricular external activities.

Table 5: Looking back over the past few months, what, if anything, has the school done to encourage you to engage further with your child's school?

Themed qualitative findings

General communications	Newsletters Online learning demonstration Informal teacher feedback
School functions	Parents evenings Assemblies New starters assembly
School events	School productions/ concerts School fair/ fate Fundraising events
Co-curricular external activities	School trips and visits

The responses to both these questions suggest that though some change in efforts to enhance parental engagement could be discerned, these were not consistent across schools and across the sample of responses. In particular, different types of engagement between primary and secondary school were notable, with primary parents remarking on the multiple ways they engage:

The school has appointed me a community councillor for a set year group. I am invited to event coordinated meetings on upcoming events and trips. And I feel listened to with ideas and education suggestions.

In contrast, parents of children at secondary school are looking for more opportunities to engage with school:

Do more for parents to come in and support children, see achievements and work.

Two final questions asked what else schools could be doing to encourage parental engagement in both their child's learning and their child's school. Tables 6 and 7 highlight the themed qualitative findings.

27 responses were received relating to what schools could do to further engage parents with their *children's learning*. As shown in table 6, responses can be broadly split into activities, information and support, and timings.

Table 6: What, if anything, could the school do to further engage parents with their children's learning?

Themed qualitative findings

Activities	More open days Drop-in meetings Workshops to support homework Direct teacher communication
Information and support	More information on children's learning Support for parents with online learning 'Notices' on subject content for revision Information about homework 'Guides' on how best to support children's learning at home More online content or recorded meetings Direct teacher communication beyond parents' evenings
Timings	More regularly parent-teacher meetings Limitations of short parent evening slots

In relation to the linked themes of activities and information and support, responses were commonly phrased as what parents wanted 'more of'. Some of the points related to general information, others related to particular learning support, for example, in relation to children's revision, particular examinations, or items of homework. Some parents had specific ideas of what schools could do and at what points, while others simply requested 'more activities':

Hosting hands-on sessions where parents learn how to support their child's education (e.g., helping with homework, understanding the curriculum, revision techniques).

An idea could be to have a parent assembly in the beginning of year 11 to inform parents of the timelines for mocks, other tests as well as the GCSE exam schedule + how the school and we as parents can support our children over the year.

In relation to timing, the challenges of parent attendance were noted, whether due to childcare or working hours, as well the regularity of meetings with school and the limitations of engagement through short parents' evenings. Again, there is some difference in response between parents of primary and secondary children, with the latter feeling most in need of further points of engagement in their child's learning:

To gain more insight into my child's learning as parents evening is a short time. Would like to engage through follow up email or telephone conversation.

The response below highlights the desire parents have to engage with their children's learning, but perceived barriers as to what can make this challenging. The example here refers to diversity and approachability of staff:

Teaching staff is predominantly white and middle class - appreciate this is difficult to change as depends on cohort of teachers. However, the school staff team lack diversity and therefore can feel more difficult for non-white middle-class parents to feel confident and comfortable approaching the school and not being seen as “the problem”. Not all teachers are approachable.

22 responses were received relating to what schools could do to further engage parents with their children’s school. As shown in table 7, there is some duplication in responses with the above question on learning engagement.

Table 7: What, if anything, could the school do to further engage parents with their children’s school?

Themed qualitative findings

Activities	Year/ term ahead meetings Coffee morning to give updates Parent visits to school Social events to build a school community Invitation to parents to speak with/ present to students
Information and feedback	Take/ ask for suggestions from parents More emails and effective communications

Qualitative comments captured both what parents wanted from school, but what they felt they could potentially offer to the school themselves, pointing to a desired ethos of reciprocity:

Ask what we can do for them.

Provide opportunities for parents to meet teachers and staff outside of formal parent evenings, allowing for open conversations in a relaxed setting.

Allow parents voices to be heard and be incorporated in the school curriculum.

At the moment the school is doing good. They ask surveys, the parents have WhatsApp groups for each year, the school are up to date with information and it’s easy to access. They have members of staff that parents can ask questions and chat to on the gate and playground it is very community based with coffee mornings and interventions.

4.5 Teacher Evaluation: Findings

A total of nine responses from four schools were received, with the sample including senior leaders and classroom teachers. Questions on the parental toolkit show that only three staff had received/ looked at the toolkit (representing two schools), six had not (representing two schools and which account for 26% of the parent sample). This is a very limited sample size but indicates that schools have not been working with the toolkit in the anticipated way. This gives context to the quantitative findings from the parental surveys where no positive significant differences were found across the three question banks.

The teacher survey asked questions relating to the toolkit (including on purpose, confidence in and ease of use, information and strategies offered), and on general parental engagement (its importance and challenges, schools’ need for guidance, school strategy). However, with only nine

responses, it is not possible to draw conclusive findings. The quantitative question bank on general parental engagement found that 7/9 responses agreed that parental engagement was a pressing issue and 8/9 teachers agreed/ strongly agreed that schools need further guidance on how to support parental engagement.

Teachers' qualitative responses on the use of the toolkit reported the following:

Good tool to help us reflect on our current engagement levels, and things that might want to try going forward.

The toolkit seemed more just information and not easy to follow actionable steps.

Make almost like a to do list a step by step guide.

Due to the current cost of living crisis parents/carers find it difficult to attend in person events as majority are working / live far away from school. School staff are less keen to hold events that are later in the evening due to long working hours. Late event timings suit working parents best. Parents receive lots of emails, these should be condensed into a weekly bulletin to avoid confusion and ensure engagement /feedback is obtained.

This provides some insight into the current effectiveness and limitations of the parental engagement toolkits and wider engagement strategies used by schools. Teachers acknowledged that the toolkits serve as helpful resources for reflecting on existing engagement levels and identifying potential areas for improvement. However, a common theme among responses was that the toolkits are overly focused on providing background information rather than guiding users through practical, easily implementable steps. As such, it was recommended that they be revised to include a clearer structure, ideally in the form of a step-by-step guide or actionable checklist. This would help schools translate ideas into tangible actions and encourage more consistent engagement practices.

As a final question, teachers were asked to provide further comments regarding parental engagement in their schools and responses highlight a number of barriers and challenges in relation to hosting in-person events and communications. Many parents and carers are experiencing increased financial pressures and reduced flexibility in their schedules and, as a result, attending school events in person has become more difficult, especially for those who work full-time or live at a considerable distance from the school. School staff also face time constraints, including extended working hours, which limits their capacity or willingness to organise and facilitate events in the evening. This creates a mismatch in availability, whereby evening events are generally more accessible to working parents, yet less feasible for school staff to deliver. Communication between schools and families was also identified as an area in need of improvement. Parents currently receive a high volume of emails, often from multiple school departments or staff members, which can lead to information overload and confusion. This fragmented approach to communication can negatively impact parents' ability to engage with key messages or respond to requests for feedback.

5. Conclusions

In the UK education system, teacher toolkits offer valuable support in building stronger partnerships between schools and families. By promoting clear, coordinated communication and activities across year groups and key stages, toolkits contribute to a whole-school approach to engagement. Strong parental partnerships have been shown to positively impact attendance, behaviour, and academic attainment, making them an important asset in driving educational success.

This evaluation has generated a set of relevant data on parental engagement in relation to the CoLC parental engagement toolkits, and this conclusion draws together key findings to respond to the three evaluation aims.

1. Toolkit impact on engagement experiences

The evaluation findings show that the toolkits have not had any clear positive and significant impact on parents' and teachers' experiences of parental engagement. However, as the teacher evaluation indicates, schools have not been using the toolkits in the anticipated way, and therefore the lack of change between baseline and follow-up parent surveys can be explained.

2. Evidencing and identifying factors leading to positive engagement

Though the impact of the toolkits on engagement is not clear, the evaluation data does evidence and identify factors leading to positive engagement. Parental engagement, confidence and knowledge are strong across the CoLAT schools, and responses demonstrate parents' keenness and desire to engage both with their children's learning and their school. This is in line with previous qualitative work undertaken by the evaluation team for the CoLC which underscored the desire for enhanced parental engagement (Wainwright et al, 2024). Parents consider engagement as reciprocal, based on a two-way engagement with school, marking a shift away from more modest parental involvement. Reciprocal engagement therefore allows parents to actively feed into, support, and be a part of, the school and their child's learning.

3. Assessing the overall effectiveness of the toolkits

Given the sample sizes and results of the teacher survey that show schools have not been using the toolkits, this evaluation is unable to assess their overall effectiveness. However, the teacher survey does indicate areas for toolkit refinement, most notably in relation to developing a clear set of resources and actionable steps for schools to implement. Such resources can include communication aids, culturally inclusive practices, and activities that align with the curriculum, helping to bridge the gap between home and school. Moreover, resources are needed to encourage educators to feel empowered to foster a welcoming and inclusive environment, encouraging parental engagement in their child's learning and school. These are points Ofsted and the Department for Education increasingly highlight as vital to pupil progress and wellbeing.

Toolkit potential

While teacher toolkits are designed to support stronger home-school partnerships, many schools face challenges in using and implementing them effectively. A key challenge is lack of time and resources. Teachers already face heavy workloads and may not have the capacity to consistently use additional tools or strategies that require planning, communication, and follow-up with families.

Limited or inconsistent training and support are further issues. Toolkits need to be introduced with sufficient professional development, to ensure that educators understand how to apply them in diverse family contexts. This is particularly challenging in schools with high levels of cultural and linguistic diversity, where generic communication strategies may not resonate with all families.

Moreover, limited parental availability can hamper engagement efforts. Parents may face barriers such as long work hours, lack of confidence and resources, or discomfort with the school system based on past negative experiences. Without careful adaptation to these realities, toolkits may fail to bridge the gap.

Lastly, institutional priorities and funding constraints can deprioritise parent engagement initiatives, especially when schools are under pressure to meet academic performance targets. Without leadership and staff engagement and understanding in the aims of a toolkit, implementation can be uneven and partial in terms of impact.

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- Wainwright, E. Hoskins, K. and Tallentire, J. (2024) *City Family of Schools: parents’ views of future educational priorities: a report for the City of London Corporation*, Brunel University London.

Appendices

Appendix 1: Baseline Survey

City Family of Schools: home-school engagement evaluation

You are invited to take part in an online survey. Before you decide, it is important for you to understand why the survey is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. The consent form and survey questions follow this information.

What is the purpose of the study? The aim of this research is to evaluate home-school engagement. Research is needed to understand the diversity of parents/ carers experiences when engaging with their child's school.

Why have I been invited to participate? You have been invited to take part in this survey as you are a parent/ carer of a child(ren) currently in a City of London Academies Trust school/ college and over 18 years of age.

Do I have to take part? Participation is entirely voluntary, and the decision to take part is yours. Participation will consist of two surveys – one in October and one in January. Each survey will take 15 minutes to complete. There is no obligation for you to complete the surveys – completion is entirely voluntary, and it is up to you to decide whether or not you take part in this research. By completing the surveys, you are giving consent to taking part. If you decide to take part you are still free to withdraw at any time, without having to give a reason. Any participant can withdraw their data up to June 1st 2025.

Please note, a decision not to take part or to withdraw will in no way affect your child's schooling or your relationship with your child's school.

What will happen to me if I take part? If you agree to participate, please complete the 15-minute survey below. You will then be asked to complete a second survey in January 2025.

Are there any lifestyle restrictions? There are no lifestyle restrictions associated with this research.

What are the possible disadvantages and risks of taking part? There are no anticipated disadvantages or risks associated with taking part in this research.

What are the possible benefits of taking part? Taking part will enable you to further reflect upon your child(ren)s education and learning. You will also receive a £20 Amazon shopping voucher at the end of the second survey in January 2025 as a thank you for sharing your views.

Will my taking part in this study be kept confidential? Anonymised data will be retained confidentially in a secure password-protected location on the Brunel University London network for up to ten years and may be used as the basis for future research, in line with University policy.

All information collected about you during the course of the study will be kept strictly confidential. Our procedures for handling, processing, storage and destruction of data are compliant with the Data Protection Act 2018; however, if evidence of harm or misconduct comes to light, then, in line with research guidelines, confidentiality will have to be broken. We will tell you at the time if we think we need to do this, and let you know what will happen next.

The data will be retained until December 2025 after which it will be securely destroyed. Any information about you which leaves the University will have all your identifying information removed. With your permission, anonymised data will be stored and may be used in future research – you can indicate whether or not you give permission for this by way of the Consent Form.

Will I be recorded, and how will the recording be used? You will not be recorded. The questionnaire data will be analysed to produce findings from the research.

What will happen to the results of the research study? The results of this research will be evaluated and shared with the City of London Academies Trust and the City of London Corporation to inform their education strategy. Results will also form the basis of academic publications. Participants will not be identified in any report or publication about the study.

Who is organising and funding the research? This research is funded by the City of London Corporation. The research is organised by Professors Emma Wainwright (emma.wainwright@brunel.ac.uk) and Kate Hoskins (kate.hoskins@brunel.ac.uk) from the Department of Education, Brunel University London.

What are the indemnity arrangements? Brunel University London provides appropriate insurance cover for research which has received ethical approval

Who has reviewed the study? This study has been reviewed by the College of Business, Arts and Social Sciences Research Ethics Committee, Brunel University London.

Research Integrity Brunel University London is committed to compliance with the Universities UK [Research Integrity Concordat](#). You are entitled to expect the highest level of integrity from the researchers during the course of this research.

Contact for further information or complaints

For further information, please contact: Professors Emma Wainwright (emma.wainwright@brunel.ac.uk) and Kate Hoskins (kate.hoskins@brunel.ac.uk)

For complaints, please contact the Chair of the Research Ethics Committee: Dr Katja Sarmiento Mirwaldt, cbass-ethics@brunel.ac.uk

(* compulsory question)

1. I have read the invitation paragraph *

Yes

No

2. I am over the age of 18 *

Yes

No

3. I understand that I can withdraw my data up until January 2025 *

Yes

No

4. I agree that my data can be anonymised, stored and used in future research in line with Brunel University's data retention policies *

Yes

No

5. I agree to take part in this study *

Yes

No

6. Which of the following CoLAT schools does your child/ do your children attend? *

City of London Primary Academy Islington

Galleywall Primary School, City of London Academy

Redriff Primary, City of London Academy

City of London Academy Highbury Grove

City of London Academy Highgate Hill

City of London Academy Shoreditch Park

The City Academy Hackney
The City of London Academy Islington
The City of London Academy Southwark
Newham Collegiate Sixth Form Centre, City of London Academy

7. What is your sex? *

Male
Female
Prefer not to say

8. What is your age? *

18-24
25-34
35-44
45-54
55-64
65-74
75 years or older
Prefer not to say

9. What is your ethnic group? *

Choose one option that best describes your ethnic group or background:

White: English/ Welsh/ Scottish/ Northern Irish/ British
White: Irish
White: Gypsy or Irish Traveller
White: Roma
Any other White background
Asian or Asian British: Indian
Asian or Asian British: Pakistani
Asian or Asian British: Bangladeshi
Asian or Asian British: Chinese
Any other Asian background
Black, Black British: Caribbean
Black, Black British: African
Any other Black, Black British, or Caribbean background
White and Black Caribbean
White and Black African
White and Asian
Any other Mixed or multiple ethnic background
Arab
Any other ethnic group

10. Is your child receiving Pupil Premium? (Pupil Premium is for pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years, or children previously looked after by a local authority or other state care) *

Yes
No
Don't know

11. What is annual household income? *

Under £10,000
£10,000-£20,000
£20,000-£30,000
£30,000-£40,000
£40,000-£50,000
Over £50,000
Prefer not to say

12. Are you registered disabled? *

Yes

No

13. Do you have English as an Additional Language? *

Yes

No

Don't know

14. What CoLAT year group is your child (children) in? Please select all that apply. *

Years 1-13

15. What is your religion? *

No religion

Christian (including Church of England, Catholic, Protestant, and all other Christian denominations)

Buddhist

Hind,

Jewish

Muslim

Sikh

Other, please specify

Answer the following in relation to your child/children at a CoLAT school:

17. To what extent do you agree with the following: *

I feel engaged with my child's learning

I have a good relationship with my child's school

I feel a part of the school community

The school communicates effectively with me

The school involves parents in its activities

My opinion is valued

The school celebrates difference and diversity

The school supports children's positive mental health

The school celebrates children's achievements

It is important that all children attend school as much as possible

Strongly agree/ Agree/ Neither agree or disagree/ Disagree/ Strongly disagree/ don't know

18. What, if anything, could the school do to improve your child's experiences of being in school?

19. What, if anything, could the school do to improve your child's experiences of learning?

20. How confident do you feel to: *

Speak with teachers about your child's learning

Support your child with their learning at home

Create a clear homework routine

Reinforce school-based behaviour at home

Ensure your child attends school

Participate in school activities and events

Ensure online safety

Encourage an active healthy lifestyle

Very confident/ Fairly confident/ Neither confident or unconfident/ Not very confident/ Not at all confident/ don't know.

21. Which of these statements best describes how knowledgeable you feel about: *

The academic year, including testing/ examination schedules

School extracurricular activities/ clubs/ enrichment opportunities

Visiting school (e.g. school events, assemblies, performances, sports days, coffee mornings etc.)
The transition between schools (primary to secondary, or post-secondary)
The transition from one year group to another
Good knowledge/ Reasonable knowledge/ Basic knowledge/ Limited knowledge/ No knowledge

22. Does your child have a Special Educational Need? If yes, please answer questions 23-24. If no, please go to question 25. *

Yes/ No

23. If your child has Special Educational Needs, to what extent do you agree with the following:

My child is well supported at school?

Strongly agree/ Agree/ Neither agree or disagree/ Disagree/ Strongly disagree/ don't know

24. If your child has Special Educational Needs, what, if anything, could the school do to improve your child's support?

25. What, if anything, would improve your confidence in relation to your child's learning?

26. What, if anything, would encourage you to engage more with your child's school?

27. What, if any, external services/ support services have the school signposted to you?

Thank you for taking part in the survey.

Please leave your contact details below.

These details will remain strictly confidential to the evaluation team at Brunel University London and will not be shared with any third party. The evaluation team will contact you again in January to complete a shortened version of this survey and, upon completion, provide you with a £20 Amazon voucher.

Name:

Telephone no.:

Email address:

Appendix 2: Follow-up Survey

City Family of Schools: home-school engagement evaluation

The City Family of Schools is interested in evaluating home-school engagement to better support schools and parents/ carers with children's learning. This is the second of two surveys and should take 5 minutes of your time. Your responses are voluntary and will be confidential. Responses will not be identified by individual. All responses will be compiled together and analysed as a group. After the completion of this survey, the project team will be in touch by email to offer you a £20 Amazon voucher as thanks for your participation.

This survey is being conducted by Professors Emma Wainwright and Kate Hoskins at Brunel University of London. If you have any questions or concerns, please contact Emma or Kate: emma.wainwright@brunel.ac.uk or kate.hoskins@brunel.ac.uk
(* compulsory question)

Thank you

1. To what extent do you agree with the following: *

I feel engaged with my child's learning
I have a good relationship with my child's school
I feel a part of the school community
The school communicates effectively with me
The school involves parents in its activities
My opinion is valued
The school celebrates difference and diversity
The school supports children's positive mental health
The school celebrates children's achievements
It is important that all children attend school as much as possible
Strongly agree/ Agree/ Neither agree or disagree/ Disagree/ Strongly disagree/ don't know

2. How confident do you feel to: *

Speak with teachers about your child's learning
Support your child with their learning at home
Create a clear homework routine
Reinforce school-based behaviour at home
Ensure your child attends school
Participate in school activities and events
Ensure online safety
Encourage an active healthy lifestyle
Very confident/ Fairly confident/ Neither confident or unconfident/ Not very confident/ Not at all confident/ don't know.

3. Which of these statements best describes how knowledgeable you feel about: *

The academic year, including testing/ examination schedules
School extracurricular activities/ clubs/ enrichment opportunities
Visiting school (e.g. school events, assemblies, performances, sports days, coffee mornings etc.)
The transition between schools (primary to secondary, or post-secondary)
The transition from one year group to another
Good knowledge/ Reasonable knowledge/ Basic knowledge/ Limited knowledge/ No knowledge

4. Does your child have a Special Educational Need? If yes, please answer question 5. If no, go to question 6.

*

Yes/ No

5. If your child has Special Educational Needs, to what extent do you agree with the following:

My child is well supported at school?
Strongly agree/ Agree/ Neither agree or disagree/ Disagree/ Strongly disagree/ don't know

6. What, if any, external /support services have the school signposted to you?
7. Looking back over the past few months, what, if anything, has the school done to encourage you to engage further in your child's learning?
8. Looking back over the past few months, what, if anything, has the school done to encourage you to engage further with your child's school?
9. What, if anything, could the school do to further engage parents with their children's learning?
10. What, if anything, could the school do to further engage parents with their children's school?

Thank you for taking part in the survey.

Please leave your contact details below.

The evaluation team will be in touch soon to provide you with a £20 Amazon voucher.

These details will remain strictly confidential to the evaluation team at Brunel University of London and will not be shared with a third party.

Name:

Telephone no.:

Email address:

Appendix 3: Teacher Survey

City Family of Schools: parental engagement evaluation

You are invited to take part in an online survey. Before you decide, it is important for you to understand why the survey is being conducted and what it will involve. Please take time to read the following information carefully. Please ask if there is anything that is not clear or if you would like more information. The consent form and survey questions follow this information.

What is the purpose of the study? The aim of this research is to understand teachers' experiences of the parental engagement toolkit, and their understandings of parental engagement more broadly.

Why have I been invited to participate? You have been invited to take part in this survey as you are a teacher currently working in a City of London Academies Trust school/ college.

Do I have to take part? Participation is entirely voluntary, and the decision to take part is yours. Participation will consist of a short online survey. There is no obligation for you to complete the survey – completion is entirely voluntary, and it is up to you to decide whether or not you take part in this research. By completing the survey, you are giving consent to taking part. If you decide to take part you are free to withdraw at any time, without having to give a reason. Any participant can withdraw their data up to March 31st 2025.

What will happen to me if I take part? If you agree to participate, please complete the 10-minute survey below.

Are there any lifestyle restrictions? There are no lifestyle restrictions associated with this research.

What are the possible disadvantages and risks of taking part? There are no anticipated disadvantages or risks associated with taking part in this research.

What are the possible benefits of taking part? Taking part will enable you to further reflect upon parental engagement.

Will my taking part in this study be kept confidential? Anonymised data will be retained confidentially in a secure password-protected location on the Brunel University of London and may be used as the basis for future research, in line with University policy. All information collected during the course of the study will be kept strictly confidential, including which school you work at. Our procedures for handling, processing, storage and destruction of data are compliant with the Data Protection Act 2018; however, if evidence of harm or misconduct comes to light, then, in line with research guidelines, confidentiality will have to be broken. We will tell you at the time if we think we need to do this, and let you know what will happen next. The data will be retained until December 2025 after which it will be securely destroyed. Any information about you which leaves the University will have all your identifying information removed. With your permission, anonymised data will be stored and may be used in future research.

What will happen to the results of the research study? The results of this research will be evaluated and shared with the City of London Academies Trust and the City of London Corporation to inform their thinking around parental engagement. Results will also form the basis of academic publications. Participants will not be identified in any report or publication about the study.

Who is organising and funding the research? This research is funded by the City of London Corporation. The research is organised by Professors Emma Wainwright (emma.wainwright@brunel.ac.uk) and Kate Hoskins (kate.hoskins@brunel.ac.uk) from the Department of Education, Brunel University of London.

What are the indemnity arrangements? Brunel University of London provides appropriate insurance cover for research which has received ethical approval.

Who has reviewed the study? This study has been reviewed by the College of Business, Arts and Social Sciences Research Ethics Committee, Brunel University of London.
Research Integrity Brunel University of London is committed to compliance with the Universities UK Research Integrity Concordat. You are entitled to expect the highest level of integrity from the researchers during the course of this research.

Contact for further information or complaints

For further information, please contact: Professors Emma Wainwright (emma.wainwright@brunel.ac.uk) and Kate Hoskins (kate.hoskins@brunel.ac.uk)

For complaints, please contact the Chair of the Research Ethics Committee: Dr Katja Sarmiento Mirwaldt, cbass-ethics@brunel.ac.uk

(* compulsory question)

1. I have read the invitation paragraph *

Yes

No

2. I am over the age of 18 *

Yes

No

3. I understand that I can withdraw my data up until March 2025 *

Yes

No

4. I agree that my data can be anonymised, stored and used in future research in line with Brunel's data retention policies *

Yes

No

5. I agree to take part in this study *

Yes

No

6. Which of the following schools do you work at? (please note, this information will not be used in the write up of research findings)

City of London Primary Academy Islington

Galleywall Primary School, City of London Academy

Redriff Primary, City of London Academy

City of London Academy Highbury Grove

City of London Academy Highgate Hill

City of London Academy Shoreditch Park

The City Academy Hackney

The City of London Academy Islington

The City of London Academy Southwark

Newham Collegiate Sixth Form Centre, City of London Academy

7. How long have you worked at your current school?

Under 2 years

2-5 years

5+ years

8. What is your sex?

Male

Female

Prefer not to say

9. What is your ethnic group?

White: English/ Welsh/ Scottish/ Northern Irish/ British
White: Irish
White: Gypsy or Irish Traveller
White: Roma
Any other White background
Asian or Asian British: Indian
Asian or Asian British: Pakistani
Asian or Asian British: Bangladeshi
Asian or Asian British: Chinese
Any other Asian background
Black, Black British: Caribbean
Black, Black British: African
Any other Black, Black British, or Caribbean background
White and Black Caribbean
White and Black African
White and Asian
Any other Mixed or multiple ethnic background
Arab
Any other ethnic group

10. What is your current role in the school?

11. Have you received/ looked at a copy of the 'Parental Engagement toolkit: accessible tools for the City Family of Schools'?

Yes (if yes, go to question 12)

No (if no, go to question 20)

12. To what extent to you agree or disagree with the following statements:

I understand the purpose of the toolkit

I feel confident in using the toolkit

The toolkit is easy to use and navigate

The toolkit offers useful information for schools and teachers

The toolkit will be useful for my professional development

The toolkit offers useful tools to support parental engagement

The toolkit will strengthen engagement with parents

I feel confident that the toolkit will improve parental engagement in my school

The toolkit will support the school in developing a coherent approach to parental engagement

Strongly agree/ Agree/ Neither agree or disagree/ Disagree/ Strongly disagree/ don't know

13. Which sections of the toolkit, if any, have you used? Tick all that are relevant:

Challenges

Inclusion

Communication

Transitions

Role Models

Community

Not sure

None of the above

14. Which sections of the toolkit, if any, have you found most useful? Tick all that are relevant:

Challenges

Inclusion

Communication

Transitions

Role Models

Community

Not sure
None of the above

15. What, if anything, have you used from the toolkit to enhance your knowledge and understanding about parental engagement?

16. What, if anything, have you used/ implemented from the toolkit to encourage parental engagement?

17. If you have used/ implemented anything from the toolkit, how effective do you consider this to have been?

18. What has been your overall experience of using the toolkit? Please note any positives and/ or negatives.

19. What, if any, changes or improvements could be made to the parental engagement toolkit to make it more useful for schools?

20. To what extent do you agree or disagree with the following statements:

Parents' engagement with school is a pressing issue

Parents' engagement with their children's learning is a pressing issue

Schools need guidance to better support parental engagement

It is becoming more difficult to engage with parents

My school has a coherent strategy to support parental engagement

Strongly agree/ Agree/ Neither agree or disagree/ Disagree/ Strongly disagree/ Don't know

21. Do you have any further comments on parental engagement generally or parental engagement in your school specifically?

Thank you for taking part in this survey.

Contact Details

Professor Emma Wainwright

Department of Education

Emma.Wainwright@brunel.ac.uk

Professor Kate Hoskins

Department of Education

Kate.Hoskins@brunel.ac.uk

Agenda Item 9

Committee(s): Education Board – For Information	Dated: 10/06/2025
Subject: Revenue Outturn 2024/25	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 2024/25 revenue outturn for the Education Board with the final agreed budget for the year. Total net local risk expenditure during the year was £897,000k which is an overspend of £3,000 when compared to the Final agreed budget of £894,000. This is summarised in the table below.

Summary Comparison of 2024/25 Revenue Outturn with Final Agreed Budget – Education Board			
	Final Agreed Budget £000	Revenue Outturn £000	Variations (Increase)/ Reduction £000
Local Risk	(894)	(897)	(3)
Central Risk	(2,226)	(2,226)	-
Recharges	(50)	(50)	-
Overall Totals	(3,170)	(3,173)	(3)

Recommendation

It is recommended that this revenue outturn report for 2024/25 is noted.

Main Report

Revenue Outturn for 2024/25

- Actual net expenditure for your Committee's services during 2024/25 totalled £3.173m. A summary comparison with the final agreed budget for the year of £3.170m is tabulated below. In the tables, figures in brackets indicate expenditure or adverse variances.

Comparison of 2024/25 Revenue Outturn with Final Agreed Budget					
	Original Budget £000	Final Agreed Budget £000	Revenue Outturn £000	Variations (Increase) / Reduction £000	Paragraph
Local Risk					
Employee expenses	(415)	(446)	(459)	(13)	
Premises related expenses	-	-	(1)	(1)	
Supplies & Services	(448)	(448)	(437)	11	
Total Local Risk	(863)	(894)	(897)	(3)	
Central Risk					
Grants and subscriptions	(2,226)	(2,226)	(2,226)	-	
Total Central Risk	(2,226)	(2,226)	(2,226)	-	
Recharges	(2)	(50)	(50)	-	
Overall Totals	(3,091)	(3,170)	(3,173)	(3)	

- A reconciliation of original local risk budget to the final agreed local risk budget is provided in Appendix A. The 2024/25 final approved local risk budget includes a £30,000 adjustment for costs relating to centrally funded apprentices, a £1,000 adjustment in relation to the July 2024 pay award.

Reasons for significant variations

- There are no explanations provided for significant variances, as there were no material variances to report for this period.

Local Risk Budget Carry Forward to 2025-26

- 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 2025/26 budgets.

5. There were no carry forward requests submitted by the Director of Community and Children's Services' which relate to 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 2024/25.

Appendices

Appendix A – Reconciliation of Original Local Risk Budget 2024/25 to the Final Agreed Local Risk Budget 2024/25.

Caroline Al-Beyerty

Chamberlain & CFO

Judith Finlay

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

Contact officers:

Chamberlain's: Mark Jarvis, Head of Finance

E: mark.jarvis@cityoflondon.gov.uk

Chamberlains: Beatrix Jako, Finance Business Partner

E: Beatrix.Jako@cityoflondon.gov.uk

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Appendix A

	£'000
Original Local Risk Budget 2024/25	(863)
July 2024 pay award	(1)
Centrally funded apprentices	(30)
Final Agreed Local Risk Budget 2024/25	(894)

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Committee(s)	Dated:
Education Board	21/05/2025
Subject: The City Educational Trust Fund (Charity No. 290840) Grant Management Update	Public report: For Information
This proposal: · Delivers Corporate Plan 2024-29 outcomes	Diverse Engaged Communities Providing Excellent Services
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:	Simon Latham, Acting Managing Director of City Bridge Foundation
Report authors:	Veronica Pearce, Central Funding and Charity Management Team

Summary

The City of London Corporation is the sole corporate trustee of the following Charity which operates, in summary, to further education for the public benefit: the City Educational Trust Fund ("CETF") (Charity No. 290840).

At the Education Board in April 2024 Members agreed to award a £3,649,998 grant to A New Direction (Charity No. 1126216) to deliver Primary Arts – a cultural arts programme within London's primary schools, to enhance the education and teaching in and of the cultural arts for the public benefit, spanning 48 months. This follows on from a 14-month pilot to develop this programme.

This paper provides a quarterly update of the work undertaken by A New Direction.

Recommendation(s)

Members are asked, acting collectively for the City of London Corporation as Trustee of the City Educational Trust Fund ("CETF") (290840) and being satisfied that it is in the best interests of the charity to:

1. Note the quarterly update report for the full-length Primary Arts programme funded by the CETF.

Main Report

Background

1. The City of London Corporation acting by the Common Council is the sole corporate trustee of this charity (“the Trustee”) and the Trustee has, in considering options for the charity’s good administration, resolved to develop proposals with a view to spending out the charity’s funds strategically and impactfully, and to close the charity. In implementing the decision to take a strategic funding approach in spending out the charity’s funds the Trustee resolved to fund ‘Primary Arts’ – a project focussed on primary schools in Greater London which delivers against the Charity’s objects: research, study and teaching in the cultural arts. This report provides an update of the work delivered in the last quarter of Primary Arts.
2. The Central Funding and Charity Management Team (CFCMT) has been managing the CETF since October 2016 under the oversight of this Board. During that time the CFCMT has endeavoured to deliver an open access grant programme for the CETF which looked to further its charitable educational purposes under the charity’s second object (see paragraph 4 below). In July 2019, the CFCMT in reporting upon the outcomes of the City Corporation’s Corporate Charity Review made recommendations to the Education Board to support a large strategic project which would further the advancement of research, study and teaching in and of the cultural arts. Recommendations were based on evidence from the CFCMT from its various open grant programmes and an analysis of demand since 2016.

Current Position

3. A New Direction was awarded a £3,649,998 grant from the CETF across 48 months in April 2024 to rollout Primary Arts – a cultural arts programme across London’s primary schools beginning in July 2024, delivery in school’s commenced in September 2024.
4. This work is intended to enhance the research, study and teaching of cultural arts, meeting the CETF’s charitable objects - namely, for the public benefit to advance research, study and teaching in and of the cultural arts that will enable exposure and experience to a varying range of arts opportunities, learning and resources for teachers and students.
5. The full rollout of Primary Arts began in July 2024, having reported on work-to-date at January’s Education Board, an update of the work taken place between January - April 2025 has been provided within this report (**Appendix 1**).

Update on Primary Arts Programme

6. Officers met with A New Direction in April 2025 to receive an update on the rollout of full programme delivery across the quarter, Officers ensure the delivery furthers CETF’s charitable objects.

7. The number of sessions undertaken this quarter across all programme strands include:
- Cultural Education Leadership Programme: 2 sessions
 - Masterclasses: 2 sessions
 - Come & Try: 3 sessions
 - Go & See: 1 session
 - In-Schools Touring Programme:
 - o 92 CPD sessions
 - o 100 performances
 - o 200 workshops

A detailed breakdown of all sessions can be found in **Appendix 2**.

8. A total of 7,505 children and 1,438 teachers took part in Primary Arts this quarter.
9. The evaluation for the programme is based on the Theory of Change (ToC) (**Appendix 3**). Linked to this ToC are evaluation frameworks for the programme strands, two of which can be found by way of example (**Appendices 4 & 5**).
10. The full report provides breakdown analysis of each programme strand, summarising outcome ratings, as well as impact quotes, some stand out examples have been outlined below.
11. The principal impact of the Year 1 programme to date is increased teacher confidence and motivation to try out new creative approaches across the curriculum with 97% of survey respondents strongly agreeing (71%) or agreeing (26%) this outcome has been achieved.
12. Teachers also felt they had been given new skills, practical strategies and resources to use in their classrooms with 94% strongly agreeing (71%) or agreeing (23%) that this was the case.
13. The programmes have had a positive impact on children's mood (and potentially, wellbeing) with participants in In-Schools Touring telling us they feel amazed, happy, excited and proud about what they have done. This is supported by teachers' assessment of the outcomes for pupils from In-Schools Touring and Go & See, with 99% of respondents strongly agreeing (86%) or agreeing (13%) that the children enjoyed the activity and had fun.
14. There is evidence of a strong impact on children's curiosity, imagination and creativity though the exploration of new ideas, knowledge, artforms and places. 96% of teachers strongly agreed (73%) or agreed (23%) this outcome had been achieved.
15. Some quotes have been pulled out for each programme strand below.
16. **Come & Try** – 'Extremely welcoming, friendly and knowledgeable artists and leads, no pressure of sharing creations, well resourced, great level of

explanations. Loved that we were able to take samples for reference and a printed breakdown of the tried crafts. A brilliant evening!!'

17. **Go & See (Theatre)** – 'The children thoroughly enjoyed this experience and had an amazing time at the theatre. For many of them, it was their first time attending a theatre or watching a live pantomime, and they were brimming with excitement and curiosity both before and after the performance. This exposure to live theatre, encouraged many children to portray their own stories through role play and further in class discussion.'
18. **In-Schools Touring** - 'Developing creative flair. Experiencing a stimulating creative environment. Evaluating their skills and the things that they are proud of. Teamwork skills and whole class bonding.'
19. **Masterclasses** – 'The easy to transfer to classroom tips. Helping me to think about reviewing our reading for pleasure approach after a few years of doing the same things.'
20. **Cultural Education Leadership Programme (CELP)** – feedback has been gathered in the follow up evaluation nine months after participants had completed the 2023/24 pilot. 'My outlook on cultural education shifted completely. I developed a greater appreciation for its impact on students, staff, and the wider school community. I now recognize the importance of embedding cultural awareness into the curriculum in meaningful ways, ensuring it is not just an add-on but a fundamental part of the learning experience.'
21. AND have analysed school uptake data, and as a result have segmented boroughs into high, medium and low priority. This will help inform targeting based on schools currently registered as a percentage of eligible schools in each borough. Boroughs have also been identified with lower uptake from eligible SEND settings, which mainly overlap with the high and medium priority boroughs.
22. AND undertook its first consultation session with teachers. The event used creative facilitation techniques to explore teachers' views on two strands, Come & Try and Go & See. Through this learning AND will be adding breadth to the strand offerings, looking at targeted communication to non-teaching staff and providing a light-tough resource.

Conclusion

23. This report provides Members with a quarterly update (January – April 2025) of the full programme rollout of Primary Arts – the full report can be found in Appendix 1.

Appendices

- Appendix 1 – Primary Arts Quarterly Report
- Appendix 2 - Sessions

- Appendix 3 – Theory of Change
- Appendix 4 – CELP Evaluation Framework
- Appendix 5 – In Schools Touring Evaluation Framework

Background Papers

- Report and Minute of the Policy & Resources Committee, 4 July 2019.
- Report and Minute of the Education Board, 24 April 2023.
- Report and Minute of the Education Board, 5 February 2023.
- Report and Minute of the Education Board, 16 April 2024.
- Report and Minute of the Education Board, 9 October 2024.
- Report and Minute of the Education Board, 21 January 2025.

Veronica Pearce

Funding Manager Central Funding and Charity Management Team
E: veronica.pearce@cityoflondon.gov.uk

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Primary Arts

Quarterly Report: April 2025

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List of Appendices

- Appendix 1: List of Partners (2024/25)
- Appendix 2: Sessions Taken Place
- Appendix 3: Theory of Change
- Appendix 4: Evaluation Framework – Cultural Education Leadership Programme
- Appendix 5: Evaluation Framework – In-Schools Touring Programme

Context

The Primary Arts programme was developed by A New Direction through a period of Research and Development funded by CETF in 2023¹. The current programme structure was piloted on a small scale in the 2023/24 academic year and evaluated by an independent evaluator as well as through a listening project examining our working practices with partners. Both of these demonstrated that the programme worked as hoped, met the needs of schools, and was manageable for partners to deliver with us. Based on these reports, we refined the programme approach and were delighted to receive rollout funding from CETF for July 2024 to March 2028. Year 1 of the full-scale programme launched in September 2024. External evaluation and the listening project are ongoing. Our Theory of Change for the programme is appended to this report.

Introduction

A New Direction is pleased to share this quarterly update on delivery of the first year of Primary Arts at full scale for the City Educational Trust Fund. Following the successful launch of the programme in September 2024, all strands of the programme are now (or have been) in delivery, and we are gathering qualitative and quantitative evaluation data. We have also successfully launched the Summer season of our Go & See programme, and started development of Year 2 of the programme.

The five strands of the programme are:

For pupils (with support for staff)

- Go & See (offered in the autumn and summer terms)
- In-Schools Touring (offered in the spring term)

For teachers:

- Cultural Education Leadership Programme (year-long)
- Masterclasses (single day sessions delivered year-round)

For any school staff

- Come & Try (twilights delivered year-round)

A list of delivery partners can be found at the end of this report.

¹ Evidence of need during the research phase came from (amongst others) [The Arts in Schools: Foundations for the Future](#), briefing papers published by the [Cultural Learning Alliance](#), and evaluations undertaken as part of our work as a Bridge Organisation funded by Arts Council England (not publicly available, but see [The Bridge Network: Reflections on Strategic Work with Children and Young People in Education, Culture and the Arts, funded by Arts Council England](#)).

Key Achievements this Quarter

This quarter has seen a significant amount of programme delivery taking place. Most significant has been the completion of the delivery of the In-Schools Touring Programme. This has involved:

- 91 teacher CPD sessions, benefitting 1,300 teachers
- 100 performances and
- 200 workshops to 7,450 pupils.
- Delivery of 100 boxes of books
- Delivery of 100 boxes of creative materials.

With delivery only recently ended, we are still gathering evaluation data for the touring programme but what we have received so far has been very positive, see impact below.

We have also launched the Summer Season of the Go & See programme, and received 198 bookings for the programme from 106 schools. Allocations have now been made to 42 schools (all of whom have not participated in Go & See previously, and the majority of which are new to the programme) and we are in the process of confirming bookings with them ahead of delivery starting in late June.

Delivery of the Masterclasses, Come & Try and Leadership programmes are all ongoing, and we have also started consultation work with teachers to inform how we develop the programme for Year 2 of delivery. We are also planning our first pupil consultation in the summer term, which will take the form of a series of film screenings in schools (supported by Into Film), with creative feedback mechanisms for pupils so that they help us select the film for the Summer 2026 Go & See screening.

Alongside this activity, we are in the process of putting together the offer for Year 2 of the programme:

- Our Expression of Interest process to recruit new delivery organisations for the Touring programme attracted 52 applications, of which 13 have been shortlisted for interviews in late April. From these interviews we will select the 10 organisations that will make up the 2025/26 Touring offer.
- We have secured new partnerships with the Postal Museum and Historic Royal Palaces (across Hampton Court Palace, Kensington Palace and the Tower of London) to extend the summer offer in the Go & See programme, and are exploring possibilities with a national museum in regard to the Come & Try offer.
- Our partnerships with UCL Centre for Educational Leadership (for the Leadership programme), CLPE (for Masterclasses) and the Crafts Council will continue in 2025/26, and planning is underway for all these strands.
- Applications for teachers to the Leadership programme will open immediately after the Easter break and the cohort will be confirmed by the end of the summer term.

We are also finalising recruitment plans for the new teacher consultation group and strategic development group, both of which will be in place for the new programme year in September 2025.

Highlights

- Completion of the Winter season of the Go & See programme, reaching 2,322 children in total across 14 events.
- Launch of Go & See Summer season, with the programme oversubscribed (16 offers totalling 2,645 tickets: 198 booking requests from 102 schools).
- Successful delivery of In-Schools Touring Programme to 100 schools, positive feedback from teachers, pupils and partners.
- Increased registrations to the programme, including new registrations from Bexley and Sutton where previously this had been 0, and from SEND settings, where we have seen a 53% increase across London.
- Development of connections into low-uptake boroughs (particularly Bexley, Croydon, Barnet) with a view to increasing engagement.
- Successful first steps into consultation with teachers at a well-attended consultation event in January. 15 schools since signed up to continue consultation work this academic year.
- 52 EOIs received from cultural sector organisations interested in working with us to deliver Touring 2025/26, 13 shortlisted with a view to select 10.
- Programme confirmed for Cultural Education Leadership Programme 2025/26, ready for applications to open late April 2025.
- Increasing breadth of offer in Go & See programme for 2025/26 with new relationships developed with Historic Royal Palaces and the Postal Museum.

Number of Booked Places

356 Schools registered (of which 23 are SEND settings). This is an 23% increase since our last report (an increase of 53% for SEND settings).

- 131 Touring Applications (100 selected)
- 190 Go & See Applications (77 selected)
- 40 Schools attending Masterclasses (96 individual teachers)
- 45 Schools attending Come & Try sessions (67 individuals)
- 18 Schools on leadership programme (recruited summer 2024)

Uptake by borough

The table below shows school engagement by borough on the basis of registrations and bookings made. Where numbers have increased since the last report, the number in brackets indicates the previous figure.

Please note: *Schools registered* – all schools registered on booking platform.

Individuals registered – each school can have multiple teachers linked to it as individuals book their own places on specific programme strands.

Schools participating – schools that are actively engaging in any programme strand (counted only once irrespective of the number of individuals participating or the number of strands engaged with).

Borough	Schools registered	Individuals registered	Schools participating
Barking & Dagenham	10	23	9
Barnet	8 (5)	9 (5)	3 (2)
Bexley	1 (0)	1 (0)	0
Brent	10 (8)	23 (22)	5
Bromley	5	6	3
Camden	20	32	11
City of London	1	2	0
Croydon	9 (6)	17 (14)	7 (5)
Ealing	18 (17)	33 (30)	11
Enfield	10 (8)	16 (14)	3
Greenwich	12	28 (22)	5
Hackney	14	28 (25)	11 (10)
Hammersmith & Fulham	7 (6)	8 (6)	4
Haringey	11 (9)	13 (11)	4
Harrow	3	9 (4)	2
Havering	3 (2)	3 (2)	1
Hillingdon	10	17 (16)	5

Borough	Schools registered	Individuals registered	Schools participating
Hounslow	7 (6)	11 (10)	2
Islington	11 (9)	23 (20)	9
Kensington & Chelsea	5 (3)	7 (4)	2
Kingston	9 (3)	10 (3)	5 (1)
Lambeth	16	34 (30)	11
Lewisham	22 (19)	29 (24)	15 (12)
Merton	9	12	3
Newham	23 (19)	28 (22)	13
Redbridge	12 (10)	19 (15)	8 (7)
Richmond	15 (8)	22 (11)	6 (5)
Southwark	18 (15)	29 (22)	10
Sutton	1 (0)	1 (0)	0
Tower Hamlets	20 (12)	33 (23)	9 (7)
Waltham Forest	17 (15)	43 (35)	9
Wandsworth	12 (11)	21 (17)	9 (7)
Westminster	4 (3)	5 (4)	2 (1)
TOTAL	356 (294)	595 (486)	197 (179)

For commentary, please see 'Challenges', below.

Sessions Taken Place

Due to the large number of sessions delivered, this information has been submitted separately in Appendix 2.

Summary (current quarter only):

- Cultural Education Leadership Programme: 2 sessions
- Masterclasses: 2 sessions
- Come & Try: 3 sessions
- Go & See: 1 session
- In-Schools Touring Programme:
 - 92 CPD sessions
 - 100 performances
 - 200 workshops

In addition, our teacher consultation event took place on 22 January, involving 22 teachers.

Number of Children/Teachers Involved this Quarter

Please note that some teachers may have participated in more than one strand of the programme – these figures have not been deduplicated.

For Go & See and Come & Try the total for 'teachers' includes non-teaching adults such as parent helpers supporting Go & See visits, or non-teaching school staff attending a Go & See session.

Strand	Children	Teachers	Booked or actual	Notes
Go & See	55	10	Actual	May include other adults (eg parent helpers)
In-Schools Touring	7,450	1,300	Actual	
Masterclasses	n/a	55	Actual	All teachers
Come & Try	n/a	55	Actual	May include non-teaching staff
Leadership	n/a	18	Actual	All teachers
TOTAL	7,505	1,438		

Impact Quotes

The evaluation for the programme is based on our Theory of Change (ToC), found in Appendix 3. Linked to this ToC are the evaluation frameworks for the programme, two of which can be found by way of example in Appendices 4 & 5. From this, our independent evaluator has developed a series of evaluation tools and approaches for each strand of the programme, which were outlined in our previous report.

With a great deal of delivery having now taken place, we are actively gathering evaluation data and feedback. Our evaluation approach includes gathering immediate feedback on the day of delivery, and sending out follow-up evaluation questionnaires a term after delivery to learn more about the ongoing impact back at school. For the leadership programme, we undertake evaluation at the end of the programme, and follow up 6 months later.

With delivery having started in October 2024, we are only now at the point of sending out follow-up surveys to participants in our earliest sessions. On that basis, the impact we are currently able to demonstrate is centred on on-the-day feedback.

We have undertaken up follow-up surveys with the pilot leadership cohort, the findings of which are explored in the Case Studies section below.

Overall Programme Impact

The principal impact of the Year 1 programme so far is increased teacher confidence and motivation to try out new creative approaches across the curriculum with 97% of survey respondents² strongly agreeing (71%) or agreeing (26%) this outcome has been achieved. And importantly, they also felt they had been given new skills, practical strategies and resources to use in their classrooms with 94% strongly agreeing (71%) or agreeing (23%) that this was the case. In addition, there is a positive impact on teacher wellbeing through both the Come & Try programme (see quotes below) and through teacher CPD delivered through the Touring programme. Teachers seeing their pupils enjoying the experience also has a positive impact on wellbeing (see quotes below).

Mechanisms of change that supported these outcomes for teachers include the opportunity to participate in creative activities; to work with a group of their peers and feel supported by the group; and to feel valued as a professional.

The programmes have positive impact on children's mood (and potentially, wellbeing) with participants in In-Schools Touring telling us they feel amazed, happy, excited and proud about what they have done. This is supported by teachers' assessment of the outcomes for pupils from In-Schools Touring and Go & See, with 99% of respondents strongly agreeing (86%) or agreeing (13%) that the children enjoyed the activity and

² This is the mean from surveys for In-Schools Touring, Masterclasses and Come & Try

had fun. Alongside this, there is evidence of strong impact on children's curiosity, imagination and creativity through the exploration of new ideas, knowledge, artforms and places. 96% of teachers strongly agreed (73%) or agreed (23%) this outcome had been achieved.

Teachers also reported that Go & See developed children's cultural capital with 97% strongly agreeing (87%) or agreeing (10%) with this statement. The other significant outcome for pupils participating in In-Schools Touring was the development of new creative and/or artform skills which 94% of teachers strongly agree (50%) or agreed (44%) had been achieved.

Analysis by Strand

Masterclasses

Summary of outcome ratings

Masterclasses — Outcome ratings (51 responses across 3 Masterclasses)	Mean rating out of 5*
The INSET was of high quality: engaging, informative and facilitated by appropriate specialists	4.78
I feel empowered & energised to experiment & apply new, creative pedagogical approaches	4.69
I have been given practical strategies and resources that I can use in my classroom to support reader development	4.69
The content of the INSET related well to pupil needs and curriculum requirements	4.49
The INSET took an inclusive approach and was appropriate for primary and SEND settings	4.49
The INSET has left me feeling valued as an education professional	4.57
I felt supported by and connected with a group of my peers	4.55
It was useful to find out more about CLPE and how my school can access their support	4.55
I intend to stay in touch with one or more of the other participants I met through the Masterclass	3.51

* Where 5=Strongly agree and 1=Strongly disagree

Teachers' responses to: What was most useful today?

'A chance to breathe and think and reflect on current practise. The importance of creativity and not being afraid to go with my gut instinct.'

'The easy to transfer to classroom tips. Helping me to think about reviewing our reading for pleasure approach after a few years of doing the same things.'

Teachers' responses to: What might you do differently?

'To start a creative poetry club at school that combines creativity and poetry writing. To also give children in lessons more opportunity to draw and be creative alongside writing or as inspiration for writing.'

'To share with colleagues what I learned. To try to tell more whole stories all at once. To make more cross curricular links with stories.'

Come & Try

Summary of outcome ratings

Come & Try – Outcome ratings (62 responses across 4 sessions)	Mean rating out of 5*
The INSET was of high quality: engaging, fun and facilitated by appropriate specialists	4.60
I feel energised to try out new creative approaches in the classroom	4.74
I have developed skills and knowledge of a new craft	4.53
I welcomed the opportunity to explore my own creativity	4.81
I felt supported by and connected with a group of my peers	4.82
I feel more confident about teaching craft in the classroom	4.53
It was useful to find out more about Craft School and the Craft Council's support for schools	4.81
My awareness of craft opportunities for learners has increased	4.61
I intend to stay in touch with one or more of the other participants I met through the programme	3.78

* Where 5=Strongly agree and 1=Strongly disagree

The main aim of the Come & Try strand is to support participants' own creativity, but the sessions also aim to inspire school staff to undertake creative activities back in school. The following quotes illustrate these two outcomes.

'Wellbeing, new craft, repurposing materials!'

'Extremely welcoming, friendly and knowledgeable artists and leads, no pressure of sharing creations, well resourced, great level of explanations. Loved that we were able to take samples for reference and a printed breakdown of the tried crafts. A brilliant evening!!'

'Natural pigments are perfect for our Stone Age topic and Explore and Draw, which I am currently doing with my Y2s. We will go on a nature hunt and use the materials to make prints.'

Comparison of participants' experiences of the Masterclasses and Come & Try

Word cloud of answers to "Please give three words to describe the Masterclass" (52 responses from 3 sessions)



Word cloud of answers to "Please give three words to describe the Come & Try session" (62 responses from 4 sessions)



Although both strands of CPD were viewed as inspiring and creative, the word selected most often to describe Come & Try was 'fun'. Other words included relaxing, exciting, enjoyable and calm, suggesting the social and creative aims of the session were achieved. For the Masterclasses, 85% of respondents chose 'inspiring' as one of their three words with other words reflecting the professional development nature of the sessions, these included informative, engaging, motivating and thought-provoking.

In-Schools Touring

Impact on pupils – teacher-reported (quotes)

'Confidence building, pupil voice opportunities, creative drama, oracy, teamwork, listening skills, observation & comprehension of what they had seen.'

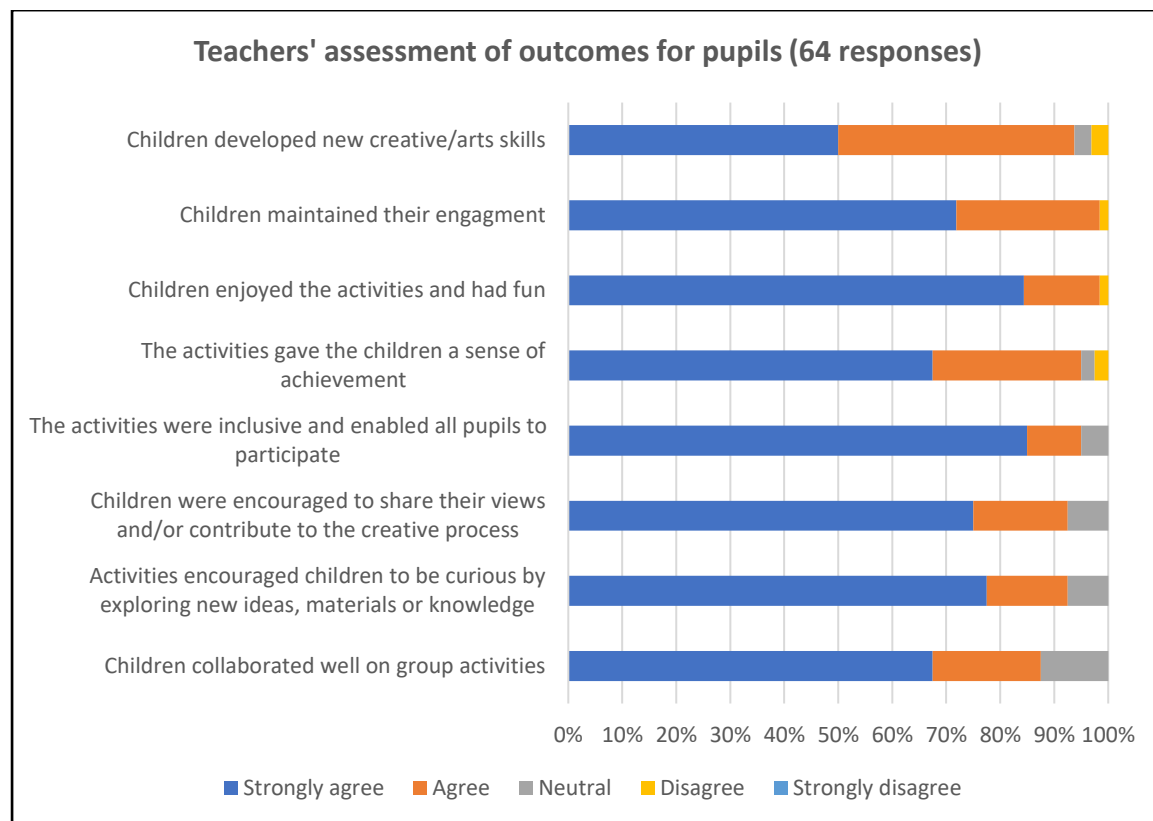
'Developing creative flair. Experiencing a stimulating creative environment. Evaluating their skills and the things that they are proud of. Teamwork skills and whole class bonding.'

'Learning about their musical cultural heritage and how influential it was in the music world; understanding more about different instruments and their unique sounds; learning about a specific musical genre; understanding how music unites people from all cultures; the opportunity to play panpipes.'

'Introduction to instruments and puppetry. A story that they were familiar with brought to life in a beautiful way. Children learnt how to create their own puppets. The idea that they are capable of big things even though they are small was really re-enforced throughout the show and the puppet-making session after.'

'This day was purely for the children on the SEND register [in mainstream KS2] and all of the children were able to watch the performance and take part in the workshops. Often children with SEND cannot fully benefit from the enrichment activities that are arranged for the rest of their peers. Something extra, just for the children that we targeted and pitched at a level that they could access. I have had so many of our children with SEND come to tell me how much they loved the day. It was incredibly special to the children - many of whom will have never been to a theatre or been able to sit through a drama performance in school. The performance and workshop showed our 'most vulnerable and most silent' children that they do have a voice and gave them a safe, encouraging space to use it. It was perfect!'

Impact on pupils – teacher-reported (quantitative data)



Impact on pupils – self-reported

Children's responses to: *How do you feel about what you've done today?*

(2,449 pupil responses from 93 schools)

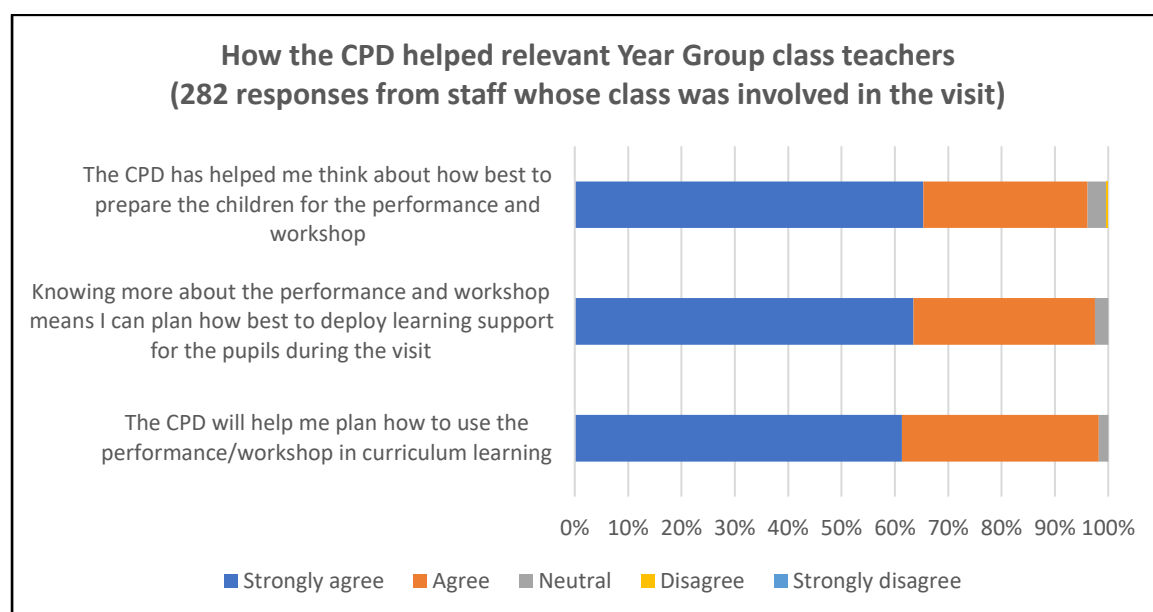


'Amazed' has taken the top spot from 'Happy' (598 and 532 respectively) with 'Proud' and 'Excited' also scoring highly (364 and 363 respectively).

How staff have benefitted

Evaluation data shows that the CPDs supported teachers effectively to prepare for the performance and workshops, as well as to link the experience to the curriculum.

'The teachers and myself had a deeper understanding of African arts, music, and dance and received practical strategies for integrating multicultural elements into the curriculum as well as ideas for using music, movement, and storytelling to engage students. We have developed skills in drumming, rhythm, and dance and confidence to lead creative activities.'



The sessions also supported teacher wellbeing, as seen in a large number of comments:

'I really enjoyed this session. After a hard day this was amazing. I came out of work feeling happy and in a great mood.'

'Lovely way to end the day'

'Great fun! Thank you!'

'Time flew by it was brilliant'

'It was brilliant. I was amazed how much we created in a short space of time. Staff really had fun and enjoyed it.'

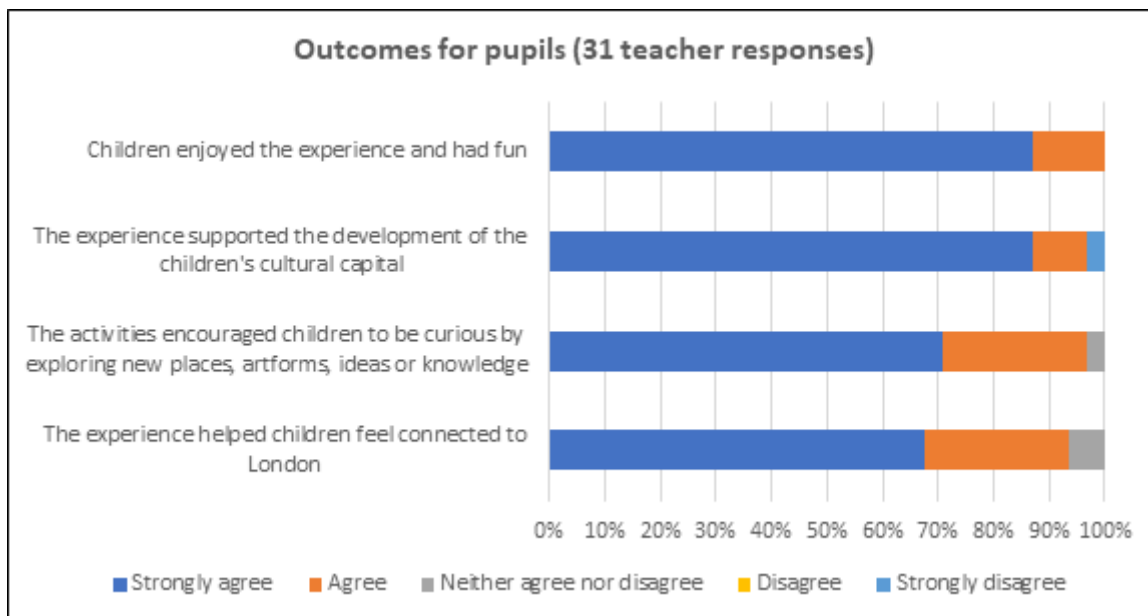
'This was wonderful. I'm full of ideas to take back to class. Thank you'

In-Schools Touring CPD – Outcome ratings (568 responses – all respondents regardless of whether their class was involved in the visit)	Mean rating out of 5*
The CPD was of high quality: creative, engaging, informative and facilitated by appropriate specialists	4.69
I welcomed the opportunity to participate in creative and practical activities	4.62
I have been given practical strategies and resources that I could be used in the classroom	4.63
The activities introduced in the session are inclusive and adaptable across age ranges and abilities	4.65
I feel more motivated and confident to incorporate creative activities into the curriculum	4.56

Go & See

Outcomes for pupils

The vast majority of respondents agreed or strongly agreed that the desired outcomes for pupils had been achieved with 100% agreeing that the children had enjoyed the experience and had fun.



Asked about the main benefits for the children, teachers' comments illustrated how the desired outcomes had been achieved.

- Fun and enjoyment – the majority of comments included words such as enjoyment, excitement, immersion and amazing.

- Cultural capital — through new experiences such as attending a live performance for the first time and also, understanding social etiquette in cultural spaces.

'The children thoroughly enjoyed this experience and had an amazing time at the theatre. For many of them, it was their first time attending a theatre or watching a live pantomime, and they were brimming with excitement and curiosity both before and after the performance. This exposure to live theatre, encouraged many children to portray their own stories through role play and further in class discussion.'

- Exploring new places and feeling connected to London — several teachers referred to the journey as a learning experience in itself.

Children going on a journey and exploring the underground and different areas of London. (Year 1 pupils from a school in Chiswick travelling to Islington).

The children loved travelling outside of their local community to visit a theatre to watch a production. (Year 5/6 pupils from a school in Limehouse travelling to Greenwich Theatre).

- Encouraging curiosity, imagination and creativity — as illustrated in the quote below.

Children benefited from seeing Alice in Wonderland Returns at Brixton House by being immersed in a magical, interactive performance that sparked their imagination and creativity. The engaging storytelling and vibrant characters encouraged them to think critically, explore emotions, and embrace curiosity. Participating in the whimsical journey helped boost their confidence and communication skills while introducing them to the joy of live theatre. The show also provided meaningful lessons about resilience, self-expression, and teamwork, leaving a lasting impact in a fun and inspiring way.

- Curriculum links — as in the quote above, several respondents referred to general and/or specific curriculum links.

Watching a puppet show, which supports the DT curriculum, reading and writing.

Immersion into art, awe and wonder, fascination and links to the upcoming art unit of work on Chris Ofilli in their art unit next term.

- Children's speech & language skills retelling the story and creating recounts of our trip
- New experiences for pupils who are under-served — the inclusive nature of the programme and additional support offered, facilitated access for children who are often excluded from cultural visits.

Our pupils rarely get the chance to go out due to their needs and budgets so this was magical for my pupils. Also, it was the first time the school has ever been to the Little Angel Theatre and we absolutely loved it. (SEND school)

Children who normally find it challenging to go on trips were supported to access a theatre event with space for a movement break. Many of the children are also in receipt of Pupil Premium funding and had never been to a theatre before, so it was a great opportunity to enrich their cultural capital. (SEND pupils in a mainstream school)

Outcomes for Teachers

Although teachers were asked about the main benefits for them from the event and the CPD, the majority referred to their witnessing outcomes such as cultural capital for pupils, for example, 'Seeing the joy on my pupils' faces was unbeatable!' Comments also included:

'Opportunities for pupil learning arising from the event'

'It was an opportunity for discussion regarding the performance and elements that make up a performance (script, rehearsals, production team, sound team, director).'

'It allowed children to make links from Year 2 history where they are learning about London and The Great Fire'

'Seeing children in new environments'

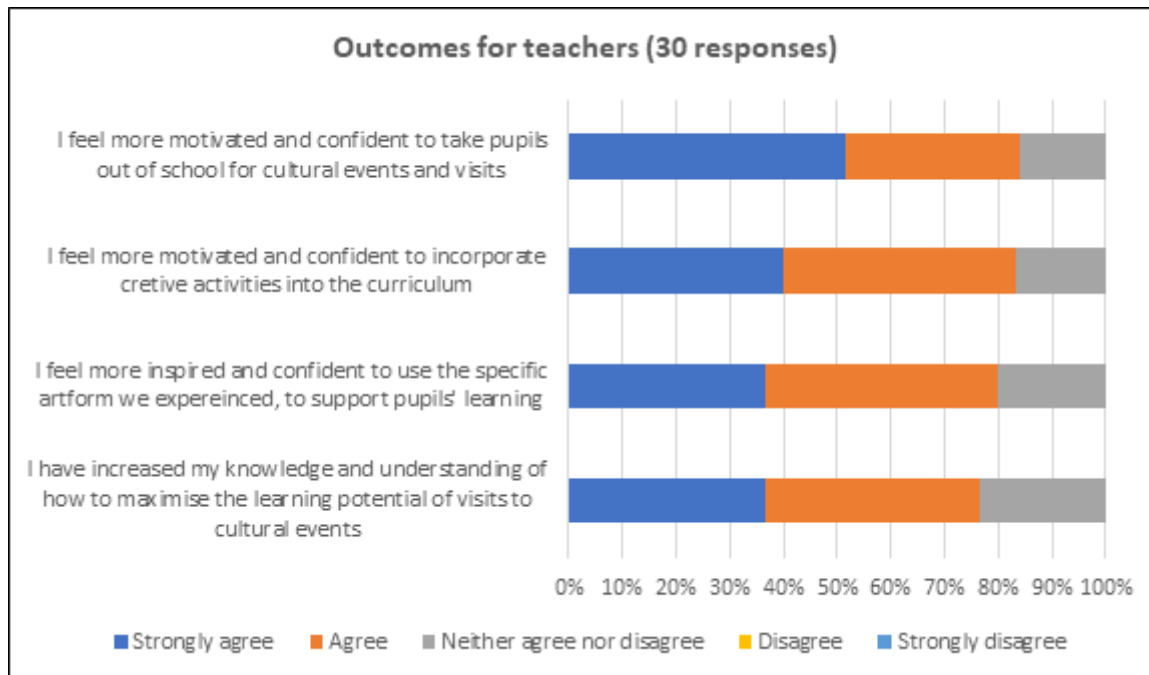
'School trips give teachers opportunities to get to know children better and see the children in a different environment.'

Learning for teachers

'[I now have] a better understanding of how digital art enhances the classroom experience and how to build digital art in the curriculum.'

'Useful to think about ways to engage pupils of other trips.'

The majority of respondents agreed or strongly agreed that the intended outcomes had been achieved (see table below). Motivation and confidence to take pupils on cultural visits, to incorporate creative activities in the curriculum and to use the specific artform to support learning, had all increased. Knowledge and understanding of how to maximise the learning potential of visits had also increased.



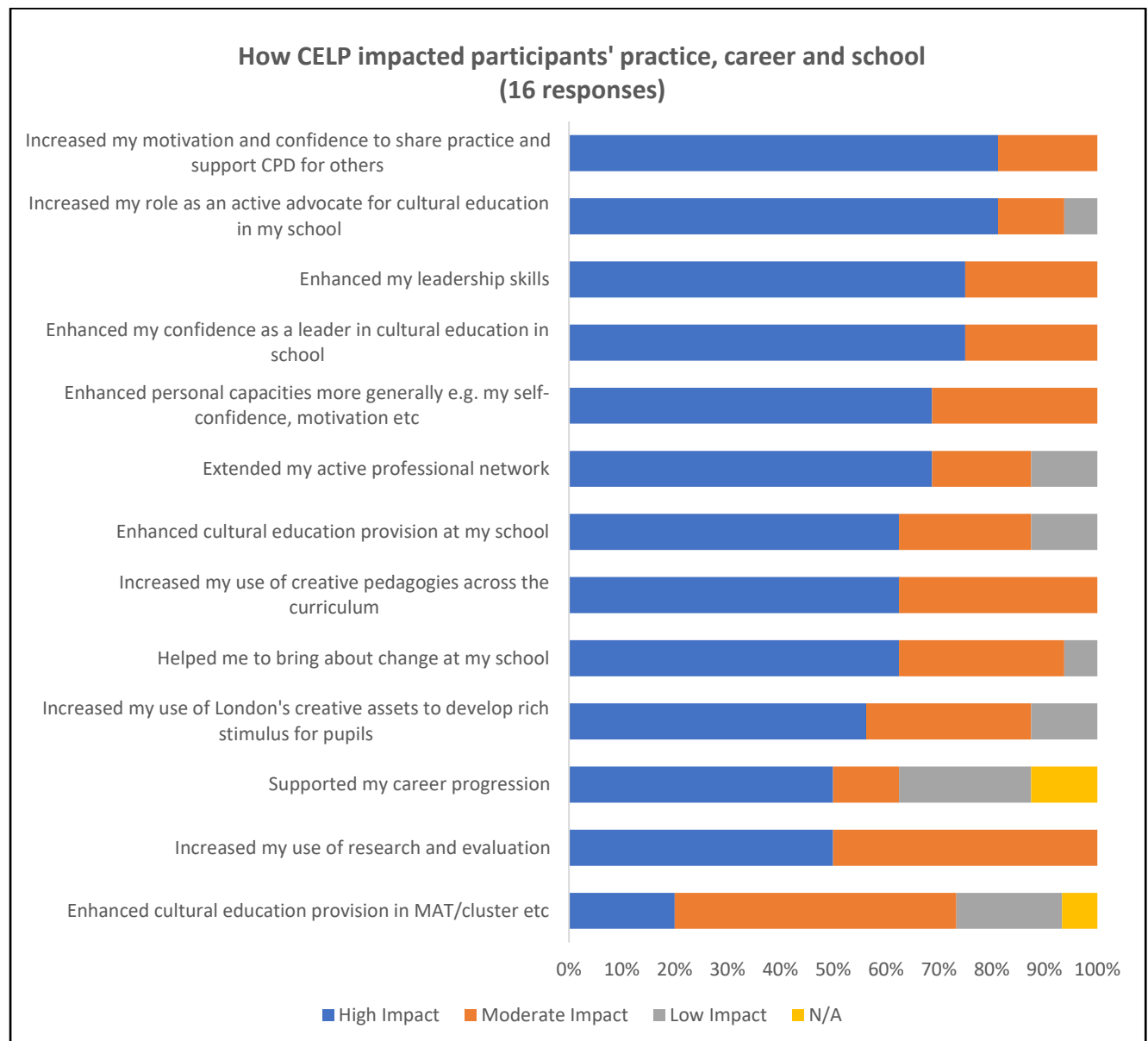
Achievement of objectives	
Average score where 5=strongly agree and 1=strongly disagree	
The CPD helped me prepare the children for the visit	4.20
I have increased my knowledge and understanding of how to maximise the learning potential of visits to cultural events	4.24
I have been given practical, relevant strategies and resources that I can use in my classroom	4.00
I feel more inspired and confident to use the specific art form we experienced, to support pupils' learning	4.18
I feel more motivated and confident to incorporate creative activities into the curriculum	4.3
I feel more motivated and confident to take pupils out of school for cultural events and visits	4.40

Case Studies/ Quotes

All participants in the pilot of the Cultural Education Leadership Programme were asked to complete a follow-up evaluation in March 2025. This was nine months after they had completed the 2023/24 pilot. Of the 21 participants that completed the

programme, we received responses from 16 (of the five non-responders, two had left their schools and not given us new contact details).

As can be seen in the table below, the programme continues to have a positive impact on participants, with all agreeing that the programme had enhanced their leadership skills and enhanced their confidence as a leader in cultural education in school (for both questions, 75% reported that this had had a high impact, 25% medium impact). All participants also reported that the programme increased their motivation and confidence to share practice and support CPD for others (81% high impact, 19% medium impact). The latter in particular suggests an ongoing indirect impact on participants' settings through their newfound confidence to share practice with other members of their teams.



Ongoing impact is demonstrated through the following quotes:

'My outlook on cultural education shifted completely. I developed a greater appreciation for its impact on students, staff, and the wider school community. I now recognize the importance of embedding cultural awareness into the curriculum in meaningful ways, ensuring it is not just an add-on but a fundamental part of the learning experience.'

'The most significant change I attribute to CELP is the tremendous boost in my confidence. Through the program, I've gained a deeper understanding of myself, my capabilities, and my potential to lead. I now see myself not just as a participant in the institution but as a leader and advocate for change. This shift in perspective has empowered me to take on more responsibility and actively work toward creating positive changes within my institution. The skills I've developed, both in leadership and in strategic thinking, have helped me approach challenges with a clear sense of purpose and the belief that I can drive transformation.'

'Overall, CELP has had a lasting effect on my priorities, skills, and approach, allowing me to contribute more effectively to cultural education in my school. Through CELP, my skills improved significantly as I had access to first-hand information, expert insights, and the support of professionals who could guide and recommend best practices for implementing cultural education. This exposure not only deepened my understanding but also gave me the confidence to advocate for and integrate cultural education more effectively.'

'The most significant change I attribute to CELP is the transformation in my approach to cultural education in schools. Initially, I believed that my acceptance into the program would have a great impact on the school, but the experience exceeded my expectations. Through CELP, my skills improved significantly as I had access to firsthand information, expert insights, and the support of professionals who could guide and recommend best practices for implementing cultural education. This exposure not only deepened my understanding but also gave me the confidence to advocate for and integrate cultural education more effectively. My outlook on cultural education shifted completely. I developed a greater appreciation for its impact on students, staff, and the wider school community. I now recognize the importance of embedding cultural awareness into the curriculum in meaningful ways, ensuring it is not just an add-on but a fundamental part of the learning experience. Overall, CELP has had a lasting effect on my priorities, skills, and approach, allowing me to contribute more effectively to cultural education in my school.'

'Such a personal change has had a huge impact for me, as after the course, I secured the position of Art, DT and Music Lead across the school. Even though I have only led on these subjects since September, the course gave me the confidence to dive straight in and begin analysing where we are at in terms of our arts offer and begin thinking about the changes needed within the curriculum. As a result, I have been able to implement resources to enhance our arts provision, think about CPD for staff and create cultural opportunities for our children. It is exciting that this is just the start of leading on these subjects and I can already see impact which benefits all levels within the school.'

Challenges

We are pleased that we have faced no major challenges in delivery: all strands are running smoothly, and bookings and attendance have been excellent.

We have also been pleased with the number of new registrations to the programme from schools that have not yet been part of any strand (see Uptake by Borough, above). As can be seen, we have made good progress reaching schools in West London boroughs, and have begun to make inroads in some lower uptake boroughs, such as Bexley.

Having analysed the uptake data, we have segmented boroughs in to high, medium and low priority for targeting based on currently registered schools as a percentage of eligible schools in each borough. We have also identified boroughs with lower uptake from eligible SEND settings, which mainly overlap with the high and medium priority boroughs.

High priority	Medium priority	SEND priority
<ul style="list-style-type: none"> • Barnet • Bexley • Bromley • Croydon • Enfield • Harrow • Havering • Hillingdon • Hounslow • Sutton • Westminster 	<ul style="list-style-type: none"> • Barking & Dagenham • Brent • Greenwich • Hammersmith • Haringey • Kensington & Chelsea • Kingston Upon Thames • Islington • Merton • Redbridge • Southwark • Wandsworth 	<ul style="list-style-type: none"> • Barnet • Bexley • Bromley • Croydon • Havering • Hillingdon • Islington • Newham • Richmond • Sutton • Tower Hamlets • Wandsworth • Westminster

We have worked to develop a recruitment strategy to increase uptake in these boroughs, initially focussing on high priority boroughs (mainstream and SEND). To date this has involved:

- Creating a directory of contacts for all boroughs, including local authority education and learning teams, Music Hubs, key MATs, and CEPs
- Reviewing our existing connections with key organisations in each borough and garnering additional contacts through the pathfinder advisory group.
- Creating key wording to share the offer with these contacts.

So far we have met or scheduled meetings with colleagues in Bexley, Croydon and Barnet, as well as sharing information with West London schools through the pathfinder member based in Orleans House (Richmond), and have been pleased to see new schools register from all of these boroughs. This work will continue in the summer term as we work towards launch of the programme.

Advisory Group Learnings

In this quarter we undertook our first consultation session with teachers, through a half day event in January at the Young V&A. The event used creative facilitation techniques to explore teachers' views on two strands of the Primary Arts programme in particular, Come & Try and Go & See.

For Come & Try, we were particularly keen to understand whether the programme is meeting the needs of school staff, and whether the fact that it is currently located only in one venue (in Islington) is sufficiently accessible. The views of participants were useful in helping us adjust our approach to Year 2 of the programme, in particular:

- Those that had previously attended a session found the content and approach useful, engaging, and very supportive of wellbeing. They also found ways to use their learning back in the classroom.
- Teachers were particularly appreciative of the opportunity to nurture their own creativity but in a way that would support learning: *"While I'm there, I'm just immersed in what I'm doing and I'm not thinking about school, but on the bus home my brain immediately starts sparking off ideas of what I could do with the children"*
- Teachers enjoy the craft-based approach but would be keen to explore other opportunities.
- For some, the journey to the venue is significant, and an additional venue might be of value.
- The group reflected on how sessions could be made more attractive to non-teachers working in primary settings (TAs, support staff, admin staff, etc), with the consensus being that this was more challenging when these staff are often not aware of opportunities or think they are not eligible to participate.

In response to this learning, we are:

- Continuing with the existing approach as it is delivering on our aims.
- Working to add a second delivery partner to the programme to provide a second location to reduce travel times for some participants and attract new participants to the programme.
- Intending to work with this new partner to broaden out the offer slightly, retaining craft but with the potential to add visual art/ design through their offer.
- Looking at targeted communication to non-teaching staff in primary settings, through school office contacts, and by asking teachers to spread the word.

For Go & See, we were keen to understand whether the programme met school needs in terms of teacher support and links to the curriculum. Through the consultation we learned that:

- The basis for uptake of these opportunities varies across schools, with many focussing on increasing social and cultural capital for their pupils (*"for a lot of our children something like this will be the first time they've ever been to the theatre or the cinema"*)
- For others, it can be harder to get headteacher approval for trips if there is not a very obvious link to the National Curriculum. Where theatre shows are based on books, this can be helpful.
- The journey through London is an important learning opportunity for many schools: *"we use [the journey] as a geography field trip! It's so great to give the children the chance to travel on the tube or the train, some of them never do otherwise"*
- Some schools struggle to find enough staff to meet the staff: child ratio to allow a trip to take place. These schools may prefer to access the Touring offer instead.

In response to this learning, we are:

- Adding breadth to the offer through a new partnership with Historic Royal Palaces, offering facilitated sessions clearly linked to the History National Curriculum (Fire of London, Tudors, Kings & Queens)
- Adding further breadth through a new partnership with the Postal Museum, linked to both English and STEM through their sessions linked to *The Jolly Postman*, and Mail Rail.
- Creating a light-touch learning resource to support learning through the journey to the venue.

A New Direction, 10 April 2025

Appendix I: List of Partners (2024/25)

Go & See

Winter season:

The Winter offer for Go & See focussed on visual art and theatre.

- Frameless
- Brixton House
- Greenwich Theatre
- Little Angel Theatre
- Lyric Hammersmith
- Theatre Royal Stratford East

Summer season:

The Summer season focusses on visual art, film and theatre.

- Frameless
- Royal Academy
- BFI
- Into Film
- Half Moon Theatre
- Little Angel Theatre
- Polka Theatre

In-Schools Touring Programme

- Animate Arts
- Arvon
- Clowns Without Borders
- Conductive Music
- Embracing Arts
- Emma and PJ
- LAStheatre
- Mbilla Arts
- Musiko Musika
- Postal Museum

Cultural Education Leadership Programme

Delivered in partnership with UCL Centre for Educational Leadership, and supported by:

- Mayflower Primary School
- Lansbury Lawrence Primary School

- Discover
- Guildhall Art Gallery
- Kensington Palace
- Little Angel Theatre
- London Museum Docklands
- National Theatre
- Sadler's Wells East
- Tower Bridge

Masterclasses

Delivered in partnership with the Centre for Literacy in Primary Education.

Come & Try

Delivered in partnership with the Crafts Council.

Strand	Session	Quarter (funding period)
In-Schools Touring	PA Touring Workshop: Daisy Meadow Primary School	Q3
In-Schools Touring	PA Touring Network Meeting 3	Q3
In-Schools Touring	PA Touring Workshop: St John's CofE Primary School	Q3
Come & Try	PA Come & Try Make with Textiles and Embroidery	Q3
Masterclass	PA Masterclass with CLPE January	Q3
In-Schools Touring	PA Touring Workshop: Charlotte Sharman Primary School	Q3
In-Schools Touring	PA Touring CPD: Jubilee Primary School	Q3
In-Schools Touring	PA Touring CPD: Woodberry Down Community School	Q3
In-Schools Touring	PA Touring CPD: St John Fisher Catholic Primary School	Q3
In-Schools Touring	PA Touring CPD: St Stephen's CofE Primary School	Q3
In-Schools Touring	PA Touring CPD: Heathbrook Primary School	Q3
Go & See	PA Go & See Winter at Frameless (Relaxed)	Q3
In-Schools Touring	PA Touring CPD: Odessa Infant School	Q3
In-Schools Touring	PA Touring CPD: Rosetta Primary School	Q3
In-Schools Touring	PA Touring CPD: St John's and St Clement's Primary School	Q3
In-Schools Touring	PA Touring CPD: St Paul's Way Trust School	Q3
In-Schools Touring	PA Touring CPD: Belleville Primary School	Q3
In-Schools Touring	PA Touring CPD: James Wolfe Primary School	Q3
In-Schools Touring	PA Touring CPD: Queensmill School	Q3
In-Schools Touring	PA Touring CPD: Torridon Primary School	Q3
In-Schools Touring	PA Touring CPD: Trafalgar Junior School	Q3
Leadership	Leadership session 4	Q3
In-Schools Touring	PA Touring CPD: Corpus Christi Catholic Primary School	Q3
In-Schools Touring	PA Touring CPD: Fairlawn Primary School	Q3
In-Schools Touring	PA Touring CPD: Featherstone Primary School	Q3
In-Schools Touring	PA Touring CPD: New City Primary School	Q3
In-Schools Touring	PA Touring CPD: Holy Trinity CofE Primary School	Q3
In-Schools Touring	PA Touring CPD: Twin Oaks Primary School	Q3
In-Schools Touring	PA Touring CPD: Stillness Infant School	Q3
In-Schools Touring	PA Touring CPD: Van Gogh Primary School	Q3
In-Schools Touring	PA Touring CPD: Winterbourne Junior Girls School	Q3
In-Schools Touring	PA Touring Workshop: Mayfield Primary School	Q3
In-Schools Touring	PA Touring CPD: Haimo Primary School	Q3
In-Schools Touring	PA Touring CPD: Primrose Hill School	Q3

In-Schools Touring	PA Touring CPD: St Mary's Catholic Primary School	Q3
In-Schools Touring	PA Touring CPD: Stillness Junior School	Q3
Come & Try	PA Come & Try Make with Collage and Mixed Media	Q3
In-Schools Touring	PA Touring CPD: Allen Edwards Primary School	Q3
In-Schools Touring	PA Touring CPD: Flora Gardens Primary School	Q3
In-Schools Touring	PA Touring CPD: Hatton School and Special Needs	Q3
In-Schools Touring	PA Touring CPD: Coteford Junior School	Q3
In-Schools Touring	PA Touring CPD: Elsley Primary School	Q3
In-Schools Touring	PA Touring CPD: Gifford Primary School	Q3
In-Schools Touring	PA Touring CPD: Melcombe Primary School	Q3
In-Schools Touring	PA Touring CPD: St Winefride's RC Primary School	Q3
In-Schools Touring	PA Touring CPD: Vauxhall Primary	Q3
In-Schools Touring	PA Touring Workshop: Collis Primary School	Q3
In-Schools Touring	PA Touring Workshop: Winterbourne Junior Girls School	Q3
In-Schools Touring	PA Touring CPD: Baring Primary School	Q3
In-Schools Touring	PA Touring CPD: Charlotte Sharman Primary School	Q3
In-Schools Touring	PA Touring CPD: Grafton Primary School	Q3
In-Schools Touring	PA Touring CPD: Lansbury Lawrence Primary School	Q3
In-Schools Touring	PA Touring CPD: Moreland Primary School	Q3
In-Schools Touring	PA Touring CPD: Richard Cobden Primary School	Q3
In-Schools Touring	PA Touring Workshop: Featherstone Primary School	Q3
In-Schools Touring	PA Touring Workshop: Trafalgar Junior School	Q3
In-Schools Touring	PA Touring Workshop: Vauxhall Primary	Q3
In-Schools Touring	PA Touring Workshop: Woodberry Down Community School	Q3
In-Schools Touring	PA Touring CPD: Gainsborough Primary School	Q3
In-Schools Touring	PA Touring CPD: The Compass School	Q3
In-Schools Touring	PA Touring CPD: Wells Primary School	Q3
In-Schools Touring	PA Touring CPD: William Patten Primary School	Q3
In-Schools Touring	PA Touring Workshop: Allen Edwards Primary School	Q3
In-Schools Touring	PA Touring Workshop: Morden Primary School	Q3
In-Schools Touring	PA Touring Workshop: Queensmill School	Q3
In-Schools Touring	PA Touring Workshop: William Patten Primary School	Q3
In-Schools Touring	PA Touring CPD: Brindishe Lee School	Q3
In-Schools Touring	PA Touring CPD: Richard Atkins Primary School	Q3
In-Schools Touring	PA Touring CPD: Robert Blair School	Q3
In-Schools Touring	PA Touring CPD: St Peter and St Paul Catholic Primary School	Q3

In-Schools Touring	PA Touring Workshop: Jubilee Primary School	Q3
In-Schools Touring	PA Touring Workshop: New City Primary School	Q3
In-Schools Touring	PA Touring Workshop: Primrose Hill School	Q3
In-Schools Touring	PA Touring Workshop: Colham Manor Primary School	Q3
In-Schools Touring	PA Touring Workshop: Rosetta Primary School	Q3
In-Schools Touring	PA Touring CPD: St Edmund's Catholic Primary School	Q3
In-Schools Touring	PA Touring CPD: Thorpe Hall Primary School	Q3
In-Schools Touring	PA Touring Workshop: James Wolfe Primary School	Q3
In-Schools Touring	PA Touring Workshop: Pakeman Primary School	Q3
In-Schools Touring	PA Touring Workshop: Regina Coeli Catholic School	Q3
In-Schools Touring	PA Touring CPD: Cyril Jackson Primary School	Q3
In-Schools Touring	PA Touring CPD: Heber Primary School	Q3
In-Schools Touring	PA Touring CPD: Joseph Clarke School	Q3
In-Schools Touring	PA Touring CPD: Morden Primary School	Q3
In-Schools Touring	PA Touring CPD: St Johns CofE Primary School	Q3
In-Schools Touring	PA Touring Workshop: Brindishe Lee School	Q3
In-Schools Touring	PA Touring Workshop: Flora Gardens Primary School	Q3
In-Schools Touring	PA Touring Workshop: Holy Trinity CofE Primary School	Q3
Masterclass	PA Masterclass with CLPE March	Q3
In-Schools Touring	PA Touring CPD: Good Shepherd RC School	Q3
In-Schools Touring	PA Touring CPD: St Michael's CofE Primary School	Q3
In-Schools Touring	PA Touring Workshop: Heathbrook Primary School	Q3
In-Schools Touring	PA Touring Workshop: Odessa Infant School	Q3
In-Schools Touring	PA Touring Workshop: St Dominic's Catholic Primary School	Q3
In-Schools Touring	PA Touring Workshop: St John Fisher Catholic Primary School	Q3
In-Schools Touring	PA Touring CPD: Bowes Primary School	Q3
In-Schools Touring	PA Touring CPD: Courtwood Primary School	Q3
In-Schools Touring	PA Touring CPD: East Sheen Primary School	Q3
In-Schools Touring	PA Touring CPD: Lady Bankes Primary School	Q3
In-Schools Touring	PA Touring CPD: North Beckton Primary School	Q3
In-Schools Touring	PA Touring Workshop: St Paul's Way Trust School	Q3
In-Schools Touring	PA Touring Workshop: St Stephen's CofE Primary School	Q3
In-Schools Touring	PA Touring CPD: Gwyn Jones Primary School	Q3
In-Schools Touring	PA Touring Workshop: Corpus Christi Catholic Primary School	Q3
In-Schools Touring	PA Touring Workshop: Stillness Junior School	Q3
In-Schools Touring	PA Touring CPD: Brentside Primary School	Q3

In-Schools Touring	PA Touring CPD: Hollydale Primary School	Q3
In-Schools Touring	PA Touring CPD: Wormholt Primary	Q3
In-Schools Touring	PA Touring Workshop: Richard Atkins Primary School	Q3
In-Schools Touring	PA Touring Workshop: St Paul's CofE Primary School	Q3
In-Schools Touring	PA Touring Workshop: Stillness Infant School	Q3
In-Schools Touring	PA Touring Workshop: Van Gogh Primary School	Q3
In-Schools Touring	PA Touring CPD: Ashmole Primary School	Q3
In-Schools Touring	PA Touring CPD: Clifton Primary School	Q3
In-Schools Touring	PA Touring CPD: Daisy Meadow Primary School	Q3
In-Schools Touring	PA Touring CPD: Kenley Primary School	Q3
In-Schools Touring	PA Touring CPD: Shoreditch Park Primary School	Q3
In-Schools Touring	PA Touring CPD: Weston Park Primary School	Q3
In-Schools Touring	PA Touring Workshop: East Sheen Primary School	Q3
In-Schools Touring	PA Touring Workshop: Good Shepherd RC School	Q3
In-Schools Touring	PA Touring Workshop: Mayfield Primary school	Q3
In-Schools Touring	PA Touring Workshop: St Alban's Church of England	Q3
In-Schools Touring	PA Touring Workshop: St John's and St Clement's P	Q3
In-Schools Touring	PA Touring Workshop: St Michael's CofE Primary S	Q3
In-Schools Touring	PA Touring Workshop: The Compass School	Q3
In-Schools Touring	PA Touring Workshop: Wormholt Primary	Q3
Leadership	Leadership session 5	Q3
In-Schools Touring	PA Touring CPD: Heathfield Infants School	Q3
In-Schools Touring	PA Touring Workshop: Fairlawn Primary School	Q3
In-Schools Touring	PA Touring Workshop: Gainsborough Primary School	Q3
In-Schools Touring	PA Touring Workshop: Grafton Primary School	Q3
In-Schools Touring	PA Touring Workshop: Haimo Primary School	Q3
In-Schools Touring	PA Touring Workshop: Hatton School and Special N	Q3
In-Schools Touring	PA Touring Workshop: Heber Primary School	Q3
In-Schools Touring	PA Touring Workshop: St Peter and St Paul Catholi	Q3
In-Schools Touring	PA Touring Workshop: Twin Oaks Primary School	Q3
In-Schools Touring	PA Touring CPD: Manor Junior School	Q3
In-Schools Touring	PA Touring Workshop: Elsley Primary School	Q3
In-Schools Touring	PA Touring Workshop: Melcombe Primary School	Q3
In-Schools Touring	PA Touring Workshop: Moreland Primary School	Q3
In-Schools Touring	PA Touring Workshop: Regina Coeli Catholic Schoo	Q3
In-Schools Touring	PA Touring Workshop: Richard Cobden Primary Sch	Q3

In-Schools Touring	PA Touring Workshop: Wells Primary School	Q3
In-Schools Touring	PA Touring Workshop: Gifford Primary School	Q3
In-Schools Touring	PA Touring Workshop: Coteford Junior School	Q3
In-Schools Touring	PA Touring Workshop: Hillingdon Primary School	Q3
In-Schools Touring	PA Touring Workshop: Lady Bankes Primary School	Q3
In-Schools Touring	PA Touring Workshop: Torridon Primary School	Q3
In-Schools Touring	PA Touring CPD: Godwin Primary School	Q3
In-Schools Touring	PA Touring CPD: Ronald Ross Primary School	Q3
In-Schools Touring	PA Touring CPD: St Dominic's Catholic Primary School	Q3
In-Schools Touring	PA Touring Workshop: Hollydale Primary School	Q3
In-Schools Touring	PA Touring CPD: St Mark's Church of England Primary School	Q3
In-Schools Touring	PA Touring CPD: Trinity School	Q3
In-Schools Touring	PA Touring Workshop: Alderbrook Primary School	Q3
In-Schools Touring	PA Touring Workshop: Belleville Primary School	Q3
In-Schools Touring	PA Touring Workshop: Clifton Primary School	Q3
In-Schools Touring	PA Touring Workshop: North Beckton Primary School	Q3
In-Schools Touring	PA Touring Workshop: Ronald Ross Primary School	Q3
In-Schools Touring	PA Touring CPD: Cleveland Road Primary School	Q3
In-Schools Touring	PA Touring Workshop: Baring Primary School	Q3
In-Schools Touring	PA Touring Workshop: Bowes Primary School	Q3
In-Schools Touring	PA Touring Workshop: Robert Blair School	Q3
In-Schools Touring	PA Touring Workshop: St Mark's Church of England Primary School	Q3
In-Schools Touring	PA Touring CPD: Oakdale Junior School	Q3
In-Schools Touring	PA Touring Workshop: Lansbury Lawrence Primary School	Q3
In-Schools Touring	PA Touring Workshop: Manor Junior School	Q3
In-Schools Touring	PA Touring Workshop: Stoneydown Park School	Q3
In-Schools Touring	PA Touring Workshop: Cyril Jackson Primary School	Q3
In-Schools Touring	PA Touring CPD: Morningside Primary School	Q3
In-Schools Touring	PA Touring Workshop: Gwyn Jones Primary School	Q3
In-Schools Touring	PA Touring Workshop: Rokesly Infant & Nursery School	Q3
In-Schools Touring	PA Touring Workshop: St Mary's Catholic Primary School	Q3
In-Schools Touring	PA Touring Workshop: Courtwood Primary School	Q3
In-Schools Touring	PA Touring Workshop: Morningside Primary School	Q3
In-Schools Touring	PA Touring Workshop; Thorpe Hall Primary School	Q3
Come & Try	PA Come & Try Make with Remnants and Found Objects	Q3
In-Schools Touring	PA Touring CPD: Kenmore Park Junior School	Q3

In-Schools Touring	PA Touring Workshop: Heathfield Infants School	Q3
In-Schools Touring	PA Touring Workshop: Joseph Clarke School	Q3
In-Schools Touring	PA Touring Workshop: Kenmore Park Junior School	Q3
In-Schools Touring	PA Touring Workshop: Ashmole Primary School	Q3
In-Schools Touring	PA Touring Workshop: Cleveland Road Primary School	Q3
In-Schools Touring	PA Touring Workshop: St Edmund's Catholic Primary School	Q3
In-Schools Touring	PA Touring Workshop: Brentside Primary School	Q3
In-Schools Touring	PA Touring Workshop: Oakdale Junior School	Q3
In-Schools Touring	PA Touring CPD: St Augustine's Catholic Primary School	Q3
In-Schools Touring	PA Touring Workshop: St Augustine's Catholic Primary School	Q3
In-Schools Touring	PA Touring CPD: St John's Highbury Vale CofE Primary School	Q3
In-Schools Touring	PA Touring Workshop: Shoreditch Park Primary School	Q3
In-Schools Touring	PA Touring Workshop: St Winefride's RC Primary School	Q3
In-Schools Touring	PA Touring Workshop: Weston Park Primary School	Q3
In-Schools Touring	PA Touring Workshop: St John's Highbury Vale CofE Primary School	Q3
In-Schools Touring	PA Touring Workshop: Godwin Primary School	Q3
In-Schools Touring	PA Touring Workshop: Kenley Primary School	Q3
In-Schools Touring	PA Touring Workshop: Trinity School	Q3

Date	Discipline / Artform	Event Type
01/01/25	Theatre	Talks/Workshops - Creative Skill
13/01/25	Not Discipline Specific	Other - participatory
14/01/25	Theatre	Talks/Workshops - Creative Skill
16/01/25	Combined Arts: Talks/Workshops - Learning	Talks/Workshops - Learning
21/01/25	Combined Arts: Talks/Workshops - Learning	Talks/Workshops - Learning
23/01/25	Literature	Talks/Workshops - Creative Skill
27/01/25	Theatre	Talks/Workshops - Learning
28/01/25	Theatre	Talks/Workshops - Learning
29/01/25	Literature	Talks/Workshops - Learning
29/01/25	Theatre	Talks/Workshops - Learning
30/01/25	Theatre	Talks/Workshops - Learning
30/01/25	Visual Arts	Exhibition
03/02/25	Theatre	Talks/Workshops - Learning
03/02/25	Theatre	Talks/Workshops - Learning
03/02/25	Music	Talks/Workshops - Learning
03/02/25	Music	Talks/Workshops - Learning
04/02/25	Theatre	Talks/Workshops - Learning
04/02/25	Theatre	Talks/Workshops - Learning
05/02/25	Music	Talks/Workshops - Learning
05/02/25	Theatre	Talks/Workshops - Learning
05/02/25	Literature	Talks/Workshops - Learning
05/02/25	Combined Arts: Talks/Workshops - Learning	Talks/Workshops - Learning
06/02/25	Theatre	Talks/Workshops - Learning
06/02/25	Theatre	Talks/Workshops - Learning
06/02/25	Music	Talks/Workshops - Learning
07/02/25	Literature	Talks/Workshops - Learning
10/02/25	Theatre	Talks/Workshops - Learning
10/02/25	Visual Arts	Talks/Workshops - Learning
11/02/25	Visual Arts	Talks/Workshops - Learning
11/02/25	Theatre	Talks/Workshops - Learning
11/02/25	Theatre	Talks/Workshops - Learning
11/02/25	Music	Talks/Workshops - Learning
12/02/25	Music	Talks/Workshops - Learning
12/02/25	Theatre	Talks/Workshops - Learning

12/02/25	Music	Talks/Workshops - Learning
12/02/25	Theatre	Talks/Workshops - Learning
12/02/25	Combined Arts: Talks/Workshops - Learning	Talks/Workshops - Learning
13/02/25	Theatre	Talks/Workshops - Learning
13/02/25	Theatre	Talks/Workshops - Learning
13/02/25	Music	Talks/Workshops - Learning
24/02/25	Theatre	Talks/Workshops - Learning
24/02/25	Theatre	Talks/Workshops - Learning
24/02/25	Visual Arts	Talks/Workshops - Learning
24/02/25	Music	Talks/Workshops - Creative Skill
24/02/25	Theatre	Talks/Workshops - Learning
24/02/25	Theatre	Talks/Workshops - Learning
24/02/25	Music	Talks/Workshops - Creative Skill
24/02/25	Theatre	Talks/Workshops - Creative Skill
25/02/25	Literature	Talks/Workshops - Learning
25/02/25	Literature	Talks/Workshops - Learning
25/02/25	Literature	Talks/Workshops - Learning
25/02/25	Theatre	Talks/Workshops - Learning
25/02/25	Visual Arts	Talks/Workshops - Learning
25/02/25	Theatre	Talks/Workshops - Learning
25/02/25	Music	Talks/Workshops - Creative Skill
25/02/25	Literature	Talks/Workshops - Creative Skill
25/02/25	Theatre	Talks/Workshops - Creative Skill
25/02/25	Theatre	Talks/Workshops - Creative Skill
26/02/25	Theatre	Talks/Workshops - Learning
26/02/25	Theatre	Talks/Workshops - Learning
26/02/25	Literature	Talks/Workshops - Learning
26/02/25	Theatre	Talks/Workshops - Learning
26/02/25	Theatre	Talks/Workshops - Creative Skill
26/02/25	Literature	Talks/Workshops - Creative Skill
26/02/25	Music	Talks/Workshops - Creative Skill
26/02/25	Theatre	Talks/Workshops - Creative Skill
27/02/25	Theatre	Talks/Workshops - Learning
27/02/25	Music	Talks/Workshops - Learning
27/02/25	Music	Talks/Workshops - Learning
27/02/25	Music	Talks/Workshops - Learning

27/02/25	Theatre	Talks/Workshops - Creative Skill
27/02/25	Literature	Talks/Workshops - Creative Skill
27/02/25	Theatre	Talks/Workshops - Creative Skill
28/02/25	Theatre	Talks/Workshops - Creative Skill
28/02/25	Theatre	Talks/Workshops - Creative Skill
03/03/25	Theatre	Talks/Workshops - Learning
03/03/25	Visual Arts	Talks/Workshops - Learning
03/03/25	Theatre	Talks/Workshops - Creative Skill
03/03/25	Theatre	Talks/Workshops - Creative Skill
03/03/25	Music	Talks/Workshops - Learning
04/03/25	Theatre	Talks/Workshops - Learning
04/03/25	Theatre	Talks/Workshops - Learning
04/03/25	Visual Arts	Talks/Workshops - Learning
04/03/25	Literature	Talks/Workshops - Learning
04/03/25	Theatre	Talks/Workshops - Learning
04/03/25	Theatre	Talks/Workshops - Creative Skill
04/03/25	Theatre	Talks/Workshops - Creative Skill
04/03/25	Theatre	Talks/Workshops - Creative Skill
04/03/25	Combined Arts: Talks/Workshops - Learning	Talks/Workshops - Learning
05/03/25	Visual Arts	Talks/Workshops - Learning
05/03/25	Literature	Talks/Workshops - Learning
05/03/25	Theatre	Talks/Workshops - Creative Skill
05/03/25	Theatre	Talks/Workshops - Creative Skill
05/03/25	Music	Talks/Workshops - Creative Skill
05/03/25	Literature	Talks/Workshops - Creative Skill
06/03/25	Theatre	Talks/Workshops - Learning
06/03/25	Music	Talks/Workshops - Learning
06/03/25	Theatre	Talks/Workshops - Learning
06/03/25	Theatre	Talks/Workshops - Learning
06/03/25	Music	Talks/Workshops - Learning
06/03/25	Music	Talks/Workshops - Creative Skill
06/03/25	Theatre	Talks/Workshops - Creative Skill
07/03/25	Visual Arts	Talks/Workshops - Learning
07/03/25	Theatre	Talks/Workshops - Creative Skill
07/03/25	Theatre	Talks/Workshops - Creative Skill
10/03/25	Theatre	Talks/Workshops - Learning

10/03/25	Theatre	Talks/Workshops - Learning
10/03/25	Theatre	Talks/Workshops - Learning
10/03/25	Music	Talks/Workshops - Creative Skill
10/03/25	Theatre	Talks/Workshops - Creative Skill
10/03/25	Visual Arts	Talks/Workshops - Creative Skill
10/03/25	Theatre	Talks/Workshops - Creative Skill
11/03/25	Theatre	Talks/Workshops - Learning
11/03/25	Theatre	Talks/Workshops - Learning
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11/03/25	Music	Talks/Workshops - Creative Skill
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11/03/25	Theatre	Talks/Workshops - Creative Skill
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11/03/25	Combined Arts: Talks/Workshops - Learning	Talks/Workshops - Learning
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12/03/25	Theatre	Talks/Workshops - Creative Skill
12/03/25	Music	Talks/Workshops - Creative Skill
12/03/25	Visual Arts	Talks/Workshops - Creative Skill
13/03/25	Theatre	Talks/Workshops - Learning
13/03/25	Theatre	Talks/Workshops - Creative Skill
13/03/25	Music	Talks/Workshops - Learning
13/03/25	Visual Arts	Talks/Workshops - Creative Skill
13/03/25	Music	Talks/Workshops - Creative Skill
13/03/25	Theatre	Talks/Workshops - Creative Skill

13/03/25	Literature	Talks/Workshops - Creative Skill
14/03/25	Visual Arts	Talks/Workshops - Creative Skill
14/03/25	Theatre	Talks/Workshops - Creative Skill
14/03/25	Music	Talks/Workshops - Creative Skill
14/03/25	Theatre	Talks/Workshops - Creative Skill
14/03/25	Theatre	Talks/Workshops - Creative Skill
17/03/25	Theatre	Talks/Workshops - Learning
17/03/25	Theatre	Talks/Workshops - Learning
17/03/25	Music	Talks/Workshops - Learning
17/03/25	Theatre	Talks/Workshops - Creative Skill
18/03/25	Theatre	Talks/Workshops - Learning
18/03/25	Theatre	Talks/Workshops - Learning
18/03/25	Literature	Talks/Workshops - Creative Skill
18/03/25	Theatre	Talks/Workshops - Creative Skill
18/03/25	Theatre	Talks/Workshops - Creative Skill
18/03/25	Music	Talks/Workshops - Creative Skill
18/03/25	Theatre	Talks/Workshops - Creative Skill
19/03/25	Visual Arts	Talks/Workshops - Learning
19/03/25	Literature	Talks/Workshops - Creative Skill
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20/03/25	Visual Arts	Talks/Workshops - Learning
20/03/25	Theatre	Talks/Workshops - Creative Skill
20/03/25	Theatre	Talks/Workshops - Creative Skill
20/03/25	Music	Talks/Workshops - Creative Skill
21/03/25	Theatre	Talks/Workshops - Creative Skill
24/03/25	Theatre	Talks/Workshops - Learning
24/03/25	Visual Arts	Talks/Workshops - Creative Skill
24/03/25	Theatre	Talks/Workshops - Creative Skill
24/03/25	Music	Talks/Workshops - Creative Skill
25/03/25	Music	Talks/Workshops - Creative Skill
25/03/25	Theatre	Talks/Workshops - Creative Skill
25/03/25	Visual Arts	Talks/Workshops - Creative Skill
25/03/25	Combined Arts: Talks/Workshops - Learning	Talks/Workshops - Learning
26/03/25	Music	Talks/Workshops - Learning

26/03/25	Theatre	Talks/Workshops - Creative Skill
26/03/25	Visual Arts	Talks/Workshops - Creative Skill
26/03/25	Music	Talks/Workshops - Creative Skill
27/03/25	Theatre	Talks/Workshops - Creative Skill
27/03/25	Visual Arts	Talks/Workshops - Creative Skill
27/03/25	Theatre	Talks/Workshops - Creative Skill
28/03/25	Theatre	Talks/Workshops - Creative Skill
28/03/25	Visual Arts	Talks/Workshops - Creative Skill
31/03/25	Theatre	Talks/Workshops - Learning
31/03/25	Theatre	Talks/Workshops - Creative Skill
01/04/25	Theatre	Talks/Workshops - Learning
01/04/25	Theatre	Talks/Workshops - Creative Skill
01/04/25	Theatre	Talks/Workshops - Creative Skill
01/04/25	Theatre	Talks/Workshops - Creative Skill
02/04/25	Theatre	Talks/Workshops - Creative Skill
03/04/25	Theatre	Talks/Workshops - Creative Skill
03/04/25	Theatre	Talks/Workshops - Creative Skill
04/04/25	Theatre	Talks/Workshops - Creative Skill

Attendance / Engagement Type	Location	Total Attendance
Direct in person attendance	Dairy Meadow Primary School, S	60
Direct in person attendance	Good Growth Hub, East Bay Lar	17
Direct in person attendance	St John's Primary School, Spring	60
Direct in person attendance	Crafts Council, Pentonville Road	21
Direct in person attendance	Centre for Literacy in Primary Ed	26
Direct in person attendance	Charlotte Sharman Primary Scho	46
Direct in person attendance	Jubilee Primary School, Filey Av	3
Direct in person attendance	Woodberry Down Community Pr	26
Direct in person attendance	St John Fisher Primary School, S	17
Direct in person attendance	St Stephen's C of E Primary Sch	6
Direct in person attendance	Heathbrook Primary School, Sai	9
Direct in person attendance	Frameless Immersive Art Experi	65
Direct in person attendance	Odessa Infant School, Wellinto	10
Direct in person attendance	Rosetta Primary School, Sophia	24
Direct in person attendance	St John's & St Clement's C of E	2
Direct in person attendance	St Paul's Way Trust School, Sair	6
Direct in person attendance	Belleville Primary School, Bellevi	13
Direct in person attendance	James Wolfe Primary School, R	6
Direct in person attendance	Queensmill School, Askham Ro	7
Direct in person attendance	Torridon Primary School, Hazelb	23
Direct in person attendance	Trafalgar Square, Trafalgar Squa	20
Direct in person attendance	Tower Bridge	18
Direct in person attendance	Corpus Christi Catholic School, T	18
Direct in person attendance	Fairlawn Primary School, Honor	16
Direct in person attendance	Featherstone Primary and Nurse	5
Direct in person attendance	New City Primary School, Tunma	3
Direct in person attendance	Holy Trinity C Of E Primary Sch	11
Direct in person attendance	Twin Oaks Primary School, Scav	9
Direct in person attendance	Stillness Primary School, Brockle	11
Direct in person attendance	Van Gogh Primary (Mostyn Site	32
Direct in person attendance	Winterbourne Junior Girls' Scho	13
Direct in person attendance	Mayfield Primary and Nursery Sc	2
Direct in person attendance	Haimo Primary School, Haimo R	17
Direct in person attendance	Primrose Hill Primary School, Pri	4

Direct in person attendance	St Marys RC Primary School, Wi	2
Direct in person attendance	Stillness Junior School, Brockley	3
Direct in person attendance	Crafts Council, Pentonville Road	22
Direct in person attendance	Allen Edwards Primary School, S	6
Direct in person attendance	Flora Gardens School, Lena Gar	7
Direct in person attendance	Hatton School & Special Needs C	115
Direct in person attendance	Coteford Junior School, Eastcote	5
Direct in person attendance	Elsley Primary School, Tokyngto	4
Direct in person attendance	Gifford Primary School, Greenhil	35
Direct in person attendance	Melcombe Primary School, Fulha	3
Direct in person attendance	St Winefride's Catholic Primary S	20
Direct in person attendance	Vauxhall Primary School, Vauxha	5
Direct in person attendance	Collis Primary School, Fairfax Ro	360
Direct in person attendance	Winterbourne Junior Girls' Schoo	68
Direct in person attendance	Baring Primary School, Linchmei	9
Direct in person attendance	Charlotte Sharman Primary Scho	7
Direct in person attendance	Grafton Primary School, Grafton	7
Direct in person attendance	Lansbury Lawrence Primary Sch	12
Direct in person attendance	Moreland Primary School, Morel	12
Direct in person attendance	Richard Cobden Primary School	5
Direct in person attendance	Featherstone Primary and Nurse	90
Direct in person attendance	Trafalgar Junior School, Elmsleig	90
Direct in person attendance	Vauxhall Primary School, Vauxha	25
Direct in person attendance	Woodberry Down Community Pr	100
Direct in person attendance	Gainsborough Primary School, G	3
Direct in person attendance	The Compass School, Greater, L	6
Direct in person attendance	Wells Primary School, Barclay O	11
Direct in person attendance	William Patten Primary School, S	8
Direct in person attendance	Allen Edwards Primary School, S	40
Direct in person attendance	Morden Primary School, London	56
Direct in person attendance	Queensmill School, Askham Roa	20
Direct in person attendance	William Patten Primary School, S	60
Direct in person attendance	Brindishe Lee Primary School, W	10
Direct in person attendance	Richard Atkins Primary School, M	2
Direct in person attendance	Robert Blair School, Brewery Ro	2
Direct in person attendance	St Peter & St Paul RC Primary S	1

Direct in person attendance	Jubilee Primary School, Filey Av	90
Direct in person attendance	New City Primary School, Tunm	90
Direct in person attendance	Primrose Hill Primary School, Pri	50
Direct in person attendance	Colham Manor Primary School, \	83
Direct in person attendance	Rosetta Primary School, Sophia	90
Direct in person attendance	St Edmund's Primary School & N	10
Direct in person attendance	Thorpe Hall Primary School, Hal	25
Direct in person attendance	James Wolfe Primary School, R	90
Direct in person attendance	Pakeman Primary School, Lond	90
Direct in person attendance	Regina Coeli Catholic Primary S	14
Direct in person attendance	Cyril Jackson Primary School (S	14
Direct in person attendance	Heber Primary School, Heber R	16
Direct in person attendance	Joseph Clarke School, Vincent F	30
Direct in person attendance	Morden Primary School, London	15
Direct in person attendance	St John's Primary School, Spring	4
Direct in person attendance	Brindishe Lee Primary School, W	90
Direct in person attendance	Flora Gardens School, Lena Gar	40
Direct in person attendance	Holy Trinity C Of E Primary Sch	23
Direct in person attendance	Centre for Literacy in Primary Ec	29
Direct in person attendance	Good Shepherd Primary School,	14
Direct in person attendance	Brigadier Hill, Enfield, UK	11
Direct in person attendance	Heathbrook Primary School, Sai	56
Direct in person attendance	Odessa Infant School, Wellinto	60
Direct in person attendance	St Dominic's Catholic Primary Sc	64
Direct in person attendance	St John Fisher Primary School, S	59
Direct in person attendance	Bowes Primary School, Bowes R	20
Direct in person attendance	Courtwood Primary School, Cou	2
Direct in person attendance	East Sheen Primary School, Lon	1
Direct in person attendance	Lady Bankes Primary School, D	12
Direct in person attendance	North Beckton Primary School, F	2
Direct in person attendance	St Paul's Way Trust School, Sair	60
Direct in person attendance	St Stephen's C of E Primary Sch	48
Direct in person attendance	Gwyn Jones Primary School, Ha	2
Direct in person attendance	Corpus Christi Catholic School, T	60
Direct in person attendance	Stillness Junior School, Brockley	83
Direct in person attendance	Brentside Primary Academy, Ker	19

Direct in person attendance	Hollydale Primary School, Hollyd	6
Direct in person attendance	Wormholt Park Primary School, I	3
Direct in person attendance	Richard Atkins Primary School, M	64
Direct in person attendance	St Paul's CE Primary School, Th	60
Direct in person attendance	Stillness Primary School, Brockle	90
Direct in person attendance	Van Gogh Primary (Mostyn Site	48
Direct in person attendance	Ashmole Primary School, Summ	10
Direct in person attendance	Clifton Primary School's, Clifton I	16
Direct in person attendance	Dairy Meadow Primary School, S	20
Direct in person attendance	Kenley Primary School, New Bar	7
Direct in person attendance	Shoreditch Park Primary School,	3
Direct in person attendance	Weston Park Primary School, M	8
Direct in person attendance	East Sheen Primary School, Lon	90
Direct in person attendance	Good Shepherd Catholic Primary	29
Direct in person attendance	Mayfield Primary and Nursery Sc	168
Direct in person attendance	St Alban's C of E Primary & Nurs	21
Direct in person attendance	St John's & St Clement's C of E	60
Direct in person attendance	Brigadier Hill, Enfield, UK	57
Direct in person attendance	The Compass School, Greater, L	16
Direct in person attendance	Wormholt Park Primary School, I	60
Direct in person attendance	Little Angel Theatre, Dagmar Pa	18
Direct in person attendance	Heathfield Nursery and Infant Sc	20
Direct in person attendance	Fairlawn Primary School, Honor	58
Direct in person attendance	Gainsborough Primary School, G	27
Direct in person attendance	Grafton Primary School, Grafton	120
Direct in person attendance	Haimo Primary School, Haimo R	60
Direct in person attendance	Hatton School & Special Needs C	60
Direct in person attendance	Heber Primary School, Heber Rc	60
Direct in person attendance	St Peter & St Paul RC Primary S	240
Direct in person attendance	Twin Oaks Primary School, Scav	26
Direct in person attendance	Manor Junior School, Sandringha	20
Direct in person attendance	Elsley Primary School, Tokyngto	120
Direct in person attendance	Melcombe Primary School, Fulha	71
Direct in person attendance	Moreland Primary School, Morel	54
Direct in person attendance	Regina Coeli Catholic Primary S	60
Direct in person attendance	Richard Cobden Primary School,	52

Direct in person attendance	Wells Primary School, Barclay O	90
Direct in person attendance	Gifford Primary School, Greenhil	120
Direct in person attendance	Coteford Junior School, Eastcote	71
Direct in person attendance	Hillingdon Primary School, Uxbri	180
Direct in person attendance	Lady Bankes Primary School, Dæ	90
Direct in person attendance	Torridon Primary School, Hazelb	90
Direct in person attendance	Godwin Primary School, Finnym	10
Direct in person attendance	Ronald Ross Primary School, Be	14
Direct in person attendance	St Dominic's Catholic Primary Sc	13
Direct in person attendance	Hollydale Primary School, Hollyd	40
Direct in person attendance	St Mark's CE Primary School, Br	15
Direct in person attendance	Trinity School, Heathway, Dager	9
Direct in person attendance	Alderbrook Primary School, Oldr	40
Direct in person attendance	Belleville Primary School, Bellevi	150
Direct in person attendance	Clifton Primary School's, Clifton I	60
Direct in person attendance	North Beckton Primary School, F	150
Direct in person attendance	Ronald Ross Primary School, Be	30
Direct in person attendance	Cleveland Road Primary School,	30
Direct in person attendance	Baring Primary School, Linchmei	22
Direct in person attendance	Bowes Primary School, Bowes R	60
Direct in person attendance	Robert Blair School, Brewery Ro	120
Direct in person attendance	St Mark's CE Primary School, Br	65
Direct in person attendance	Oakdale Junior School, Oakdale	15
Direct in person attendance	Lansbury Lawrence Primary Sch	16
Direct in person attendance	Manor Junior School, Sandringha	100
Direct in person attendance	stoneymead primary school	170
Direct in person attendance	Cyril Jackson Primary School (Si	60
Direct in person attendance	Morningside Primary School, Ch	18
Direct in person attendance	Gwyn Jones Primary School, Ha	58
Direct in person attendance	Rokesly Infant and Nursery Sch	65
Direct in person attendance	St Marys RC Primary School, Wi	180
Direct in person attendance	Courtwood Primary School, Coui	120
Direct in person attendance	Morningside Primary School, Ch	55
Direct in person attendance	Thorpe Hall Primary School, Hal	51
Direct in person attendance	Crafts Council, Pentonville Road	12
Direct in person attendance	Kenmore Park Junior School, Mc	4

Direct in person attendance	Heathfield Nursery and Infant Sc	75
Direct in person attendance	Joseph Clarke School, Vincent F	16
Direct in person attendance	Kenmore Park Junior School, Mc	170
Direct in person attendance	Ashmole Primary School, Summ	65
Direct in person attendance	Cleveland Road Primary School,	120
Direct in person attendance	St Edmund's Primary School & N	60
Direct in person attendance	Brentside Primary Academy, Ker	60
Direct in person attendance	Oakdale Junior School, Oakdale	90
Direct in person attendance	Dunfield Road, London, UK	11
Direct in person attendance	Dunfield Road, London, UK	60
Direct in person attendance	St John's Highbury Vale CE Prim	7
Direct in person attendance	Shoreditch Park Primary School,	60
Direct in person attendance	St Winefride's Catholic Primary &	30
Direct in person attendance	Weston Park Primary School, Ma	60
Direct in person attendance	St John's Highbury Vale CE Prim	30
Direct in person attendance	Godwin Primary School, Finnym	120
Direct in person attendance	Kenley Primary School, New Bar	53
Direct in person attendance	Trinity School, Heathway, Dager	40

Partner Organisation(s)

The Postal Museum

Animate Arts, Arvon, Clowns Without Borders,
Conductive Arts | LAs theatre Mhilla Arts Musiko

Conductive Arts

Crafts Council

CLPE

Arvon

LAs theatre

LAs theatre

Arvon

LAs theatre

LAs theatre

Frameless

Clowns Without Borders

Embracing Arts

Mhilla Arts

Mhilla Arts

LAs theatre

Clowns Without Borders

Mhilla Arts

Clowns Without Borders

Arvon

UCL, Tower Bridge

Clowns Without Borders

Clowns Without Borders

Mhilla Arts

Arvon

emma and pj

Animate Arts

Animate Arts

Conductive Arts

emma and pj

Musiko Musika

Mhilla Arts

Embracing Arts

Musiko Musika
emma and pj
Crafts Council
Embracing Arts
Clowns Without Borders
Mbilla Arts
Conductive Arts
Conductive Arts
Animate Arts
Musiko Musika
The Postal Museum
The Postal Museum
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The Postal Museum
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Musiko Musika
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LAStheatre
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Embracing Arts
emma and pj
Embracing Arts
Conductive Arts
Animate Arts
Clowns Without Borders
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Mbilla Arts
Embracing Arts
Conductive Arts
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Clowns Without Borders

The Postal Museum

Mbilla Arts

emma and pj

Animate Arts

Conductive Arts

Embracing Arts

Clowns Without Borders

The Postal Museum

Conductive Arts

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LAStheatre

Conductive Arts

Animate Arts

Musiko Musika

LAStheatre

Mbilla Arts

Arvon

emma and pj

The Postal Museum

UCL, Little Angel Theatre

Embracing Arts

Clowns Without Borders

LAStheatre

Arvon

Mbilla Arts

Mbilla Arts

Conductive Arts

Musiko Musika

Animate Arts

Clowns Without Borders

Conductive Arts

Musiko Musika

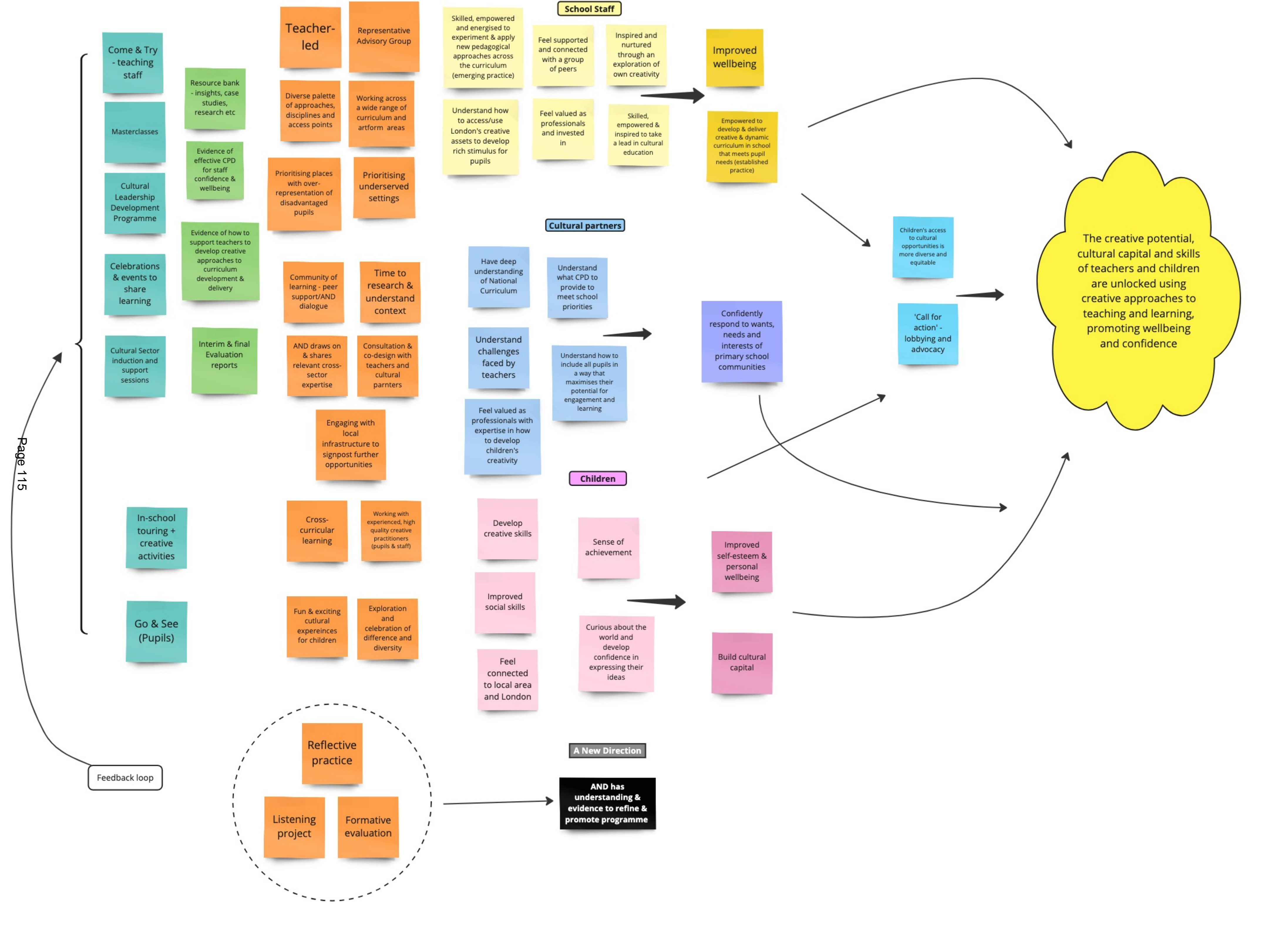
Animate Arts

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The Postal Museum
Animate Arts
Crafts Council
Musiko Musika

Embracing Arts
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Conductive Arts
The Postal Museum
 Conductive Arts
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The Postal Museum
 Embracing Arts
Conductive Arts
Embracing Arts



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Cultural Education Leadership Programme – Evaluation Framework 2024/25

Overall CETF Programme Vision: The creative potential, cultural capital and skills of teachers and children are unlocked using creative approaches to teaching and learning, promoting wellbeing and confidence

Aim: To develop a cohort of teachers that are confident to lead cultural education in their school in order to improve outcomes for their students

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Objective for Participants	Indicator of Success	Evaluation method/evidence	When
To increase skills and confidence as a leader of cultural education in school	Participants report increased understanding of the characteristics of successful cultural education curriculum, enhancement and partnerships with cultural sector.	Baseline and final survey.	October 2024 & July 2025
	Participants are able to evidence positive change they have/will make at school to improve cultural education at their school and impact pupils.		
	Self-report of increased confidence as a leader of cultural education.		
	Participants will have cascaded their learning.		
To increase skills, confidence and motivation to experiment and apply new pedagogical approaches across the curriculum	All participants complete and present a 'Leadership for Change' project that addresses pupil needs and will positively impact pupil outcomes.	Observation/reflection from delivery team.	July 2025
	Participants have a broader understanding of the components of the curriculum.	Baseline and final survey.	October 2024 & July 2025
	Participants understand how to evaluate and evidence the impact of their work in school.		
To increase knowledge and understanding of how to access and use London's creative assets to develop rich stimulus for pupils	Participants demonstrate increased knowledge of relevant local and regional creative assets.	Baseline and final survey.	October 2024 & July 2025
	Participants will have made new links with cultural partners.	Programme plan	
	Participants visit a range of inspiring cultural venues across London during the programme.		

For participants to feel supported by and connected with their peers within a professional learning community	Participants indicate an intention to maintain contact with their peers and AND beyond the programme.	Final survey	July 2025
	Participants cite peer support as a key factor in their development.	Midpoint reflection session	Feb/March 2025
For participants to feel valued and invested in as professionals	Participants record an increased sense of being valued as a teacher and leader.	Baseline and final survey.	October 2024 & July 2025
		Midpoint reflection session	Feb/March 2025
To increase knowledge and confidence to lobby and advocate for cultural education	Participants are able to evidence positive change they have/will make at school to improve cultural education at their school and impact pupils.	Baseline and final survey.	October 2024 & July 2025
	Participants report increased confidence and motivation to advocate for cultural education.		
	Participants will have increased knowledge of the evidence base for cultural education.		
Objectives for UCL			
To assess and compare the impact of the extended duration of the programme (6 sessions over 3 terms rather than 4 sessions over 2 terms) on participants.	Participants report deeper impact compared with pilot year.	Mid-point reflection.	Feb/March 2025
	Fewer reports from participants of feeling overwhelmed or pressured by the amount of content or pace.	Delivery team reflection and observation – ongoing and final interview	July 2025
		Final survey.	July 2025

In-Schools Touring – Evaluation Framework 2024/25

Overall CETF Programme Vision: The creative potential, cultural capital and skills of teachers and children are unlocked using creative approaches to teaching and learning, promoting wellbeing and confidence

Objective	Indicator of Success	Evaluation method/evidence	When / Who
Cultural Partners			
To develop a deep understanding of the National Curriculum	School staff report that the project and resources are relevant to the National Curriculum	Survey for school staff: immediately after project and follow-up half a term later	March – July 2025
	Cultural partners report increased understanding		
To increase understanding of the challenges faced by teachers	Cultural partners report increased understanding	Baseline and final surveys for cultural partners	Sept 2024 & May 2025
To increase understanding about how to include all pupils in a way that maximises their engagement and learning	Cultural partners report increased understanding	Feedback from cultural partners during Network Meetings	Evaluator observation at Network Meetings
	School staff report that activities were appropriate for age/abilities/needs of pupils		
To develop confidence and understanding about designing CPD to meet school priorities	School staff report benefits gained from CPD		Reflection sessions in Network Meetings
	Cultural partners report increased confidence and understanding		
To develop cultural partners' confidence that their offer is responding to the wants, needs and interests of primary school communities in London (including pupils with additional needs)	School staff report that the project, CPD and resources met school/pupil needs	Observation and feedback from AND and Network facilitator re Network Meetings	Ongoing
	Cultural partners report increased confidence		
	Projects are refined in response to input from AND/Inclusion consultants/peers/schools	Observation in schools by evaluator and AND Team	Spring term 2025
For cultural partners to feel valued as professionals with expertise in how to develop children's creativity	Self-report from cultural partners	Feedback from cultural partners during Network Meetings and final survey	Evaluator observation at Network Meetings – Sept & Nov 24, Jan & May 25 May 2025 - Final survey

Objective	Indicator of Success	Evaluation method/evidence	When / Who
Children			
To improve social skills	<ul style="list-style-type: none"> Children listen and follow instructions to complete a task. Children work collaboratively with the facilitators and/or their peers towards a creative outcome. Children support and help each other. Children listen to each other. Children are engaged and focused during the performance and workshop. 	<p>Survey for school staff: immediately after project and follow-up half a term later</p> <p>Observation and feedback from cultural partners</p> <p>Observation from Evaluator and AND team</p> <p><i>[These methods apply for all objectives for the children]</i></p>	<p>Feb – July 2025 – Evaluator</p> <p>Network Meetings & Event Reports</p> <p>Final survey for cultural partners</p> <p>School visits</p>
To develop creative skills	<ul style="list-style-type: none"> Each child uses the available tools and materials (including their voices and bodies) to make a creative outcome that they can share with others. Children use their imagination. 	<p>Direct response from children: ‘Can you tell me about anything you’ve done today that was different or new?’</p>	<p>At the end of the session in school – cultural partners</p>
To support and improve wellbeing	<ul style="list-style-type: none"> Children display positive emotional responses to the performance and workshop e.g. having fun; feeling happy and proud. Children explore and express their emotions through creative activity and feel positive about themselves as a result. Activities and resources are accessible for all pupils; and needs are met. 	<p>Direct response from children: ‘How do you feel about what you’ve done today?’</p> <p>Activity to indicate feelings with words and emoji for: happy, excited, bored, proud, confused, surprised, tired, amazed, good.</p>	<p>At the end of the session in school – cultural partners</p>
For children to experience a sense of achievement	<ul style="list-style-type: none"> Children create a successful outcome that is celebrated and shared. Children feel proud about what they have created. Children have tried something new. 		

To engender curiosity about the world	<ul style="list-style-type: none"> Children ask questions about the materials, artform, themes etc Children's feedback demonstrates their exploration and increased awareness about themes such as different cultures. The performance is surprising, raises questions and/or broadens horizons. 	<p>Direct response from children: 'Today I found out...'</p> <p>Post-it note activity (Y2 – Y6) or table activity for SEND settings, Reception and Y1 with a scribe.</p>	At the end of the session in school – cultural partners
To increase children's confidence in expressing their ideas	<ul style="list-style-type: none"> A safe, open space is created that is accessible to all pupils regardless of age, needs and abilities. Companies are flexible and responsive to the individual needs of participating pupils (where possible). All pupils' contributions are appreciated. Children participate and contribute ideas, verbally or non-verbally, to the creative process. 	<p>Scrutiny of workshop plans re. ways of engaging children in discussion and encouraging creative agency.</p> <p>Reflections from the AND Touring Team and Evaluator from school visits and Network Meetings.</p>	Evaluator and AND Touring Team
School staff			
To increase skills, confidence and motivation to experiment and apply new pedagogical approaches across the curriculum	<p>Staff are motivated to attend CPD and participate.</p> <p>Staff report new skills and approaches to use in the classroom.</p> <p>Staff apply their learning (from CPD, resources & performance/workshop) to classroom practice.</p> <p>Teachers utilise the resources, materials and books provided.</p>	<p>Record of attendance in Event Report.</p> <p>Post-visit survey for schools staff</p> <p>Follow-up survey with school staff</p>	<p>Spring term 2025 – Cultural partners</p> <p>Spring term 2025</p> <p>July 2025</p>
To increase knowledge and understanding of how to access and use London's creative assets to develop rich stimulus for pupils	<p>Cultural partners and AND receive enquiries from schools about follow-up workshops and performances.</p> <p>Self-report from school staff</p>	<p>Feedback from cultural partners and AND</p> <p>Post-visit survey for school staff</p>	<p>July 2025</p> <p>Spring term 2025</p>

To contribute to staff wellbeing through engagement in creative activities.	Self-report from school staff – describing CPD as relaxing, therapeutic, inspiring etc	Post-visit survey Event Reports Evaluator & AND team school visits	Spring term 2025
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City of London Corporation Committee Report

Committee(s): Education Board	Dated: 10/06/2025
Subject: Education Strategy 2024-29 Events Update	Public report: For Information
This proposal: <ul style="list-style-type: none"> delivers Corporate Plan 2024-29 outcomes 	Diverse Engaged Communities Providing Excellent Services
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:	Judith Finlay, Executive Director of Community and Children's Services Dr Deborah Bell Strategic Education and Skills Director
Report author:	Vasima Patel, Events Officer

Summary

This report provides Members with a summary of recent activities that the Education Strategy Unit has provided to the Family of Schools since the last meeting (January 2025). It also includes the upcoming activities for the remainder of the academic year.

The calendar of meetings, forums and events for 2024-25 can be found in Appendix One.

Recommendation(s)

Members are asked to:

- Note the report.

Main Report

Background

- The Education Board has oversight of the City of London Corporation's Education Strategy 2024-29. It is committed to 'Supporting Education

Excellence', 'Embracing Culture, Creativity and the Arts' and 'Reinforcing Safety, Health and Wellbeing' of which the events deliver on.

Current Position

1. Chess Tournament

Held annually, this year's tournament saw the highest attendance yet, with nearly 140 pupils from nine schools within the Family of Schools gathering at Guildhall for an exciting day of chess. The tournament featured pupils from Year 4 to Year 12. While the primary goal was for pupils to improve their chess skills and enjoy themselves, the tournament also fosters camaraderie and friendship across the Family of Schools. The day began with coaching sessions from Chess in Schools and Communities to help prepare the pupils. After some practice rounds, they competed in six intense chess rounds. Medals were awarded for the highest individual scores, and trophies were given to the teams with the highest overall scores. Pupils left feeling proud of the strategic and critical thinking skills they developed, as well as the additional prizes they collected.

2. City Schools' Concert

This annual event, open to the Family of Schools, centred around the theme 'Songs of Resilience' this year, inviting pupils to explore and express their thoughts on resilience through creative workshops. By actively participating in the music-making process, they developed a deeper, more meaningful connection to their interpretations of resilience. The project commenced at the City of London School, where participants came together for the first time in an introductory workshop. Specialist composers then individually visited ten of the Family of Schools, where pupils collaborated to craft an ensemble piece of music. They refined their instrumental abilities and wrote song lyrics, all while reflecting on the concept of resilience and its personal significance to them. Rehearsals took place at City of London Academy Southwark and all day in the Guildhall. Finally, over 100 pupils ranging from Year 4-11, came together at Guildhall to deliver a heartfelt performance of their songs for their parents and teachers.

3. Maths Challenge

Over 400 pupils from London, and schools further afield, took part in the annual Christ's Hospital Maths Challenge. They spent the day at Guildhall tackling a variety of fun and engaging maths challenges, working in teams to solve problems and test their skills. The event finished with a prize-giving ceremony to celebrate the top performers. It was a great opportunity for pupils to enjoy maths in a collaborative and competitive setting.

Upcoming

4. Education Board Dinner

On Wednesday 11 June, the Chair of Education Board is hosting a dinner at Haberdasher's Hall to celebrate the extraordinary achievements of educators and pupils across the City of London and beyond. The theme for this year's dinner will be 'critical thinking'. The evening will be attended by pupils, Headteachers and Chairs of Governors from the Family of Schools. Additional guests will also include senior academics, policymakers, politicians, senior civil servants, think tanks, and other influential figures in education. Professor Becky Francis CBE, CEO of the Education

Endowment Foundation and Chair of the National Curriculum and Assessment Review, will be the principal guest speaker.

5. Year 13 Alumni Event

A special alumni event celebrating Year 13 pupils, as they take their next steps, will be held at Guildhall on Tuesday 17 June. This is a relaxed opportunity to network and connect with like-minded peers from across the Family of Schools and share their plans for the future. Pupils will enjoy a soft drinks reception and light refreshments in a historic setting and hear from former pupils who will share their experiences and offer insights, tips, and advice on navigating life after school.

6. City Schools' Health Challenge

In consultation with leads from the Family of Schools, a 'sports day-like' event has been designed for pupils who may not typically participate in regular sporting competitions or leagues, with a focus on non-competitive activities. The event, perfect for those who may not traditionally enjoy sports but would benefit from understanding the importance of staying physically active, will take place at West Ham Park on Thursday 19 June. The day will begin with a warm-up session led by Double World Champion and Olympic Rower, Rory Gibbs. Following the warm-up, pupils will be divided into four groups and rotate through a series of activities across the park, including Boxercise, Dance, Team Building, and a Scavenger Hunt.

Options

7. N/A

Proposals

8. N/A

Key Data

9. N/A

Strategic implications – Supporting others to provide outstanding education, lifelong learning, and skills

Financial implications - None, existing approved resources will continue to be deployed.

Resource implications - None

Legal implications - None

Risk implications - Risk assessments are carried out for all events to identify and mitigate potential hazards for both learners and staff members as well as those attending events.

Equalities implications – All public sector equalities duties are adhered to. 'We believe that our commitment to improving educational EEDI can play a pivotal role in creating positive life outcomes for more learners - especially those facing the most challenge. This will ultimately contribute to a fairer, more prosperous society that benefits from richer diversity of thought. It is our ambition that at all times, all learners are acknowledged and supported, to give them the best chance to flourish' Education Strategy 2024-29

Climate implications - None

Security implications - None

Conclusion

10. Members of the Education Board have been updated on recent events and activities across the Education Strategy 2024-29.

Appendices

- Appendix 1 – Calendar of meetings, forums and events for 2024-25

Vasima Patel

Events Officer

Department of Community and Children's Services

T: 07928 573390

E: Vasima.Patel@cityoflondon.gov.uk

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	City of London Academies Trust
	Forums/Events for School leaders
	Events for pupils
	Education Board Members

CoLAT Events and Meetings 2024-25	Date	Time	Location
September			
CoLAT Trust Board	19/09/2024	11:00 – 13:00	TBC
October			
CoLAT Finance & Operations / Audit Risk	04/10/2024	09:00 – 11:00	TBC
CoLAT Scrutiny Meeting	TBC	09:00 – 16:00	Meeting Room 12, North Wing
CoLAT Scrutiny Meeting	TBC	09:00 – 16:00	Meeting Room 12, North Wing
November			
CoLAT Standards and Accountability	14/11/2024	14:00 – 15:00	TBC
CoLAT People, Equality and Inclusion	22/11/2024	10:00 – 11:00	TBC
CoLAT Remuneration Committee	29/11/2024	10:00 – 12:00	TBC
December			
CoLAT Finance & Operations / Audit & Risk	06/12/2024	09:00 – 11:00	TBC
CoLAT Trust Board	13/12/2024	09:00 – 11:00	TBC
February			
CoLAT Standards and Accountability	29/02/2025	09:00 – 10:00	TBC
March			
CoLAT People, Equality and Inclusion	06/03/2025	10:00 – 11:00	TBC
CoLAT Finance & Operations	07/03/2025	09:00 – 11:00	TBC
CoLAT AGM	14/03/2025	09:00 – 11:00	TBC
CoLAT Trust Board Meeting	20/03/2025	09:00 – 11:00	TBC
May			
CoLAT Standards & Accountability Committee	16/05/2025	09:00 – 10:00	TBC
June			
CoLAT People, Equality and Inclusion	12/06/2025	10:00 – 11:00	TBC
July			
CoLAT Members' Meeting	03/07/2025	09:00 – 11:00	TBC
CoLAT Finance and Operations/ Audit Risk	11/07/2025	09:00 – 11:00	TBC
CoLAT Trust Board	17/07/2025	13:00 – 15:00	TBC



Last updated – 12 May 2025

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

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

	City of London Academies Trust
	Forums/Events for School leaders
	Events for pupils
	Education Board Members

Events and Meetings 2024-25	Date	Time	Location
October			
Ethical Education in AI Conference	01/10/2024	08:30 – 13:00	Merchant Taylor's Hall
Culture and Creative Learning Forum (Autumn)	08/10/2024	10:00 – 11:30	Bank of England Museum
Partnerships Forum (Autumn)	10/10/2024	09:30 – 11:00	COL Room 2, North Wing
Education Board	09/10/2024	14:00 – 16:00	Committee Room 1, West Wing
Education Board Away Day	21/10/2024	08:30 – 12:00	Huntley Room, London Archives
Autumn Half Term			
Between 14 October 2024 – 2 November 202 - School dates vary			
November			
Headteachers Forum (Autumn)	05/11/2024	10:00 – 13:00	Committee Room 1, West Wing
Education Strategy Launch - Stakeholders	12/11/2024	08:30 – 10:00	Livery Hall, Guildhall
Liveries Education Network (Autumn)	19/11/2024	13:30 – 16:00	COL Room 2, North Wing
Skills Forum (Autumn)	27/11/2024	08:30 – 10:00	The Flēot - Green Skills Hub
December			
Education Board	02/12/2024	10:30 – 12:30	Committee Rooms, West Wing
City Schools Concert – Launch Meet	02/12/2024	13:00 – 15:00	City of London School
Education Strategy Launch – Members only	05/12/2024	08:30 – 10:00	Livery Hall, Guildhall
Christmas Holidays			
Between 16 December 2024 - 13 January 2025 - School dates may vary			
January			
Skills Forum (Spring) – Livery Education Conference	21/01/2025	08:30 – 12:30	Merchant Taylor's Hall
Education Board	21/01/2025	14:00 – 16:00	Committee Rooms, West Wing
Culture and Creative Learning Forum (Spring)	30/01/2025	10:30 – 12:00	Gresham College
London Careers Festival - SEN Workshop 1	31/01/2025	09:00 – 16:00	COL Room 1-2, North Wing
City Schools Concert – Composition Workshops (x2)	School dependant	School dependant	Participating Schools
February			
London Careers Festival - Primary	03/02/2025	10:00 – 14:00	Guildhall Complex
London Careers Festival - Secondary	04/02/2025	10:00 – 14:00	Guildhall Complex
London Careers Festival – Young Professional Take Over	05/02/2025	09:30 – 17:30	Guildhall Complex
London Careers Festival - Creatives	06/02/2025	09:30 – 15:30	Theatre Deli, Leadenhall Street
London Careers Festival - Green Skills Hub	07/02/2025	09:30 – 15:30	The Flēot - Green Skills Hub
London Careers Festival - SEN Workshop 2	10/02/2025	09:00 – 15:30	COL Room 1-2, North Wing
Christ Hospital Maths Challenge	10/02/2025	09:30 – 15:30	Livery Hall, Guildhall
Chess Tournament Training Workshop	11/02/2025	13:30 – 15:30	Virtual
London Careers Festival	11/02/2025	All Day	Virtual
London Careers Festival	12/02/2025	All Day	Virtual



Last updated – 12 May 2025

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

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

	City of London Academies Trust
	Forums/Events for School leaders
	Events for pupils
	Education Board Members

London Careers Festival	13/02/2025	All Day	Virtual
London Careers Festival	14/02/2025	All Day	Virtual

Spring Half Term

(Between 17 February 2025 – 21 February 2025) - School dates may vary

March

Partnerships Forum (Spring)	25/02/2025	09:00 – 10:30	COL Room 2, North Wing
City Schools Concert – Final Rehearsal	28/02/2025	12:00 – 15:00	City of London Academy, Southwark
Headteachers Forum (Spring)	03/03/2025	10:00 – 13:00	Committee Room 1, West Wing
City Schools Final Rehearsal + Concert	05/03/2025	10:00 – 19:00	Great Hall, Guildhall
Chess Tournament	06/03/2025	09:00 – 15:30	Livery Hall, Guildhall
Liveries Education Network (Spring)	20/03/2025	13:30 – 16:00	The Stationers' Hall

Easter Holiday

Between 1 April 2025 – 24 April 2025 - school dates may vary

April

No events or forums due to Member Elections

LCF25 Lord Mayor's Reception of Thanks	24/04/2025	15:30 – 18:00	Mansion House
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May

Skills Forum (Summer)	14/05/2025	08:30 – 10:00	COL Room 2, North Wing
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Summer Half Term

26 May 2025 – 30 May 2025 - School dates may vary

June

Headteachers Forum (Summer)	03/06/2025	10:00 – 13:00	Committee Room 1, West Wing
Partnerships Forum (Summer)	10/06/2025	09:00 – 13:00	COL Room 2, North Wing
Education Board	10/06/2025	11:00 – 13:00	Committee Rooms, West Wing
Education Board Dinner	11/06/2025	19:00 – 22:00	Haberdasher's Hall
Year 13 Alumni Event	17/06/2025	17:00 – 19:00	Livery Hall, Guildhall
City Schools Health Challenge	19/06/2025	09:00 – 15:00	West Ham Park
Cultural and Creative Learning Forum (Summer)	26/06/2025	10:00 – 11:30	Guildhall Art Gallery
Liveries Education Network (Summer)	26/06/2025	13:30 – 16:00	Goldsmiths' University
Future Entrepreneurs pre-event	03/07/2025	09:00 – 16:00	Northeastern University Start-Up Hub
Inspiring Entrepreneurs event	04/07/2025	09:00 – 16:00	Small Business Research + Enterprise Centre



Last updated – 12 May 2025

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

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

	City of London Academies Trust
	Forums/Events for School leaders
	Events for pupils
	Education Board Members

July

Summer Holidays

4 July 2025 onwards - School dates may vary

August

Primary Results Day	N/A	N/A	N/A
Results Day (A Levels)	14/08/2025	N/A	N/A
Results Day (GCSE)	21/08/2025	N/A	N/A

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



Last updated – 12 May 2025

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

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

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Committee:	Dated:
Education Board	10/06/2025
Subject: Virtual School Headteacher Report	COVER REPORT: PUBLIC REPORT: PUBLIC
This Proposal delivers the Corporate Plan 2024-29 outcomes:	Diverse Engaged Communities Leading Sustainable Environment Providing Excellent Services
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: Judith Finlay Executive Director of Community and Children's Services	For Information
Report author: Debby Rigby Headteacher of Virtual School for Children with a Social Worker	

Summary

This report provides Members with information about the role of The City of London Virtual School. The School Development Plan, attached as Appendix 1, provides detailed information about current activity, successes, challenges and plans.

The City of London Virtual School

The City of London Virtual School promotes and supports the education of all children in care, those who have been previously looked after and those living in kinship care arrangements. The school also supports children who have a social worker or who have had a social worker in the past – known as Children with a Social Worker Ever 6, this includes Care Leavers until they are 25. Over 90% of our 18-25 young people arrived in the UK as refugees or asylum

seekers and spoke little or no English on arrival. All unaccompanied asylum-seeking young people have had a disrupted educational journey, with almost all receiving very little formal education after the age of twelve. Bespoke planning ensures access to needs led learning, including English speaking, reading and writing.

Over the past twelve months, children and families, who are in receipt of Early Help services, also access the school for support and advice, as part of an evolving programme, aiming to support children and their families at the very earliest opportunity.

Various Virtual School projects take place throughout the year to enhance and enrich the education of children and young people in all Virtual School cohorts. The school provides educational resources, technology and additional tuition to help raise attainment.

Of the current eleven children and young people with a social worker aged 0-18, seven have Education, Health and Care plans (EHCPs) and one receives special education needs support. One of our 18+ young people have an EHCP, and another two young people receive special needs support. A small group of our 18+ young people have emotional and mental health conditions that impact severely on their ability to engage in formal learning and/or work. The number currently on roll in all cohorts is 75, plus children with a social worker ever 6 and children who were previously looked after. Cohorts change as children move away from The City or no longer require the school, but approximately 90 children and young people are supported at any one time.

Outcomes and Impact

The Virtual School acts as a conduit between Education and Social Care teams and works with partners inside and outside The City of London to support children and their families. The Virtual School team work to ensure smooth educational transitions, provide additional tuition and play therapy, and have supported families with applications for Education, Health and Care plans, in complex situations.

The Virtual School collects and monitors school and college attendance and educational progress and success. The school collects daily attendance of its cohorts through ASSET (Advanced Statistical System Evaluation Tool). This system has been extended this academic year, to also include all City children with SEND who have an EHCP, so that attendance can be monitored, and support provided immediately, by the Education Welfare and SEND teams.

The Virtual School provides information, advice and guidance regarding schools, colleges, universities, apprenticeships, training and employment and works with education providers, social workers, key workers, parents and carers to support applications, attendance and successes. The impact of this is to keep NEET (not in education, employment and training) numbers to a minimum and to encourage and support young people to realise their ambitions into further and higher education and/or the world of work.

Working with the Early Help team during the school holidays, Virtual School staff have delivered activity programmes, including sport, resilience, well-being, cookery, art and drama classes. Children with special educational needs and disabilities and those with social

workers, have been encouraged to attend the holiday activities, with additional staff engaged to increase pupil/staff ratios, so that activities can be fully inclusive. These sessions have been well received by families and all feedback has been positive, with many families asking for sessions in every school holiday.

The Virtual School works in partnership with health services, particularly the Looked After Children (LAC) Nurse and 'Health Spot' (a health service for young people), so that young people can access services swiftly and avoid lengthy absences from education, training and employment. As part of its engagement and healthy schools programme, the Virtual School has a football team that meet in Shoreditch and a City staff/student tournament is planned for 3rd July 2025. The school football kit has been sponsored by a local tuition company.

The Virtual School works with City Open Spaces to provide forest school education to children and young people and with The City of London Boys School to provide enrichment opportunities for young people who are unaccompanied asylum seekers and/or care experienced. The school runs trips to the theatre and university open days and accompanies young people to careers fairs. The school finds and funds a wide variety of courses and training that lead to employment and works with schools, that City children attend, to reduce exclusion. The school works to increase school staff understanding of the challenges faced by children and young people who have, or who have had, social care involvement in their lives.

The Virtual School is currently funding a year of training for all staff working at The Aldgate School, to increase knowledge and understanding of how trauma can affect learning and behaviour. This course promotes inclusivity and staff feedback to date, has been positive. A full evaluation of impact will take place in July 2025. Additional schools, where City children attend, have been invited to receive training from September 2025.

The Virtual school runs an apprenticeship project with Partnership for Young London and currently has four apprentices studying Business Admin and Youth Work. One of the apprentices is a City Care Leaver and a fifth apprentice will start in July.

The Virtual School celebrates the achievements of its pupils in two ceremonies per year. One for all City young people in the Autumn and in July, The City of London Virtual School hosts a Pan London Shining Stars Ceremony, where two young people from each London borough are chosen for exceptional educational achievement and presented with certificates, prizes and trophies.

Current Priorities as set out in the School Development Plan

- To work effectively with an increasing number of partners and services.
- To reduce the number of care experienced young people who are not in education, employment or training (NEET).
- To embed all extended duties and include new cohort of children in kinship care.
- To increase access to the arts and sport.
- To provide successful education and enrichment projects for identified groups of children and young people

Future Plans and Priorities

Restructure of Virtual School staffing to move from school term time only to a permanent 52 week a year service.

School Development Plan 2025/2026 – young people, families and all partners' views are being sought for next year's plan.

Families in The City – the Headteacher sits on the development board to ensure Virtual School cohorts of young people are promoted and considered within any further developments, particularly the Family Hub.

Universal Youth and Play Steering Group – the Virtual School is represented on this group to look at contracted services and how they meet the future needs of children and young people in The City of London

Mentoring Project – The Headteacher has sat on the mentoring project steering group to help shape a Pan London mentoring service for care experienced young people and young people with Special Educational Needs and/or Disabilities.

Recommendation

Members are asked to:

- Note the School Development Plan, attached as Appendix 1.

Appendices

- Appendix 1 – Virtual School Development Plan

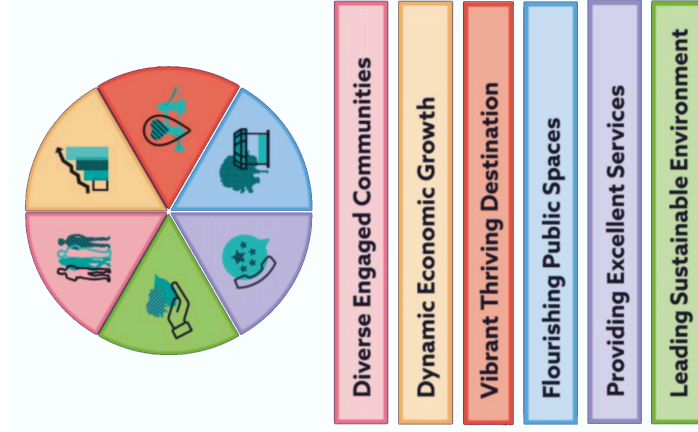
Debby Rigby
Headteacher of Virtual School for Children with a Social Worker

T: 07941 072737

E: debby.rigby@cityoflondon.gov.uk

City of London Virtual School School Development Plan

2024-2025 April 2025



Introduction

This School Development Plan sets out the planned developments of the City of London Virtual School over the next twelve months. The plan promotes high expectations of attendance, attainment and achievement for all pupils and students from 0-25 years. The plan builds on the work of the previous year and brings forward any activities not completed in the previous academic year. The plan identifies success criteria, where possible, that are both specific and measurable in terms of success. The plan reflects the school's priorities for development and how they are to be monitored and evaluated. The plan is updated termly and reported on at Senior Management Team meetings throughout the year.

Related Documentation and Supporting Evidence

Evidence to support the content and judgements within the School Development Plan can be found in a variety of documents held by the City of London Corporation.

- Ofsted Self-Evaluation Documentation
- Children and Young People's Plan
- Meeting reports and minutes
- Case notes and studies
- Personal Education Plans
- Asset Information System

Virtual School Key Functions are to:

- Monitor and promote the educational progress and achievement of Children in Care and Care Leavers
- Ensure that Personal Education Plans are current, relevant and effective
- Promote and advise on the use of the Pupil Premium Plus Grant
- Support schools and Designated Teachers to develop effective strategies and support for looked-after children and previously looked-after children
- Provide advice and guidance for social workers, parents and carers on issues relating to the education, employment and training of Children in Care, previously looked-after children and Care Leavers
- Commission or fund additional resources to support education of Children in Care and Care Leavers
- Provide information, advice and guidance to looked-after children and care leavers about education, employment and training

Additional Duties for Children with a Social Worker, funded until March 2025

- Identify, monitor and promote the educational progress and achievement of all children with a social worker or who have had a social worker in the past six years
- Enhance partnerships between education settings and social care, promoting high expectations of all children with a social worker or who have had a social worker
- Provide information, advice, education and guidance for schools, social workers, parents and carers, including kinship cares, on possible barriers to learning and issues relating to education, employment and training of all children with a social worker or who have had a social worker
- Commission or fund additional resources to support the education of all children with a social worker or who have had a social worker

Priorities and RAG Rating System

These are the priorities which will form the basis of the school improvement this academic year. Each section has its own action plan. Each priority is RAG (Red, Amber, Green) rated to indicate progress being made towards the success criteria. This rating is updated every academic term.

- Red indicates that work is unlikely to be met within the timescales.
- Amber indicates that some of the success criteria is likely to be met within timescales.
- Green indicates that all the success criteria is on track to be met within timescales.

		Priorities for Improvement	RAG Rating		
			R	A	G
Priority 1	To work effectively with an increasing number of partners and services				
1.1	Review the effectiveness and impact of the Virtual School Advisory Partnership				
1.2	Increase links with health services, to reduce the risk of poor health impacting on educational opportunities				
1.3	Manage and support four new apprentices, in association with Partnership for Young London				
1.4	Access neighbourhood funding, through service provider bids, to increase provision for Children in receipt of Early Help Services, Children with a Social Worker, Children in Care and Care Leavers				
1.5	Increase early identification of children and young people with special educational needs, within the Virtual School cohort				
Priority 2	To reduce the number of care experienced young people who are not in education, employment or training (NEET)				
2.1	To ensure there are SMART education sections in pathway plans, for all NEET young people				
2.2	To provide immediate access to online ESOL learning for new UASC arrivals and those who are or become NEET				
2.3	To increase the number of care experienced young people on apprenticeship programmes and entering higher education				
Priority 3	To embed all extended duties and include new cohort of children in kinship care				
3.1	To increase staff awareness of potential barriers to learning for CWSW in social care teams, schools and colleges				
3.2	To monitor the progress of CWSW and provide information, advice and support to parents, carers and professionals				
3.3	To provide information, advice and support to parents and carers of previously looked after children and those in kinship care				
Priority 4	To increase access to the arts and sport				
4.1	To increase the cultural capital of CWSW by providing increased access to arts education, including music, dance, drama and art				
4.2	To provide opportunities for all CWSW to have access to high quality physical education and sport				
4.3	To provide activities targeted at specific groups including preventative activities for children in receipt of Early Help				
Priority 5	To provide successful education and enrichment projects for identified groups of children and young people				
5.1	To provide Forest School, outdoor and adventure and enrichment activities for Children in Care and Care Leavers Pan London				
5.2	To provide educational resources and books to CWSW and those in receipt of Early Help services				
5.3	To provide a reading project for CWSW and CWSW Ever 6 that increases engagement in reading and provides increased access to stories and books				
5.4	To value and celebrate the achievements of all Children and Young People supported by the Virtual School				

Action Plan for Priority 1

To work effectively with an increasing number of partners and services

Supporting Evidence					
Asset Information System Dashboards					
Reports – Achieving Excellence Board (AEB) and Safeguarding Sub-Committee					
Annual Report, Ofsted 2024 report					
Mosaic					
Personal Education Plans					
Minutes of Meetings including VSAP					
Ref	Target	Actions	Success Criteria	Who	When
1.1	Review the effectiveness and impact of the Virtual School Advisory Partnership	<ul style="list-style-type: none"> Discussion to take place at the September VSAP meeting Tony to meet volunteer partners to review impact and effectiveness in more detail Tony to produce a report for CSMT Decisions made regarding continuation past pilot year 	<ul style="list-style-type: none"> VSAP meeting minutes record the discussion and views of partners Report from Tony, following meetings with a selection of partners Partners report positive impacts of shared partnership working Decision made to continue Virtual School Advisory Partnership 	Tony Debby Chris Ariel	December 2024
	1.2 Increase links with health services, to reduce the risk of poor health impacting on educational opportunities	<ul style="list-style-type: none"> Contact health for another rep on the Virtual School Advisory Partnership Virtual Head attendance at health-related meetings Virtual School Involvement in City and Hackney health project Regular meeting schedule agreed with Looked After Children (LAC) nurse 	<ul style="list-style-type: none"> Health input into Virtual School developments Virtual School staff confident to signpost young people to health support Decrease in sickness absence at school and college reported at PEP meetings Specific health related funds accessed by young people to support with health matters, particularly dentistry, to increase confidence at college and work 	Debby Ismail Rachel	March 2025
1.3	Manage and support four new apprentices, in association with	<ul style="list-style-type: none"> Complete new starter procedures Support with induction process 	<ul style="list-style-type: none"> Induction process completed Training programme set up and started 	Debby Ismail Sharon	September 2024 – August 2025

	Partnership for Young London	<ul style="list-style-type: none"> Set up apprentices with City training and college apprenticeship courses Provide opportunities to complete projects within the training Manage workstream throughout the year Provide monthly supervision and ongoing support 	<ul style="list-style-type: none"> Workstream managed to prevent under and overloading Good reports from college tutors Apprentices report feeling fulfilled and supported 			
1.4	Access neighbourhood funding, through service provider bids, to increase provision for Children in receipt of Early Help Services, Children with a Social Worker, Children in Care and Care Leavers	<ul style="list-style-type: none"> Meet with Neighbourhood Team to find out what can be funded and how to navigate the funding application process Invite team to speak to all at CSMT and PSMT so that other teams can have the opportunity to access funding 	<ul style="list-style-type: none"> Music project funded Well-being project funded Sports project funded to increase access to a variety of activities Students report positively on projects and lessons Attendance by Neighbourhood Team at PSMT 	Debby Ariel	Time	January 2025
1.5	Increase early identification of children and young people with special educational needs, within the Virtual School cohort	<ul style="list-style-type: none"> Agree regular meeting schedule with Head of Education to discuss upcoming cases Meet with The Aldgate School SENDCo termly to discuss SEND cases on the Virtual School register Check SEND of City of London CWSW or in Kinship Care and consider patterns Work with Early Help to ensure there is equality of access to advice, services and SEND support for all groups of pupils 	<ul style="list-style-type: none"> Strong links with City SEND team ensuring minimal drift and delay Regular meetings set up to discuss cases SEND included in register of all CWSW/Kinship Care Increased work with Early Help team to provide preventative support and early identification and intervention to vulnerable groups, to prevent escalation to CIN and CP Action plan to address any inequalities identified 	Debby Ismael Keisha Kirstie SEND team	Time	March 2025
Ongoing evaluation and impact						
Autumn					Summer	
<ul style="list-style-type: none"> A review of the Virtual School Advisory Partnership took place in November, led by the School Improvement Partner, Tony Gallagher. He interviewed six partners and collated views about the group's impact and effectiveness. The review report was presented at the December 		Spring <ul style="list-style-type: none"> Virtual School Advisory Partnership well attended with new members joining from health, commissioning, Open Spaces and the apprenticeship team. 			<ul style="list-style-type: none"> A 	

<p>meeting and decision made to continue with the partnership and increase membership to include additional health and City of London partners. These partners will be approached in the Spring Term. There will also be some associate members to be invited for specific items including commissioned services, members and Virtual School Heads from other LAs.</p> <ul style="list-style-type: none"> • Impact of VSAP to date includes new support for young people with job and university applications, four apprentices being appointed, increased Guildhall based and online ESOL courses for UASC, SEND developments including EHCPs and specialist education support, targeted sessions held at London careers festival, increased knowledge of national kinship agenda, reading project funding providing books to all cohorts, outstanding Ofsted report. • Links have been made with City and Hackney Health Trust and a placement secured for a Virtual School apprentice to complete training within their setting, working on encouraging more access to health services for young people. This has increased knowledge of services available and allowed school staff to signpost young people effectively to health services, so time is not spent away from education and work. Links have been made with the youth service, Society Links, and six-week placements have been arranged for two apprentices to broaden their experience of working with the young people who access the Portsoken Community Centre. This will increase staff knowledge of services available, so that they can be advertised to young people and will allow apprentices to experience and support the delivery of the national youth service curriculum. • Headteacher has attended numerous health meetings and with the Head of Children's Social Care raised health issues including dentistry, to increase access to treatment and improved confidence leading to increased access to education and work. A previously unknown funding pot is now available to access by CSC. • Induction programme for apprentices has taken place and all are enrolled on college courses and working on a range of projects to support the Virtual School, Partnership for Young London and their own personal learning and development. Literacy and Numeracy assessments are complete and further study arranged for those that require an uplift to Level 2. Good reports have been received from college tutors and apprentices report being well supported and 	<ul style="list-style-type: none"> • Health funding of £5,000 allocated to support young people with orthodontist work to increase confidence. • Virtual School staff confident to signpost young people to health support, including named people. • Apprentice completed health spot placement. • Apprentice completed school office placement. • Decrease in sickness absence in all but one young person with a social worker. • Overall attendance of CIC high except one student, who's status changed mid-term. • Overall attendance of children with child in need and child protection plans high except two students, who are now being supported with additional, specialist tuition. • On going meetings and regular discussions with staff in the SEND team ensuring support is consistent and timely. • SEND team represented at every meeting of Virtual School Advisory partnership • Success at a variety of specialist courses including security, stadium support and driving – two driving tests passed. • BSL courses secured both online and in person. • Assessment funded for young person. • Play therapy for two children delivered with excellent impact, increased attendance and attitude to learning. • Trauma informed learning course continued at The Aldgate School for all staff – feedback good. • Training delivered to social care colleagues on ASSET and barriers to learning. Education and joint training deferred to summer term. • Training provided online to designated teachers on PEPs, pupil premium and potential barriers to learning. 	
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<p>fulfilled. Apprentices have increased capacity within the Virtual School allowing increased contact with care leavers, sorting education challenges more quickly e.g. course changes, educational equipment required, application completion for work and college, this has stabilised and started to reduce numbers of long-term NEET.</p> <ul style="list-style-type: none"> • Music bid has been developed, written and submitted – there is a delay on a decision until April due to financial timescales of the delivery company. Headteacher will meet prospective provider to ensure momentum is maintained and new bid submitted. • Identification of SEND of all CIN, CP and CIC, recorded on dashboard. Increased contact with SEND and EH teams to ensure joined up, effective working, especially in complex cases. Some Early Help case support to avoid drift and delay and prevent exclusion. • Joint education/social care/Virtual School training planned for January and April 2025 to cover the new Education Strategy, SEND, new education and social care duties and effective, supportive team working. <p>HAF funding secured to deliver a Christmas holiday well-being project with EH team targeting primary aged children aged 4-11 in receipt of free school meals alongside those on EH, CIN, CP and CIC registers. 32 children attended – 28+ each day. Parents and children reported that their children benefitted from the sessions, really enjoyed them and have requested more sessions in the next school holidays.</p>	<ul style="list-style-type: none"> • Headteacher and Deputy attended NAVSH conference including all workshops and DfE and Ofsted briefings. • Families in the City - the Virtual School is sitting on the development board to ensure Virtual School cohorts of young people are promoted and considered within any further developments. • Universal Youth and Play Steering Group – the Virtual School is represented on this group to look at contracted services and how they meet the future needs of children and young people in The City of London • The headteacher has been sitting on the mentoring project steering group to help shape a Pan London mentoring service for care experienced young people and young people with SEND. • HAF funded Easter holiday project for children and young people aged 4-18 years. Virtual School and Early Help Team delivering alongside contracted provider of KABs. Cookery, art and drama lessons for young people 11-18. 	
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Action Plan for Priority 2		
To reduce the number of care experienced young people who are not in education, employment or training (NEET)		
<p>Targets</p> <p>2.1 To ensure there are SMART education sections in pathway plans, for all NEET young people</p> <p>2.2 To provide immediate access to online ESOL learning for new UASC arrivals and those who are or become NEET</p> <p>2.3 To increase the number of care experienced young people on apprenticeship programmes and entering higher education</p>		<p>Supporting Evidence</p> <p>Pledge to Children and Young People</p> <p>Asset Information System</p> <p>Mosaic Education Information</p> <p>Personal Education Plans</p> <p>Pathway Plans</p> <p>Care Leaver Offer and Pledge</p> <p>Ofsted Report 2024</p>

Ref	Target	Actions	Success Criteria	Who	Cost	When
2.1	To ensure there are SMART education sections in pathway plans, for all NEET young people	<ul style="list-style-type: none"> Look through a cross section of pathway plans and collate information contained Provide training for social workers on education and the importance of all being in education, employment and training Provide creative, alternative learning solutions to re-engage young people who have been NEET for some time Increase Virtual School footprint on mosaic systems to increase information sharing to support SMART targets in pathway plans 	<ul style="list-style-type: none"> Audit of pathway plans completed and collation of current information within Additional educational information in pathway plans to prevent young people becoming or staying NEET Training session on education and prevention of young people becoming NEET Programmes in place to support young people as they transfer between education, training and work Activity tracked between teams to reduce NEET by 50% 	Debby Rachel Social Workers Joshua	Business Admin by apprentices Additional Virtual School time to share information between systems	November 2024 audit July 2025 NEET reduction
2.2	To provide immediate access to online ESOL learning for new UASC arrivals and those who are or become NEET	<ul style="list-style-type: none"> Work with TLC Live to provide online learning for all new arrivals within the first five days of arrival Work with TLC Live to provide engaging sessions to re-engage long term NEET young people Provide assessments for new arrivals and re-engagers through Guildhall onsite college 	<ul style="list-style-type: none"> All young people provided with laptops and online tuition within five days of arrival Reengagement tuition available through TLC Live to help bring long term NEET young people back into the world of education, training and employment Assessments for new arrivals available within ten days of arrival. Positive feedback from young people and carers on tuition provided 	Ismail Rahil Yahya Emilia	£5,000 plus pupil premium funding for children and young people up to 18	September 2024
2.3	To increase the number of care-experienced young people on apprenticeship programmes and entering higher education	<ul style="list-style-type: none"> Work with a variety of partners to ensure care experienced young people can access apprenticeship opportunities Collate a variety of apprenticeship options for young people and advertise these widely to increase awareness and participation Partner with TEDI London and King's University to provide pre-entry courses that allow young people to show their talent and potential to study at university Provide driving tuition for young people to enable them to access more work and training opportunities 	<ul style="list-style-type: none"> Secure four partners working with The City Virtual School to provide apprenticeship opportunities for care experienced young people Run apprenticeship day, for at least twelve City young people, within the City of London careers festival, to increase awareness and increase participation Attendance by at least four City care experienced young people on TEDI pre-university programme 	Debby Ismail Matilda Barbara Melody King's Uni TEDI Joshua Yahya Support from Prospects Adviser Matilda	£4,000 Apprenticeship days and TEDI project Business Admin by Apprentices £3,000 Driving Tuition	July 2025

Ongoing evaluation and impact

Autumn	Spring	Summer
<ul style="list-style-type: none"> • An increased focus on NEET, prevention and early identification has meant that young people are NEET for shorter periods of time and helped young people back into employment and education more quickly. • New NEET form to collate activity with young people who are NEET to show efforts and actions of officers being completed by social workers. • Increased mosaic footprint of Virtual School and its activities. • All spreadsheets updated with qualifications and destinations. • Caring Life passwords received to improve storage of educational information, certificates and photographs. • All young people provided with laptops and online tuition within five days of arrival into care – 80% within three days. • 100% of Personal Education Plans completed within statutory timescale. • Increased online tuition used to re-engage long term NEET and encourage back into learning, three long term NEET now learning online. • TEDI university day held on Wednesday 30th October, with all apprentices and an additional four care experienced young people, taking part. • Two young people funded and supported to complete the Security Industry Authority (SIA) license providing them with employment opportunities in the security industry. • Six young people funded and supported to complete the Highfield Level 2 in Spectator Safety providing them with employment opportunities at events at the London Stadium. • Twelve care experienced young people places have been booked for careers festival on Tuesday 4th February 2025. • More work to be undertaken with data team and social workers to ensure recording of NEET is accurate and timely. 	<ul style="list-style-type: none"> • New arrivals received support within hours of arrival, resources, online learning, assessments, PEPs, followed by smooth transitions on national transfer scheme to welcoming local authorities. • All PEPs completed within timeframes. • Increased focus on NEET by social care and education colleagues, has led to earlier alerts to the Virtual School when young people move outside of education, employment and training, leading to more timely interventions. • Additional work with Shaw Trust has provided UCAS support, visits to job centres and access to courses and employment for three young people. • Positive feedback from young people regarding online and face to face tuition provided by the school. • Four young people attended TEDI open day events along with all apprentices. • Careers Festival offered specific sessions for care experienced young people on a variety of careers and apprenticeship opportunities. • Additional youth worker apprentice position secured, and interviews held. • John Lewis partnership work led to three young people coming forward for work experience and interview possibilities. • Bespoke courses secured for young people, railway engineering, motor mechanics, beauty. 	<ul style="list-style-type: none"> • A

Action Plan for Priority 3

To embed all extended duties and include new cohort of children in kinship care

Targets			Supporting Evidence Attendance Strategy Asset Information System Mosaic Education Information Website Family Information Service Minutes of Meetings including VSAP						
3.1 To increase staff awareness of potential barriers to learning for CWSW in social care teams, schools and colleges 3.2 To monitor the progress of CWSW and provide information, advice and support to parents, carers and professionals 3.3 To provide information, advice and support to parents and carers of previously looked after children and those in kinship care									
Ref	Target	Actions	Success Criteria	Who	Cost	When			
3.1	To increase staff awareness of potential barriers to learning for Children with a Social Worker in social care teams, schools and colleges	<ul style="list-style-type: none">Plan and deliver training to social care teams, school and college staff on barriers to learning and how these can start to be overcomeProduce and distribute leaflets to raise awareness, providing information and signpostsProduce and display pull up notice boards to increase awareness amongst City of London staffTo bring over from last year – to continue to update school policies and share these with partners	<ul style="list-style-type: none">Training attended by social work, school and college staffLeaflets described as helpful and informative by servicesContacts made to Virtual School from advertising services and supportAll Virtual School policies updated and shared	Debby Ismail Joshua	£2,000 training	March 2025			
3.2	To monitor the progress of Children with a Social Worker and provide information, advice and support to parents, carers and professionals	<ul style="list-style-type: none">Collect progress information of CWSW from social workers, parents, carers and schoolsAdvertise advice and support to parents, carers and professionals	<ul style="list-style-type: none">Data base complete of all CWSW of progress in specific subjectsVirtual School approached for advice and support from schools, colleges, parents, cares, young people and professionals	Debby Ismail	£4,000 ASSET system	March 2025			
3.3	To provide information, advice and support to parents and carers of previously looked after children and those in kinship care	<ul style="list-style-type: none">Identify all CWSW Ever 6 and those in Kinship Care and provide information to parents and carers about education support and adviceAdvertise support for Post Looked After Children to parents and carersRespond to requests for support and advice	<ul style="list-style-type: none">Cohort information updatedLeaflets sent to all cohortsResources provided including additional tuition, if required	Debby Ismail	£2,000	November 2024			
Ongoing evaluation and impact									

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Training set up with KCA to be delivered to all staff at The Aldgate School over this academic year to increase knowledge and understanding of trauma informed learning and neuro diversity. First sessions were well received, and more are planned for the Spring term with a full review of impact in July 2025. • All policies updated and approved by School Improvement Partner and Ofsted. • Prior Western approached the Virtual School for advice and support regarding a child in need of support – this has led to Early Help Services being involved and therapeutic support being provided. The Aldgate School have approached the Virtual School for support regarding trauma informed learning and support for Post LAC adoption cases. Post LAC funding has been transferred to the school and is providing additional tuition, resources and activities for children who have secured permanency through adoption. <p>Training sessions booked for the year.</p> <p>Thursday 16th January 2025 Social care and education shared training 2pm-3.30pm</p> <p>Wednesday 5th February 2025 Designated Teacher for CIC training 4pm-5pm online</p> <p>Thursday 24th April 2025 Social care and education shared training 2pm-3.30pm</p>	<ul style="list-style-type: none"> • Policies updated and risk assessments prepared for activity days. • Virtual School approached for advice 15 plus times per week by various partners, including young people. • Additional tuition provided to all cohorts for those between courses, those requiring extra support and for those preparing for formal examinations. • Progress and exam information updated on ASSET system providing evidence of ongoing progress and success. • NEET recorded on mosaic and updated following monthly meetings has led to more timely, accurate data. • Virtual School QA visit in March to a residential special school with recommendations suggested for improvements. • Restructure of Virtual School continues with contract extended for interim Deputy Head. 	<ul style="list-style-type: none"> • A

Action Plan for Priority 4				
To increase access to the arts and sport				
Targets	Supporting Evidence			
4.1 To increase the cultural capital of CWSW by providing increased access to arts education, including music, dance, drama and art 4.2 To provide opportunities for all CWSW to have access to high quality physical education and sport 4.3 To provide activities targeted at specific groups including preventative activities for children in receipt of Early Help	Asset Information System Mosaic Education Information Newsletters Minutes of Meetings including VSAP			
Ref	Target	Actions	Success Criteria	Who Cost When

4.1	<ul style="list-style-type: none">To increase the cultural capital of Children with a Social Worker by providing increased access to arts education, including music, dance, drama and art	<ul style="list-style-type: none">Work with Lyceum Music at The Barbican to offer musical instruments and music tuition to all Virtual School cohorts and families in receipt of Early Help servicesPlan drama event with Freemans School and City of London Boys School to increase confidence and communication skillsPlan dance event for cohorts within Virtual SchoolProvide art enrichment events for children and young people	<ul style="list-style-type: none">Lyceum music funded by Neighbourhood Fund to deliver music tuition and provide instrumentsDrama event held in The City with high attendance, more than 20 young people from Pan London, reporting increase confidence and communicationDance event planned for children and young people in Virtual School cohortArt activities taking place in Epping in Forest School Days and at City of London Boys School	Debby Ismail Ariel	£2,000	April 2025
4.2	<ul style="list-style-type: none">To provide opportunities for all Children with a Social Worker to have access to increased physical education and sport	<ul style="list-style-type: none">Collate database of sporting interestsCollate current activity and plan according to interestWork with agency to place young people in clubs and societies across LondonProvide KABs activities to cohorts within the Virtual SchoolSet up regular football team practice for Virtual School and play against City staff in a summer tournament	<ul style="list-style-type: none">Database complete showing interest and current activityAgency secured and young people engaging in interested sporting activitiesFootball team meeting monthly with high attendance – at least fiveSummer football tournament with young people playing against City staffCricket trip to Lords for all interested young people in the Virtual School and City of London enrichment project	Debby Ismail Apprentices	£2,000	April 2025
4.3	<ul style="list-style-type: none">To provide activities targeted at specific vulnerable groups including preventative activities for children in receipt of Early Help	<ul style="list-style-type: none">Bring over from last year's plan a well-being project targeted specifically for women and girls, decided upon by this small group, within the Virtual School cohortProvide arts and sport-based project during the Christmas holidays for children with a social worker and those in receipt of Early Help services	<ul style="list-style-type: none">Projects take place and are attended by over 50% of specific group cohorts	Debby Ismail Keisha Apprentices	£9,000 Holiday Activity Fund (HAF)	December 2024
Ongoing evaluation and impact						
Autumn <ul style="list-style-type: none">Lyceum Music bid was discussed, planned, written and submitted. A decision was delayed until April due to financial accounts being required by the company for a set amount of time. New bid submission planned for March/April 2025.		Spring <ul style="list-style-type: none">Freemans School and City of London Virtual School planning for Drama event to be held in the Summer Term.		Summer <ul style="list-style-type: none">A		

<ul style="list-style-type: none"> • Art activities took place in Epping Forest on 11th October and a piece of work is now displayed on the fifth floor of The Guildhall. • A Christmas HAF funded Education Holiday Club was planned and delivered in partnership with the Early Help Team on 30th/31st December and 2/3 January for children attending The Aldgate School on FSM and primary children in receipt of EH, in Care or on CIN or CP plans. High attendance with children returning for sessions in high numbers and reporting that the club was 'fun' 'exciting' 'friendly' and 'lovely!' Parents expressed thanks to staff for a 'great' week. Some said how grateful they were for the support provided regarding childcare, others were pleased that their children were being offered fun activities and lunch and many asked if something similar could be provided at half term and Easter. • Football team has been formed and met on 21st November for the first training session. This was popular, with nine young people attending. More sessions planned in Spring term with a staff/student tournament at the end of the football season. <p>Link made with Access to Sport, who hold and provide information of all sporting clubs available across London, so that young people can be linked easily and access sports that interest them.</p> <p>A school trip to The Lyceum Theatre was held on 19th December to see The Lion King. Seven staff and twenty-two young people attended and thoroughly enjoyed the performance. 'Amazing' 'unbelievable' 'fantastic' 'brilliant' were some of the words used to describe the performance by the young people.</p> <ul style="list-style-type: none"> • All female care leavers were invited to a well-being nail session run by one of the care leavers as part of her course. As only a young female apprentice attended, other female staff joined the session to act as models for the care leavers' coursework. Following up with the non-attenders revealed that the time and date clashed with other activities and another date will be diarised in the Spring term. 	<ul style="list-style-type: none"> • Lyceum music bid ongoing – needs further follow up in May. • Care2Dance applying for neighbourhood funding with delivery to start in September 2025. • Sponsorship for football kit secured – funded by TLC Live. • Football kit designed, led by apprentice and co-produced with young people. • Football Tournament planned and booked in Shoreditch, for Thursday 3rd July. Participants invited including Town Clerk. • Summer cricket trip planned. • Easter holiday school drama, art and cookery activities for 11–18-year-olds. • Springtime in Epping Forest booked for 25th April, watercolour art and bluebells. • Enrichment project days booked and planned at City of London boys' school – this year pan London UASC invited. Dates 30th April and 11th June. • Headteacher attends Pan London working groups for Post Looked After Children (PLAC) and Kinship Care, Unaccompanied Asylum-Seeking Children (UASC) and Children with a social worker (CWSW). These feed into the DfE and help to define future service delivery across London. 	
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Action Plan for Priority 5

To provide successful education and enrichment projects for identified groups of children and young people

Supporting Evidence							
Project Case Studies Photographs Asset Information System Mosaic Education Information Newsletters Minutes of Meetings including VSAP				Who	Cost	When	
Targets				Success Criteria			
Ref	Target	Actions	Success Criteria	Who	Cost	When	
5.1	To provide Forest School, outdoor and adventure and enrichment activities for Children in Care and Care Leavers Pan London	<ul style="list-style-type: none"> Plan an annual programme of forest school days in each of the four seasons Plan activities to include music, art and drama as well as campfires, walks, kite flying and nature-based activities 	<ul style="list-style-type: none"> Young people from City of London Virtual School and other London boroughs attending forest school activities Young people provide positive feedback on activities 	Debby Ismail Yahya Emilia	£1,200 Business Admin by apprentices	Four times 2024-2025	
5.2	To provide educational resources and books to CWSW and those in receipt of Early Help services	<ul style="list-style-type: none"> Order a selection of age-appropriate culturally diverse books and resources Order stickers from the Virtual School for all books and resources Set up 'shop' in social work area Encourage social workers to take books and resources on their visits to children and young people Select and order educational toys for pre-schoolers in the Virtual School 	<ul style="list-style-type: none"> Selection of books and educational resources freely available to social workers to deliver to children and young people Social Workers actively taking resources out to children and young people on visits Children in Early Years provided with educational toys and resources 	Debby Ismail Yahya Emilia	£2,000	December 2025	
5.3	To provide a reading project for CWSW, Early Help and CWSW Ever 6 that increases engagement in reading and provides increased access to stories and books at home	<ul style="list-style-type: none"> Book Storytime magazine to be delivered to all primary school aged CWSW and those on Early Help for one year Provide a selection of book tokens, books and magazines to children and young people in Virtual School cohorts 	<ul style="list-style-type: none"> Storytime magazine being delivered to all primary aged children in Virtual School cohort Book tokens sent to young people Magazine subscriptions set up for young people to encourage interest and knowledge 	Debby Ismail Yahya Emilia	£3,000 Project funded by Education Strategy Team	July 2025	
5.4	To value and celebrate the achievements of all CWSW	<ul style="list-style-type: none"> Identify all successes, exam results, course qualifications and special awards from previous year Plan and deliver a celebration event for all young people in the Virtual School Plan and deliver a Pan London event where two care experienced young 	<ul style="list-style-type: none"> Identification of all results and successes recorded in database Celebration event attended by young people, carers and City officers Shining Stars event hosted by The City of London with increased number of LAS attending – more than 24 	Debby Ismail Yahya Emilia Ariel Joshua	£5,000 City Celebration £10,000 Shining Stars plus TLC Live to	July 2025	

	people from each Local Authority (LA) are recognised for extraordinary achievement	● Excellent feedback from both celebration events		fund prizes and decorations
Ongoing evaluation and impact				
Autumn <ul style="list-style-type: none"> Autumn in the Forest Day held in Epping on Friday 11th October – eight young people attended with the HT and DHT, a ranger from Open Spaces and an Epping Forest volunteer. The session focused on the collection of natural materials to create artwork inspired by Andy Goldsworthy. A natural mandala was created and photographed and is now on display on the fifth floor. The young people who attended reported an increased sense of well-being, an increased knowledge of artists who create with natural materials and three young people said they appreciated the opportunity to speak to education staff in the Virtual School about their college courses and future education plans. 	Spring <ul style="list-style-type: none"> Forest School day held on January 17th with 12 young people attending. Focus on nature, seasonal changes and the migration of birds, positive feedback from young people and teachers from other Virtual Schools. School shop constantly updated with resources for young people so that social workers can deliver on visits. Books and book vouchers distributed to young people to support school and college work. Storytime magazine monthly subscription to be renewed in late April, following positive reports from school and young people. Two children in Early Years provided with educational resources to meet needs, one with SEND. One care experienced young parent linked with charity support. Planning for Shining Stars event, lanyards, food, venue, entertainment, invitations out to all London's Virtual Schools, minister contacted, mayor's office, DfE officers, senior leaders from across The City Corporation – acceptance from all. Photographer still to be sourced. October celebration booked for City young people. Ongoing collection of mid-year results and new storage collection system on ASSET to show progress over time. 			
<ul style="list-style-type: none"> A shop has been set up on the fifth floor with educational equipment and storybooks for social workers to take on visits to children and young people. This has increased access to stories, books and resources for CWSW. A Maths set has been delivered to a young person on a maths course, enabling him to continue with his college course. Book tokens and All 4 One vouchers have been provided to young people to purchase school equipment and books and all have thanked the Virtual School for the resources. A selection of language dictionaries has been purchased and passed to young people on arrival in the UK. 	Summer <ul style="list-style-type: none"> A 			

<ul style="list-style-type: none"> • All examination and test results for 2023/2024 have been collected and collated and destinations for 2024/2025 have been recorded. • A Celebration Event was held on Monday 11th November in the Livery Hall. 28 children and young people were awarded trophies and £50 vouchers. Young people were asked for their views on the event, and all replied positively, saying that the venue was wonderful, the increased value of the vouchers was appreciated (£25 to £50) and that it was good to have so many staff attending that they could talk to in person. They also reported that the food and drink was delicious and much better than last year! Ian Thomas and Helen Fentiman presented the prizes and Ian offered to fund a professional photographer for the next Celebration events. • Shining Stars is booked for Pan London Virtual Schools for Monday 14th July 2025. 32 Virtual Schools have been invited. The Virtual Schools Summer Term Headteacher meeting will be held in The Guildhall during the day of 14th July in corporate rooms, to allow the sharing of good practice, the preparation of a joint response to the DfE of increased statutory duties and strategic planning for the next academic year. 	<ul style="list-style-type: none"> • Use of Caring Life and mosaic to store examination certificates so that young people can access them in the future. • Photograph permission forms agreed to be circulated to allow for images to be used for celebration of the work of young people and advertisement of activities.
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City of London Corporation Committee Report

Committee(s): Education Board	Dated: 10/06/2025
Subject: London Careers Festival 2025 Evaluation and Recommendations	Public report: For Information
This proposal: <ul style="list-style-type: none"> delivers Corporate Plan 2024-29 outcomes 	Diverse Engaged Communities Providing Excellent Services
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	n/a
What is the source of Funding?	Education Board
Has this Funding Source been agreed with the Chamberlain's Department?	n/a
Report of:	Judith Finlay, Executive Director of Community and Children's Services Dr Deborah Bell Strategic Education and Skills Director
Report author:	Jamie Hannon, Lead Partnerships and Programmes Officer

Summary

This report updates Members on the outcomes of the London Careers Festival (LCF) 2025 which engaged primary and secondary school pupils, sixth form and college students, including those with special educational needs and disabilities (SEND), all from across London and adjacent counties. Pupils and students took part in work-related and skills development activities at in-person sessions and showcases at the Guildhall, on-location sessions at partner business locations, and online sessions that were hosted by the LCF online festival delivery partner and were broadcast live into primary and secondary school classrooms.

The full report in **Appendix One** further examines the achievements of LCF and makes recommendations for subsequent years.

Recommendation(s)

Members are asked to:

- Note the LCF 2025 evaluation report.
- Note the recommendations for LCF 2026 and onwards.

Main Report

Background

1. Since 2019 until 2024, LCF was delivering on the City of London Corporation (CoLC) commitment to ensuring learning is linked to the world of work at all stages to enable learners to make informed career choices.
2. The 2025 festival, and those going forward, deliver on CoLC commitments of:
 - 2.1 improving employability (Education Strategy 2024-29),
 - 2.2 supporting educational excellence (Education Strategy 2024-29),
 - 2.3 providing excellent services (Corporate Plan 2024-29),
 - 2.4 and diverse engaged communities (Corporate Plan 2024-29) through working to increase participation in co-creating and delivering services.
3. The 2025 festival adopted the three festival aims that were proposed in the LCF 2024 evaluation report (presented at Education Board meeting of 17 June 2024) and act as clear and communicable motifs in support of the CoLC commitments. They are:
 - 3.1 **Mobilise:** Mobilise organisations operating in the Square Mile to be career advocates, including of apprenticeship routes and entrepreneurship.
 - 3.2 **Inspire:** Inspire young Londoners to consider a Square Mile connected career.
 - 3.3 **Support:** Support those facing the most challenge to explore the skills required for Square Mile connected careers.

Current Position

4. LCF 2025 was delivered between 3 February to 14 February 2025.
5. The in-person week (3 February to 7 March) was structured as follows:
 - Monday 3 February – Primary (*Livery Showcase and other workshops*)
 - Tuesday 7 February – Secondary and Post-16 (*Livery Showcase, Careers and Apprenticeships Expo, and other workshops*)
 - Wednesday 8 February – Young Professionals Conference for sixth form students interested in financial and professional services (*Plus additional workshops*).
 - Thursday 9 February – On-location sessions hosted at partner businesses, including the Creative Careers Day at Theatre Deli.
 - Friday 10 February – On-location sessions hosted at partner businesses, including the Green Skills Day at The Green Skills Hub.
6. Sessions as part of the online festival (delivered across 6 Feb to 12 Feb) included:

- Five interactive workshops for primary school classes co-led by industry professionals. They included sessions exploring roles in science, construction, and emergency and public services. One session focused on the skills needed for the workplace, and a session for the younger ages called 'Redraw the Balance' challenged stereotypes through engaging drawing activities.
 - Two interactive sessions for secondary school classes co-led by industry professionals. One session explored social media and IT, and a final session explored careers in trades and craftsmanship.
7. The delivery partner for the online sessions challenged stereotypes through the recruitment of industry volunteers that went against assumptions about who typically works in an industry.

Key findings from LCF 2025:

8. The following points provide headline summaries from the full evaluation report contained in **Appendix One**:
- An estimated 10,367 young people attended LCF 2025. Of these, 4,710 attended a live online session and 5,657 attended in-person. It is the highest in-person attendance since the festival began in 2019.
 - 167 businesses, training providers, and livery companies participated in the delivery of LCF 2025. They helped provide 48 insight sessions or workshops, of which 10 specialist sessions were available for those differently abled or with additional needs.
 - 14 partner businesses hosted one or more of the insight sessions or workshops on-location at a site or office in the Square Mile and beyond. This is an increase of 75% on 2024 and is the output of officer efforts to mobilise business support.
 - 85% of young people rated their experience as excellent or good, a rating that remains within a stable range across years 2023-25. Learners who attended an in-person session agreed that LCF helped them to:
 - Think about new careers options.
 - Understand how to gain new skills.
 - Discover new careers that [they] didn't know about.
 - Pupil feedback from the online week indicated that pupils discovered jobs that they did not know about. Teachers appreciated the time given to answer questions and said that pupils were noticeably keen to engage.

9. Key insights:

- 9.1 The festival continues to support schools with pupils receiving additional support in the way of Pupil Premium (PP). Around two thirds of the schools that attended an in-person session had a PP level of 31% or more.

- 9.2 The 2025 festival had increased engagement from schools in boroughs with previously low engagement. This is due to a targeted awareness raising campaign.
- 9.3 The top three industries that were both well-represented at LCF and of interest to young people were, Architecture and Construction; Creative, Design, and Performing Arts; Science, Technology, and Engineering.
- 9.4 There were two industries that were of interest to young people but were underrepresented at LCF. They are Business and Entrepreneurship; Online and Social Media.
- 9.5 The ability to have detailed conversations with employers, industry professionals, and training providers continues to be highly valued by attendees.
- 9.6 There was high demand for sessions that were inclusive of or designed specifically for pupils who are differently abled or have additional needs.

Options

Item for information only.

Proposals

10. Four of the eight recommendations for 2026 are listed here (10.1 to 10.4). All eight recommendations can be found in **Appendix One**.

10.1 Empowering young people to feel like they could work in central London.

- 10.1.1 Increasing the number of workplace experiences in the Square Mile could support young people to feel like they want to work there.
- 10.1.2 Reinforcing the LCF approach of diverse representation and challenging stereotypes.

10.2 Increasing representation of sectors of interest to the attendees:

- 10.2.1 Business and Entrepreneurship
- 10.2.2 Online and Social Media

10.3 Young people sharing their own perspective and interacting with other young people

10.4 Enhancing on-the-day festival operations

Key Data

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

Corporate and Strategic Implications –

Strategic implications

11. LCF aligns with strategy outcomes as follows:

- 11.1 Corporate Plan 2024-29, contributing to Actions 1, 5, and 6 under the theme of Providing Excellent Services and Action 1 under Diverse, Engaged Communities demonstrated by businesses operating in the Square Mile taking part in LCF.
- 11.2 Education Strategy 2024-29, contributing directly to Outcomes 1 to 4 under Improving Employability in the Education Strategy 2024-2029.
- 11.3 LCF is a key contributor to the Destination City outcome of an inclusive and welcoming destination which attracts the next generation of talent.
- 11.4 As outlined in these strategies, the City of London Corporation aims to improve social mobility and reduce inequalities while supporting outstanding education, lifelong learning, and skills. LCF provides improved career prospects for young people, particularly those facing the most challenge, by helping them to better understand how to secure the career of their choice in the Square Mile or be better equipped to start and run businesses.

Financial implications

- 12. The LCF budget is utilised to mobilise the festival's partners and volunteers by underpinning their efforts with planning and operational support. Furthermore, most of the specialist workshops for those with additional needs require some element of professional support provided by the LCF team or a specialist supplier. Continued financial support would secure this 'hybrid' approach that utilises volunteers, professionals, and officer capacity to ensure the festival is both delivered well and open to those of all abilities.

Resource implications

- 13. The festival will continue to need operational support from external contractors and continued strategic oversight by officers within the Education Strategy Unit.

Equalities implications

- 14. Over two thirds of the schools that booked for LCF 2025 had a Pupil Premium (PP) rate of 31% or higher. Most schools that were new for 2025 had a PP rate of 31-60%, showing the increased reach of the festival to those schools receiving additional support.

15. Ten sessions were provided for learners differently abled or with additional needs. A designated quiet space was retained, as in previous years, ensuring an inclusive environment for those who are neurodiverse. Additionally, a training webinar on leading sessions for those who are neurodivergent was attended by fifteen festival partners or volunteers.

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

Conclusion

16. The London Careers Festival continues to provide a platform that mobilises City businesses and Livery Companies to support young Londoners with careers information and choices. Year-on-year, the festival has successfully grown its reach and engaged new schools, increased business participation, responded dynamically to attendee feedback and developments in the jobs market, plus enhanced its offer to those differently abled or with additional needs.
17. Future festivals should utilise the growing support of the business community and the increased popularity with schools across London to further showcase the Square Mile as a place of opportunity that welcomes all young Londoners.

Appendices

- **Appendix One - London Careers Festival 2025 Evaluation Report**

Jamie Hannon

Lead Partnerships and Programmes Officer

Education Strategy Unit

E: jamie.hannon@cityoflondon.gov.uk



LONDON CAREERS FESTIVAL

2025 Evaluation Report



A full report that includes

- Programme and planning information
- Data analysis and maps
- Feedback and testimonial
- Recommendations

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The London Careers Festival

The London Careers Festival is a free annual event convened by the City of London Corporation. By inspiring young Londoners, supporting those who face barriers, and mobilising businesses, the festival showcases an inclusive Square Mile with career opportunities for all.

The London Careers Festival (LCF) is an annual event open to primary and secondary schools, sixth forms and colleges, and those aged up to 25. Since its inception in 2019, it has grown into a flagship educational event, bringing young people from across London and neighbouring counties to the City of London Guildhall for industry insight sessions, careers workshops, and expositions that showcase London businesses, learning providers, and Livery Companies and their connected industries. Since 2020, the festival has also included an online virtual festival that sees career-themed workshops streamed live into primary and secondary school classrooms, and from 2022 has continued in a hybrid way with both an in-person week and an online week.

In 2019 the festival was created to serve the City of London Corporation's Education Strategy 2019-2023 commitment to ensuring learning is linked to the world of work at all stages to enable learners to make informed career choices. The festival now supports the Education Strategy (2024-2029) themes of ***Improving Employability and Supporting Educational Excellence*** (see next page).

Gatsby Benchmarks

The festival continues to support teachers from participating schools to deliver on five of the eight recommended Gatsby Benchmarks for careers provision. The festival supports directly with the following benchmarks in the ways noted:

#2	Learning from career and labour market information	At exhibitor stalls and some sessions
#4	Linking curriculum learning to careers	Exhibitors and workshop providers are encouraged to link careers to what pupils are learning in school.
#5	Encounters with employers and employees	At exhibition stalls and in insight sessions.
#6	Experiences of workplaces	Available at on-location sessions.
#7	Encounters with further and higher education	At exhibitor stalls.
#8	Personal guidance	At exhibitor stalls and some sessions, for example, speed mentoring.

Education Strategy 2024-2029

The London Careers Festival best aligns with Outcomes 1-3 of the Improving Employability priority, and Outcome 4 of the Supporting Educational Excellence priority in the Education Strategy 2024-2029.

Priority Theme: Improving Employability
[1] Learners facing the most challenge have a strong grasp of careers options, are aware of high-quality City-based development opportunities including mentoring and apprenticeships, and build connections with professionals and practitioners.
[2] Learners [...] who are aspiring entrepreneurs are aware of and motivated to engage with the business support services available to them via the City Corporation.
[3] Learners of all ages are more compelled by and inspired to develop green employability skills and are connected with Green Careers pathways.
Priority Theme: Supporting Educational Excellence
[4] More learners engage with the City Corporation's places and spaces through unique enrichment opportunities which offer the chance to build their skills and knowledge, as well as their social and cultural capital.

Corporate Plan 2024-2029

By mobilising Square Mile businesses to inspire and support young Londoners with skills and knowledge around Square Mile connected careers, LCF is promoting participation and enabling social mobility and learning. The Corporate Plan actions that LCF aligns with are listed below.

Outcome: Providing Excellent Services
Action 1 - Support others to provide outstanding education, lifelong learning, and skills.
Action 5 - Promote the health, wellbeing, and quality of life of people of all ages.
Action 6 - Focus on equality, diversity, and inclusion to improve social mobility and reduce inequalities, including health inequalities.
Outcome: Diverse Engaged Communities
Action1 - Engage with all our communities across the City, working to increase participation in co-creating and delivering services.

Destination City

The London Careers Festival is a key contributor to Destination City outcomes.

Outcome:
An inclusive and welcoming destination which attracts the next generation of talent.
Measure – Number of people attending the London Careers Festival.

Vision, Mission, and Aims

Vision – An inclusive Square Mile with career opportunities for those from underrepresented groups, from areas of deprivation, and those who are neurodiverse, have special educational needs, or are differently abled.

Mission - To mobilise Square Mile connected businesses to inspire and support young Londoners with their career prospects.

Aims of the Festival

The London Careers Festival aims to:

London Careers Festival Aims 2025 to 2029	
Mobilise	Mobilise organisations operating in the Square Mile or connected to City Corporation to be advocates for Square Mile connected careers, including apprenticeship routes and entrepreneurship.
Inspire	Inspire young Londoners to consider a career connected to the Square Mile by creating interactions and connections with the variety of job roles available in organisations operating there.
Support	Support festival attendees aspiring to a Square Mile connected career to know and explore the skills required, especially those facing the most challenge because of their different ability or barriers to opportunity.

Case Study: E.On



Raising awareness of their business with primary, secondary, and post-16

E.On's Citigen team are keen to develop their programme for young people, introducing them to careers at E.On and showing that there are roles for all interests - "it's not just about heating and hot water". This is their first year as an LCF business partner.

LCF supported E.On to connect with a variety of ages:

- Activity stall at the Livery Showcase for Primary
- Activity stall at the Careers & Apprenticeships Expo
- 14 Year 12 pupils visit the Citigen site



On-location at the Citigen site

“What we found is that young people don't know a lot about us. For them to become aware of what we do and the range of careers that we offer was really important to us. ...but also for [young people] finding out how they might make their GCSE choices and who they can work for in the future. LCF is an excellent opportunity to promote careers to young people.



*Content Creation Masterclass,
representing Online and Social Media sector*

Case Study: SEND - Welcoming those with additional needs

Those with additional needs joined sessions that were inclusive or specifically designed for those with additional needs.

- 10 workshops
- 4 included experiences of a workplace
- 161 attended 1 of 6 specialist sessions
- 302 attended 1 of 4 inclusive sessions

You Can Build This City,
Co-delivered by
Keltbray engineering
and Animate Arts



“The SEND workshop really opened our eyes to possibilities we hadn't thought of and really raised our aspirations.

-Lead Teacher, Marjorie McClure School
Careers at City of London Corporation
(Specialist session)

Visual Storytelling in Media and Marketing



LCF Programme 2025

The 2025 LCF took place from Monday 3 February to Friday 14 March 2024. The first week was in-person at the City of London Guildhall Complex and on-location at partner businesses. The online festival took place across the two weeks with sessions streamed live into classrooms.

Key	Business partner	Organisation with industry expertise volunteering to take part.
	Delivery partner	Organisation contracted by the LCF team to deliver the session.

In-person Festival Week

Fri 31 Jan	10:30 – 14:00	<i>Careers at the City of London (SEND)</i> AFK Charity & City of London. 1 of 2.	CP Rooms
Mon 3 Feb	3 sessions of 90 min each	<i>Content Creation Masterclass</i> Mango Studios LDN, delivery partner	Print Room
	AM & PM	<i>Livery Showcase (Primary)</i>	Great Hall

	Multiple slots	Livery Schools Link, LCF stakeholder	Old Library
	10:00 – 12:00	<i>You Can Build This City</i>	Livery Hall
	12:30 – 14:30	Animate Arts & Keltbray, business partner	
	10:00 – 12:00	<i>Visual Storytelling: Creativity in Media & Advertising</i>	Crypts
	12:30 – 14:30	Reflections of the Lord Mayor, business partner	
	10:00 – 12:00	<i>Diverse Careers in Sport</i>	Basinghall Suite
Tue 4 Feb	12:30 – 14:30	Careers in Sport, delivery partner	
	10:00 – 12:00	<i>Tech Consultant Taster Session,</i>	SBREC
	12:30 – 14:30	SkillStruct, delivery partner	
	3 sessions of 90 min each	<i>Content Creation Masterclass</i> Mango Studios LDN, delivery partner	Print Room
	AM & PM Multiple slots	<i>Livery Showcase (Secondary)</i> Livery Schools Link, LCF stakeholder	Great Hall Old Library
	AM & PM Multiple slots	<i>Careers and Apprenticeships Expo (KS4 upwards)</i> City Corporation ESU / ASES / Apprenticeships and New London Architecture, business partner	Livery Hall East Crypt
	10:00 – 12:00	<i>Architectural Careers and Model Making</i> New London Architecture, business partner	The London Centre
	10:00 – 12:00	Speed Mentoring Generation Success with various business volunteers from the wider festival.	Basinghall Suite
	12:30 – 14:30	<i>Mega Project Skills</i> Project Skills Alliance, business partner	Basinghall Suite
	10:15 – 12:00 12:45 – 14:30	<i>Master Your Money: Save, Invest, Thrive</i> LifeSmart Sessions, business partner	West Crypt
	10:00 – 12:00	<i>Running Your Own Business</i> SBREC, business partner	SBREC
Wed 5 Feb	2 sessions 10:00 &	<i>Young Professionals Conference (6th formers)</i> Young Professionals Each sessions involved: <ul style="list-style-type: none"> ○ Arrival and networking with businesses ○ Plenary – over 600 6th formers in the Great Hall ○ Break outs - insight panels with professionals <ul style="list-style-type: none"> ▪ AM Session – Business / Professional Services ▪ PM Session – Law Career routes inc. apprenticeships were explored.	Great Hall Old Library Crypts
	10:00 – 12:00 12:30 – 14:30	<i>Inspiring the Future: Skills for the World of Work</i> (inclusive of SEND / EHCP) Education & Employers, delivery partner.	Livery Hall
	10:00 – 12:00 12:30 – 14:30	<i>Discover, Believe, Become – Work Readiness for SEND / EHCP.</i> (designed for SEND / EHCP) ELSA, delivery partner.	East Crypt
	10:00 – 15:00	<i>Entrepreneurial Business Course</i> Mango Studios, delivery partner	Basinghall Suite

	10:00 – 12:00	<i>Running Your Own Business</i> SBREC, business partner	SBREC
Thu 6 Feb	10:00 – 12:00	<i>Environment and Outdoors</i> Natural Environment, City Corporation	Hampstead Heath
	10:00 – 13:00	<i>Live Event Careers</i> Creative Collaborations, Barbican Centre	Barbican Centre
	10:00 – 15:00	<i>Law and Legal Insight Session</i> Paul Hastings Law LLP, business partner	Company's office
	10:30 – 12:30	<i>E.On Citigen Tour – Green Energy</i> E.On, business partner	Citigen site, Smithfield
	10:30 – 13:00	<i>Introduction to Construction</i> Mace, business partner	Salisbury Square site
	11:00 – 12:30	<i>Careers in Construction</i> Keltbray, business partner	King William Street site
	11:00 – 12:30	<i>Careers at AECOM Engineering</i> AECOM, business partner	Company's office
	10:00 – 15:00	<i>Creative Careers Day</i> Curated by ESU (Cultural and Creative Learning) and presented by various delivery partners. A rotation of workshops from: <ul style="list-style-type: none"> - Backstage Careers with National Youth Theatre - Writing and Acting with Lilly Driscoll - Immersive Experiences with Jury Games - 'Squiggly Careers' panel discussion with various professionals. 	Theatre Deli 107 Leadenhall Street
Fri 7 Mar	10:00 – 15:00	<i>Green Skills Day</i> Community Coworking, business partner Two full day sessions <ul style="list-style-type: none"> - Design, Engineer, Construct (for post-16) - Green Skills Action Day (for Secondary) 	Green Skills Hub, Fleet Street Quarter
	10:00 – 15:00	<i>Sushi at the Museum</i> OCS Facilities Services Group, business partner	IWM Museum
	09:30 – 12:30	<i>Business is in Fashion</i> Fashion Retail Academy, business partner	Company's campus
Tue 11 Feb	10:30 – 14:00	<i>Careers at the City of London (SEND)</i> AFK Charity & City of London. 2 of 2.	CP Rooms

Online Festival Sessions

Sessions are provided by the LCF online delivery partner, Education and Employers.

Thu 06 Feb	09:30 – 10:30	Primary Futures – KS2 Everyday Heroes: People Who Help Us.	online
Fri 07 Feb	09:30 – 10:30	Primary Futures – KS2 Skills for the World of Work	online
Tue 11 Feb	09:30 – 10:30	Primary Futures – KS2 Science Works: Careers that Shape Our Future	online
	09:30 – 10:30	Inspiring the Future – KS4 Exploring Careers in Social Media and IT	online
Wed 12 Feb	09:30 – 10:30	Primary Futures – KS2 Building the Future	online
	09:30 – 10:30	Inspiring the Future – KS3 Crafting the Future: Trades and Craftmanship	online
Thu 13 Feb	09:30 – 10:30	Primary Futures – KS2 Redraw the Balance	online

Case Study: Follow-on Impact

These are two examples of how the London Careers Festival connected young people to opportunities beyond the festival.

Job coach for SEN

John is a home-schooled learner with additional needs.

- Attended one of the specialist SEND sessions 'Careers at City of London Corporation'
- Connected with the workshop provider, AFK Charity.
- John is now registered with AFK and benefits from regular meetings with one of their job coaches.

Follow-on school visit

Miss Cheuk is Deputy Head of a North London secondary school.

- Brought Year 10s to the Careers & Apprenticeships Expo and Livery Showcase (Secondary).
- Connected with many of the businesses and Liveries.
- Secured an in-school visit from one of stallholders, delivering an industry talk to their Year 9s.



Stakeholders and Partnerships

Livery Companies

The Livery Companies offer one of the unique propositions for schools and young people. Their work-related activities and focus on skills acquisition alongside helping pupils to consider related subject choices is very popular with school groups from Primary through to Year 9.

The involvement of Livery Companies is managed by one of our primary stakeholders.

- **Livery Schools Link** is the fundamental connection between the LCF team at the Corporation and the Livery Companies. Volunteers at Livery Schools Link coordinate each of the stalls and volunteers from the Livery Companies.

The Livery Showcases span two days. One day is for primary school groups, and the other for secondary school groups up to Year 9.

Many schools return to the Livery Showcases each year. The showcases also provide a good first event for new-to-festival schools, for example, in 2025 all of the new-to-festival primary schools in Lambeth signed up for the Livery Showcase.

Teacher comments:

“[What I like the most was] the range of stalls [and] the hands-on activities available to the students”

-Primary, Theydon Bois School

“All of the stalls were very engaging and worked well to engage students”

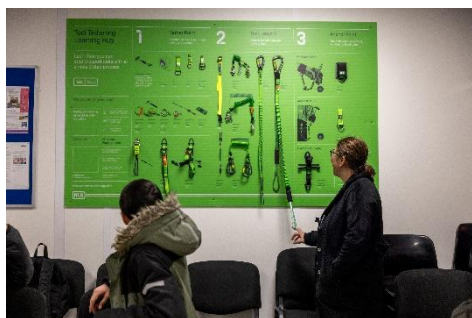
-Secondary, Royal Docks Academy



Referrals from Responsible Procurement or DCCS Commissioning

Each year the LCF team works with the Responsible Procurement team to link with City Corporation supply chain partners able to offer something to the festival. For the 2025 festival:

- **Phoenix Software** returned for the second year in a row to engage students at the Expo with a hands-on HoloLens experience, inspiring exploration of technology.
- **OCS** were a new business partner for 2025. They provided:
 - Stall at the expo.
 - On-location *Sushi at the Museum* session with the company's Head Chef.
- **MACE** is a regular feature at LCF. This year they enhanced their offer with:
 - One of four companies that keenly offered a stall and activity on the Primary day as well as the Secondary day.
 - Interactive stall at the Expo.
 - On-location site visit *Introduction to Construction*.
 - On-location activity and site visit as part of *Green Skills Day*



Referrals from Skills for a Sustainable Skyline

The Corporation's Innovation and Growth team connected members of their Skills for a Sustainable Skyline initiative to the LCF team. They were:

- **Keltbray** continue their relationship with the LCF team. In 2024 they took part in the *You Can Build This City* workshop for primary school groups and SEND inclusive. For the 2025 festival, Keltbray enhanced their involvement with:
 - Returned to support the *You Can Build This City* workshop.
 - Returned to provide a stall at the expo.
 - Additional on-location activity and site visit *Careers in Construction*.

Nurturing partnerships and encouraging enhancements

The above are examples of utilising the City Corporation's connections to businesses operating in the Square Mile. The LCF team nurtures the relationships with the business partners across the year. Businesses are encouraged to enhance and adapt their offer each year in consultation with the LCF team.

Other returning business partners: AECOM, Paul Hastings Law, United in Design, Transport for London, AWE, Carrier HVAC, Computercenter, Janus Henderson and Marston Holdings.

A total of **167 organisations** partnered either directly with the LCF team or through session providers, for example, Young Professionals who utilised their own network of partners to bring companies from the law and professional services industries to the festival.

Marketing and Communications

New sessions opened for booking each week

Each Wednesday throughout the autumn term, three or four new sessions were released. This approach worked well in 2024 and provides regular newsletter content and regular reminders to the mailing list about the festival.

Mailing List

The mailing list is continuously growing, and most bookings came from those on the mailing list who had received an email update.

Engaging New Schools

The 2024 evaluation report identified some ‘cold spots’ – areas and boroughs of London that were underrepresented at the festival. For the 2025 festival:

- Primary schools in Lambeth were emailed directly to raise awareness of the festival.
- The West London Careers Hub was engaged to enlist more schools from the outer West London boroughs. This involved sharing details of the festival at online careers meetings, through newsletters, and at one in-person meeting of school careers leads.

Social Media

The City of London media team assisted the LCF team in publicising the festival. Visual assets and text were created by the LCF team, liaising with the media team to identify key days or weeks to post those on Facebook, Twitter (X), and LinkedIn.

Social Media – Thanks and Recruitment of New Partners

Social media posts were also used to promote the festival to prospective business partners while celebrating the involvement of this year’s business partners. A reception of thanks was hosted at The Mansion House, and some of the business partners were recognised with awards to reflect their involvement.



“Really proud to have received an award from the City of London Corporation for our work on the London Careers Festival over the past two years... We look forward to continuing our involvement in the future.”

– Tom Schilling, AECOM (LinkedIn post)

Media Coverage

The LCF team worked with the media team to invite media organisations. Although there was some interest in attending, other news items are assumed to have taken precedent.

Evaluation Methods

Data Collectors

Data is used from two main sources:

- London Careers Festival team members at the City of London Corporation.
- Education and Employers, the LCF online delivery partner.

Methods

A mixed-methods approach was used which consisted of

- Booking, attendance, Pupil Premium, and location data.
- Questionnaires that included both open questions to collect qualitative data, and closed questions – for example, tick boxes and Likert scales – to be converted into quantitative data.

Sampling

For in-house data, participants were recruited through both ‘probability’ and ‘non-probability sampling’.

- Teacher feedback. Probability sampling was used for the teacher surveys and the data collection was conducted through an online questionnaire after the festival. All the teachers or careers leads who had made a booking were sent the survey and had an equal probability of electing to provide feedback.
- Learner feedback. Non-probability sampling was used for the learner surveys and the data collection was conducted in-person on the day. To ensure the sample included feedback from a range of ages and from a range of those attending different sessions, the LCF team curated the recruitment of survey respondents.



LONDON CAREERS FESTIVAL

2025 Festival Headlines



167  **25%**
partner organisations

Either directly or through a delivery partner



111  **88%**
schools in-person

29 primary  **163%**
70 secondary  **94%**
12 post-16 only



109
stalls across the showcase and expo



63  **62%**
new to the festival schools (in-person)




48  **29%**
insight sessions or workshops



33  **-79%***
schools online
23 primary schools
10 secondary schools

*See Turnout on page 16



10  **67%**
specialist sessions
6 designed specifically for those with additional needs.
4 inclusive of those with additional needs.

 **increase on 2024**

Turnout

A total of **10,367** learners attended the London Careers Festival either in-person or online.

In-person Sessions

Attendance at in-person sessions was 5,657 people, an increase of 96% from LCF 2024, and the highest in-person attendance since LCF began (5,046 attended in-person in 2019).

This number is broken down as follows:

Mon	Primary	1655	Of which 1,226 attended the Livery Showcase
Tue	Secondary	2041	Of which 1,148 attended the Livery Showcase, and 699 attended the Careers Expo
Wed	Young Professional & workshops	1380	Of which 1,134 attended Young Professionals
Thu	On-location (inc. Creative Careers)	337	
Fri	On-location (inc. Green Skills Day)	135	
	SEND careers sessions on-location	109	City Corporation, Hays Recruitment
	TOTAL	5,657	

N.B. These are estimates based on information given by attending teachers or school staff.

Online Sessions

Approximately 4,710 young people attended online sessions as part of the London Careers Festival.

Online attendance broke down by age group as follows:

Primary	4,539
Secondary	171
TOTAL	4,710

N.B. These are estimates based on teacher records and observations by Education & Employers staff.

Observations:

The online attendance is lower than in previous years and may be because of:

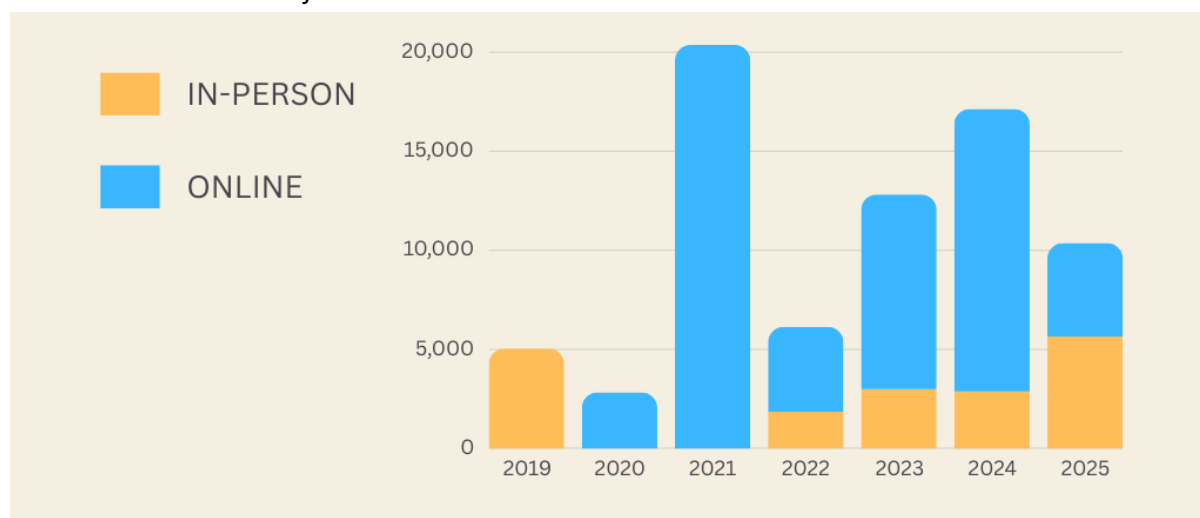
- Shorter lead-in time after the Christmas break due to the Guildhall events schedule for 2025. Education & Employers, the online delivery partner, commented that communications 'in the run up to Christmas ...get very little engagement and response'.
- Some schools choosing to attend in-person after attending online in 2024 (See Page 23). This demonstrates the attractive offer of the in-person sessions and how awareness of the festival can be enhanced through a delivery partner collaboration.

Enhancements:

- Ensure that schools wishing to join online have sufficient planning time in the first part of the spring term by scheduling LCF for after February half term going forward. (Dates to suit this have already been confirmed or reserved for 2026 and 2027.)

Attendance each year 2019 to 2025

There has been a steady increase in attendance 2022-24.



See page 16 above for more information on attendance in 2025.

Case Study: Project Skills Alliance

Creating opportunities for business
to connect with young people.



The Project Skills Alliance is a collection of industry professionals who are championing project skills.

“Project skills can be the key to any young person’s career because they are so ubiquitously needed across so many industries... and highly paid roles, too.

- 30 students from two secondary schools
- An afternoon workshop
- Project skills challenges
- Insights from industry professionals
- A stall at the Careers & Apprenticeships Expo

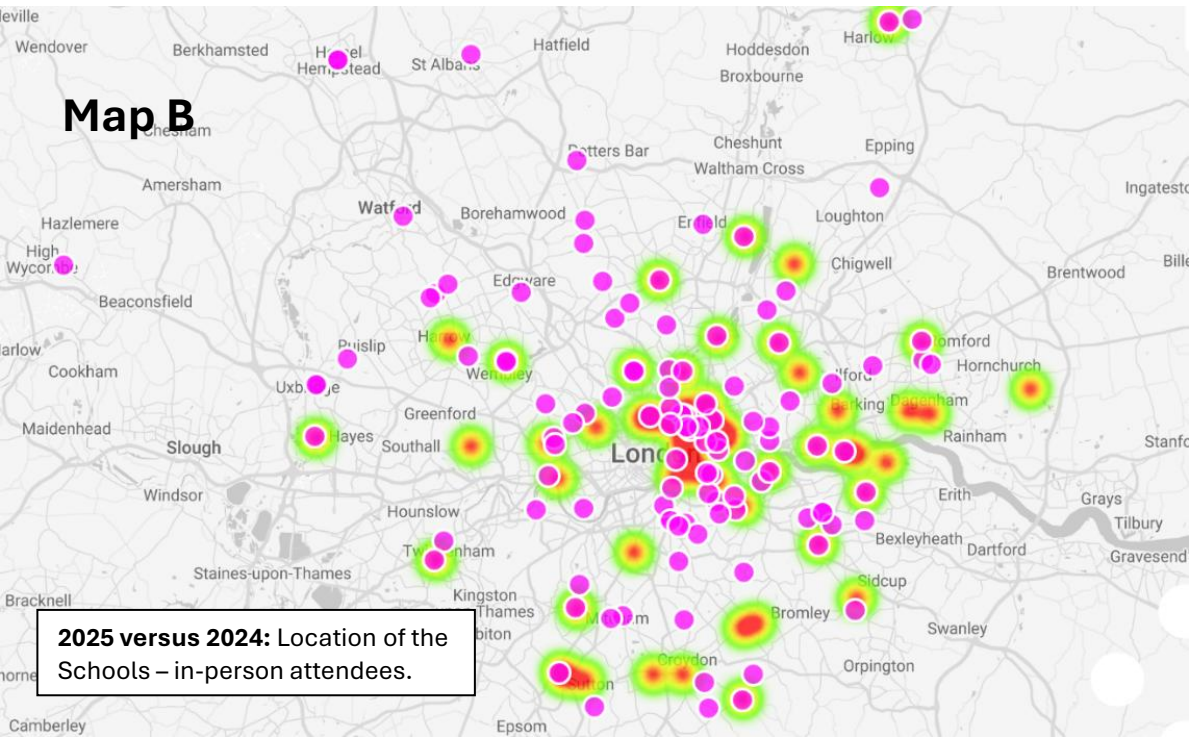
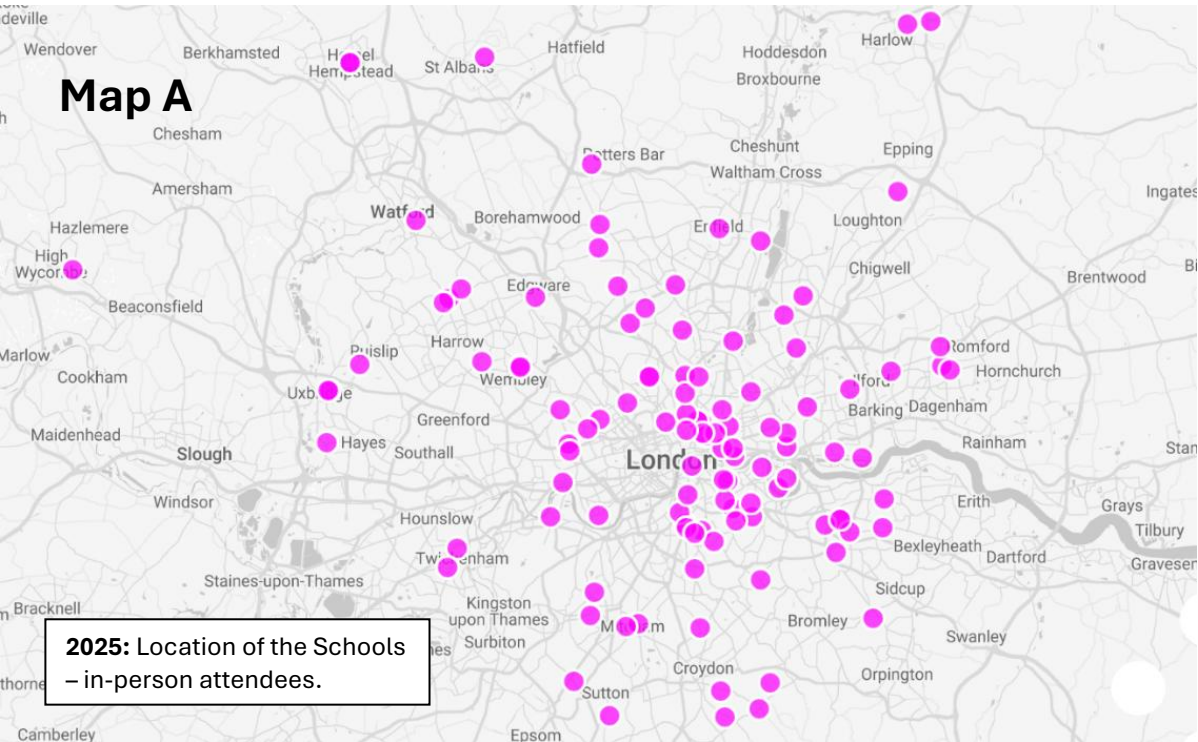
“Without [LCF] we wouldn’t have been able to connect with school pupils in the way we did ...[there was] lots of energy and positivity from the students. [they had] a lot of fun coming up with the next big music festival - some great insights from the groups as well as some really funny moments.






Secondary school learners at the Guildhall project planning their own music festival

Locale of Schools

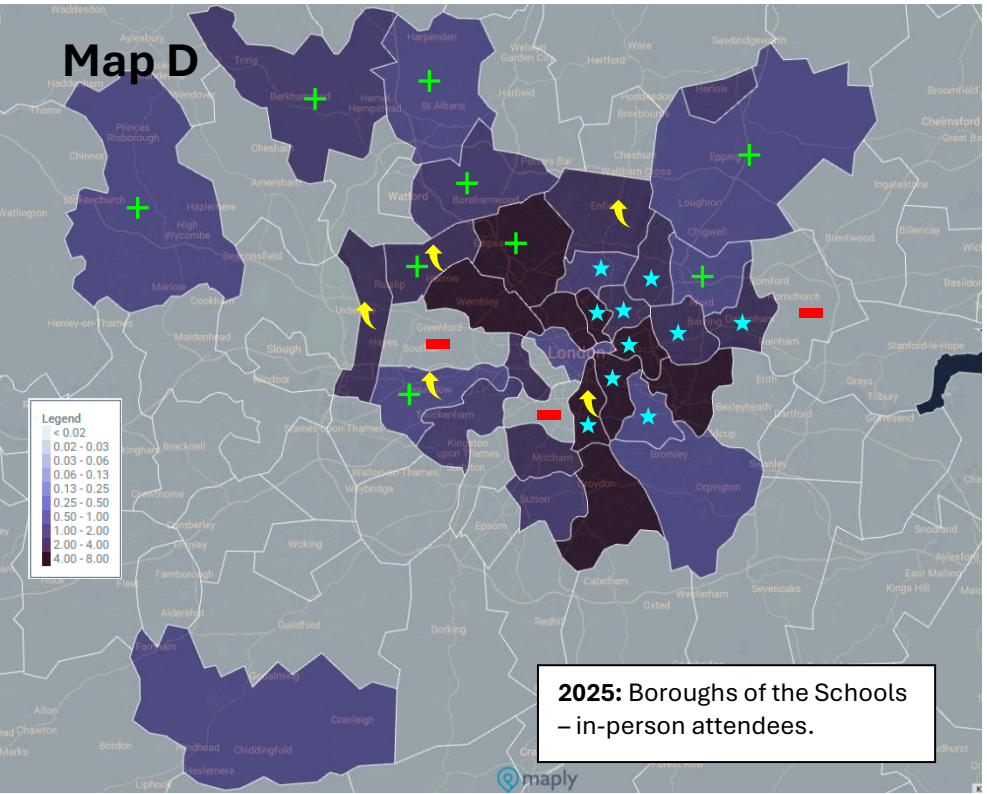
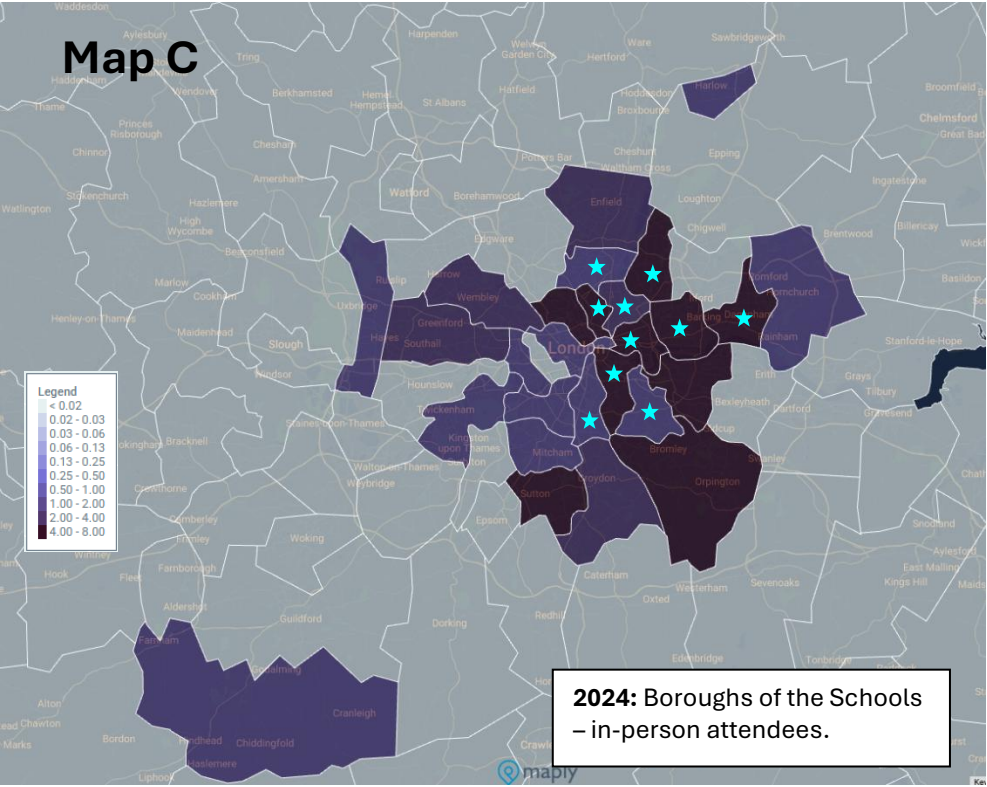
Location Data for Attendee Schools - In-person Week



KEY:

-  School that attended in 2025 (pink dot)
-  School that attended in 2024 (green halo)
-  School that attended in both 2024 and 2025 (pink dot and green halo)

LCF in-person attendee schools – boroughs (2024 and 2025 comparison)



KEY:

- ★ Target boroughs of City of London Corporation (responsible procurement)
- + New boroughs for LCF 2025.
- Boroughs identified for increased engagement (LCF24 evaluation target).
- Boroughs in 2024, but not 2025.

Maps A to D

Note on the dataset

The location data was collected from schools that booked for any in-person session booked through the LCF booking system. The Young Professionals Conference is not represented in the data because attendees signed up as individuals and not through their school and are not required to declare their location.

Map A – Location of the Schools 2025

Observations:

- Schools attending from beyond London are mainly North and Northwest. This may be because of the increased promotion through the West London Careers Hub
- Burnt Mill Academy Harlow is a livery-connected school that also attended in 2024.
- The five schools attending from outside Greater London were all signed up to the LCF mailing list, apart from one that heard about LCF from a colleague.

Map B – Location of the Schools, 2024 compared with 2025

Observations:

- One Ark Academy attended in 2024, but five Ark Academy locations attended in 2025. This suggests that LCF is being recommended by teaching or careers colleagues across multi-academy trusts. A similar pattern was observed for Harris Federation and Mulberry Trust schools from Bermondsey, Sutton, Peckham, and Wood Green.
- An almost two-fold (91%) increase in schools attending in 2025 compared to 2024.
- 1 in 3 schools that attended in 2025 had also attended in 2024.

Maps C & D – Boroughs 2024 and 2025 comparison

Observations:

- The LCF2024 evaluation recommended that further engagement should be sought with schools in Enfield and Lambeth because they are City Corporation target boroughs, and West London like Harrow, Hounslow, Hillingdon, because they were unrepresented in 2024. This has been successfully achieved in the case of Lambeth through direct contact with primary schools in the borough, and in the case of West London boroughs through increased engagement with the West London careers hub.

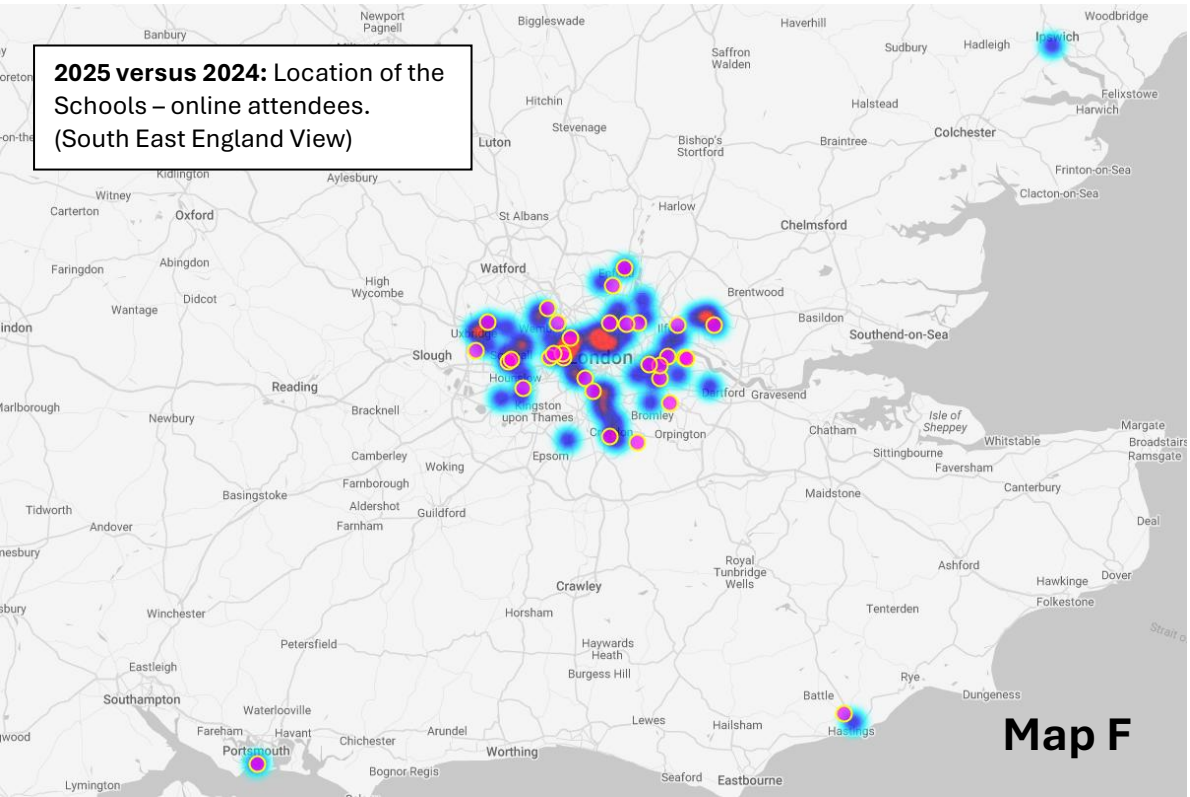
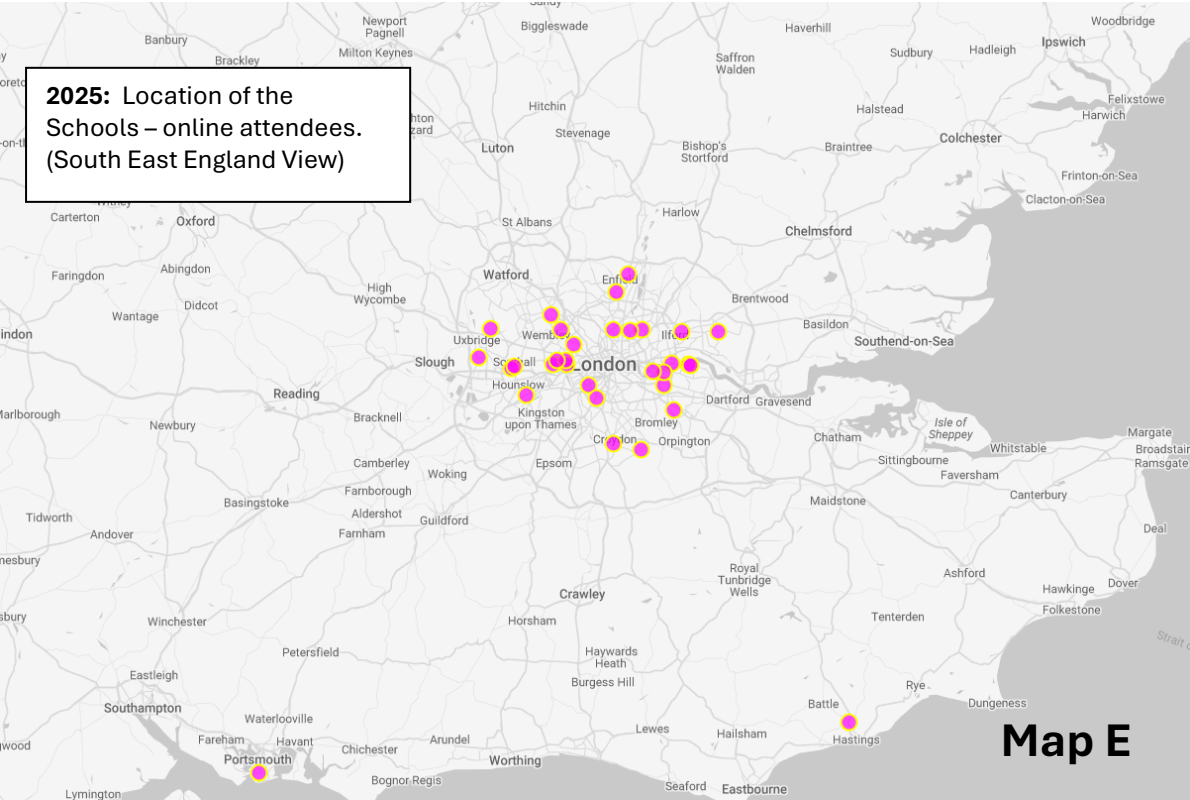
Note on ‘target boroughs’

City Corporation Local Procurement (LP) target boroughs were identified by the responsible procurement team because of the levels of deprivation. This report uses this as an additional measure – in addition to Pupil Premium (see Page 25) – to show LCF reach to those facing high barriers to opportunity.

City of London Family of Schools (and extended) that attended LCF2025:

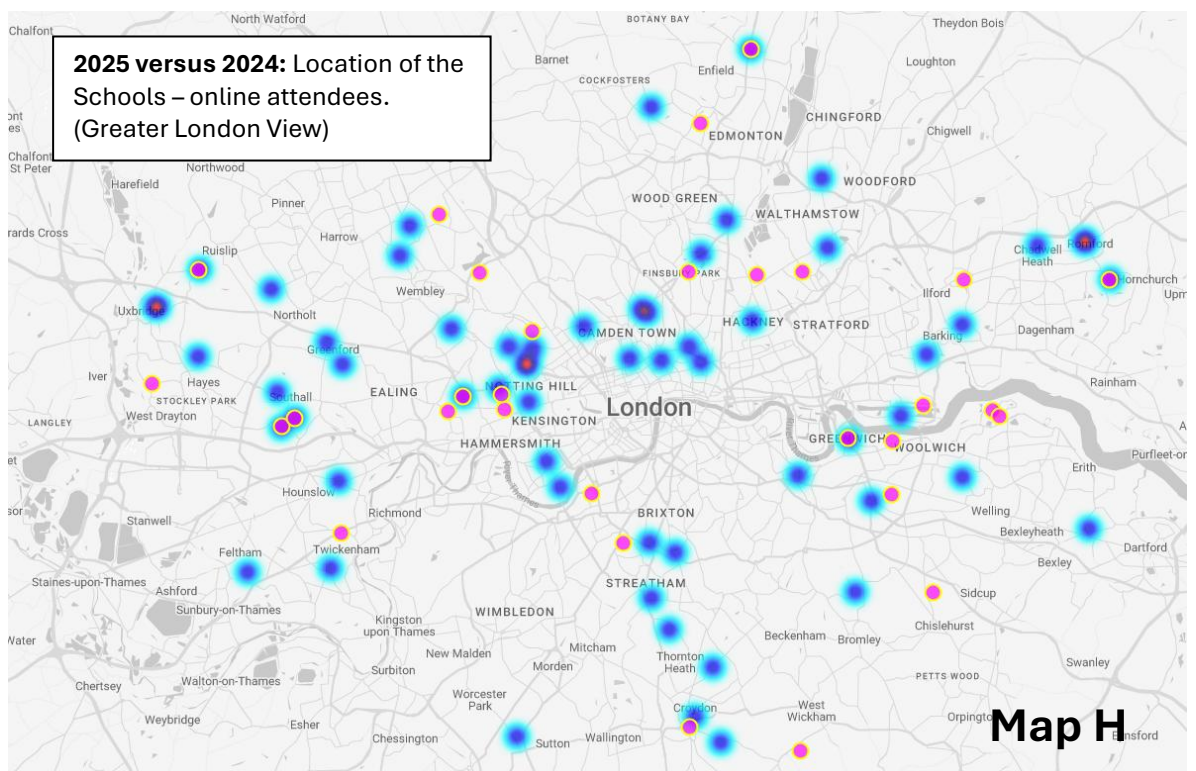
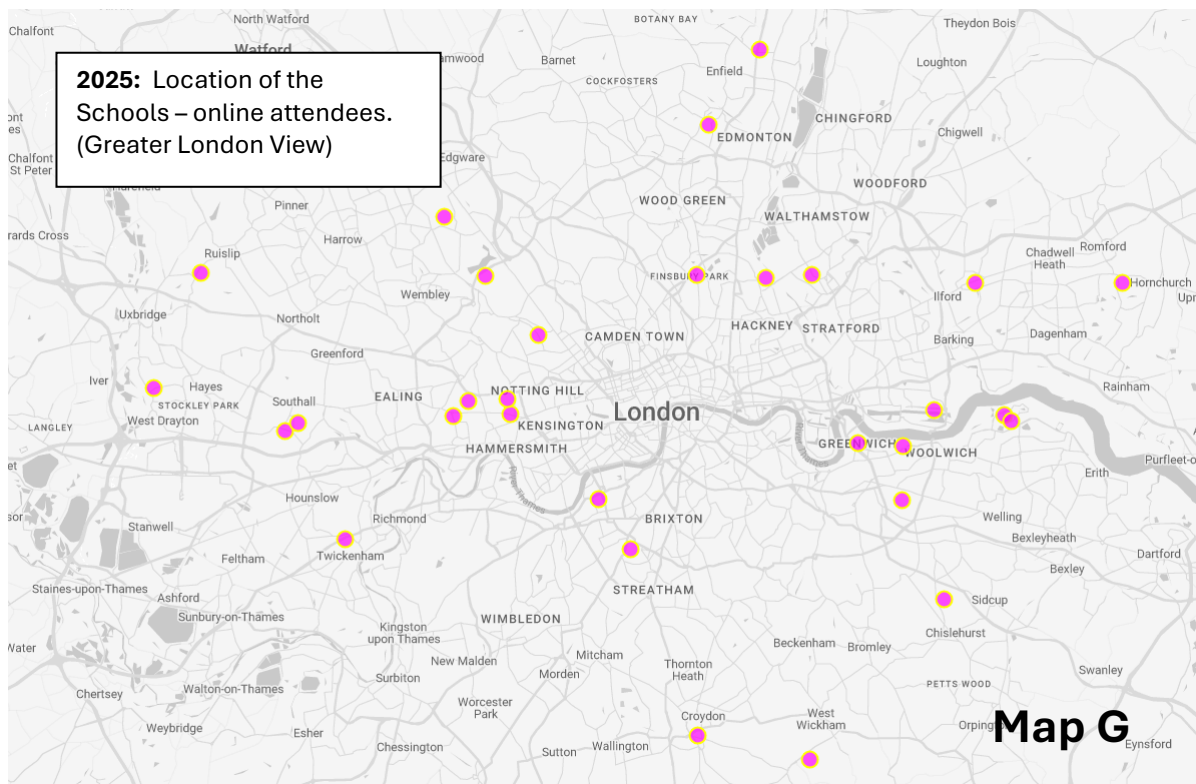
- The Aldgate School
- Redriff Primary, City of London Academy
- City of London Primary Academy Islington
- The City Academy Hackney
- City of London School for Girls
- City of London Virtual School
- King Edward’s School Witley

Location Data for Online Week






KEY:

- School that attended in 2025. (pink dot)
- School that attended in 2024. (blue halo)
- School that attended in both 2024 and 2025 (pink dot and blue halo)



KEY:

-  School that attended in 2025. (pink dot)
-  School that attended in 2024. (blue halo)
-  School that attended in both 2024 and 2025 (pink dot and blue halo)

Maps E & F – South East England maps of schools that joined online.

Observations:

Each year there are some schools from the wider South East area that join online. This year, in 2025 these were:

- Ark Ayrton Primary Academy, Portsmouth. (Joined online in both 2024 and 2025)
- Ark Little Ridge Primary Academy, Hastings.

Maps G & H – London maps of schools that joined online.

Observations:

In both 2024 and 2025, the online festival sessions successfully engaged schools from the inner West London boroughs, whereas the in-person festival sessions were most successful at engaging the inner Eastern half of London (see **Map A**).

Other schools attending online are in mainly outer London boroughs.



Map I – Online in 2024, in-person in 2025.

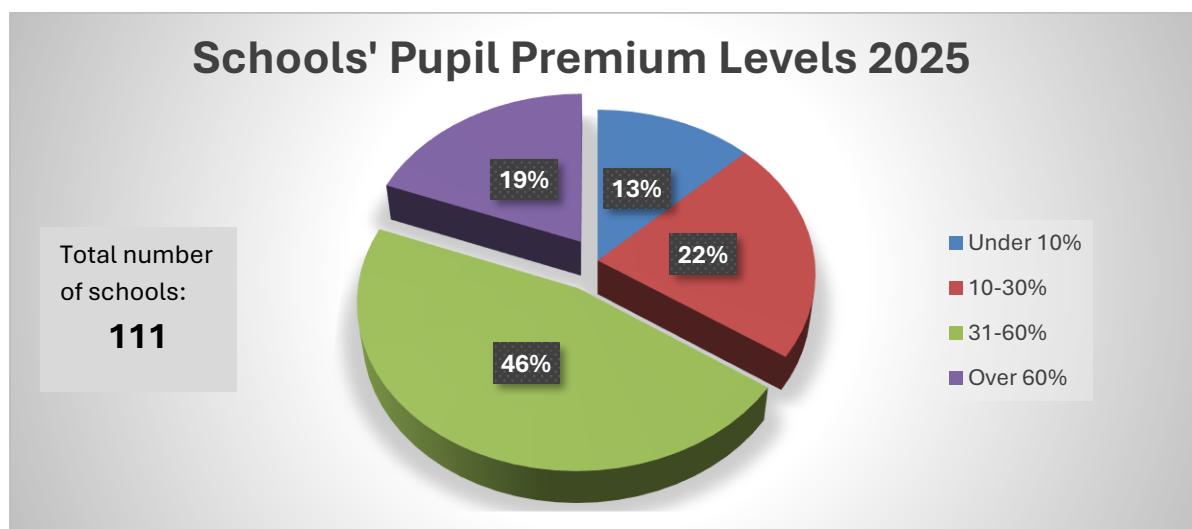
Observations:

Four schools that joined online sessions in 2024, attended in-person sessions in 2025.

Promotion of the online festival is done jointly by the LCF Team and the online delivery partner, Education & Employers. It is likely that these four schools became aware of LCF through the promotion of the online session in 2024, and then subsequently booked to come in-person in 2025.

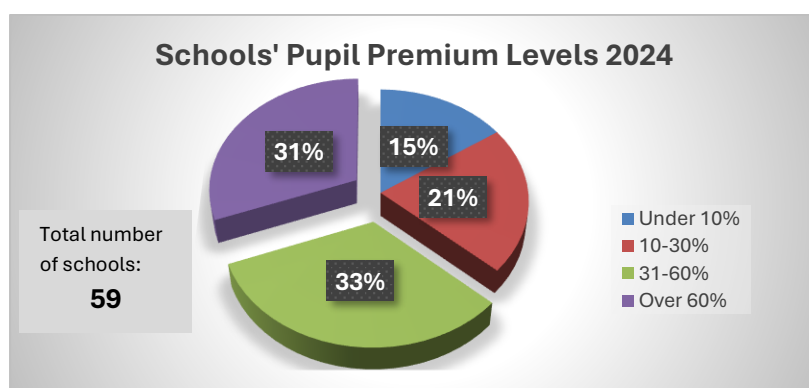
Pupil Premium (in-person)

LCF continues to be an inclusive festival that attracts a good range of schools from across London and adjacent counties. These include a mixture of faith schools, multi-academy trust schools, and independent schools. It also continues to attract those schools with pupils in need of support as measured by levels of Pupil Premium (PP).



- More than two thirds of schools declared a PP level of 31% or more
- Around 1 in 5 schools record a PP level of over 60%.

The PP levels for the 2024 festival are shown below for comparison. It indicates that most new schools for 2025 (the total in-person attendance increased almost 2-fold), were in the category of 31-60% PP.



Number of schools	Under 10%	10-30%	31-60%	Over 60%
2024	8	11	17	16
2025	14	24	51	21

Note on Pupil Premium data.

The Pupil Premium (PP) data is collected during the booking process and relies on the teacher or careers lead to indicate the school's PP level. Therefore, the data is indicative only.



Learner Summary

Total Learners **10,367**

5,657 in-person 96%

4,710 online -66%



(Stable - 2024 was 1,890)

1,984

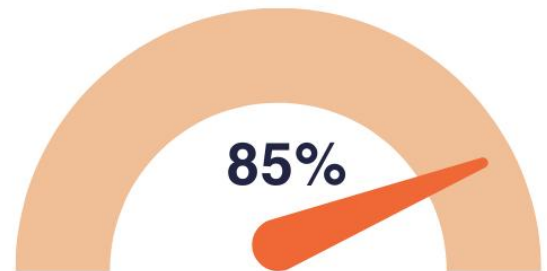
pupils at a workshop or insight session



1,380

38%

6th formers at the Young Professionals Conference
STEM, Finance and Law



rated the experience as excellent or good

2pp on 2023 -3pp on 2024
(remaining within a stable range)

Top 3 industries
matched learner interests



Architecture & Construction



Science, Tech & Engineering



Creative, Design & Perf. Arts

Boost 3 industries
to match learner interests



Business & Entrepreneurship



Online & Social Media



Sports & Sports Management

Young people agreed that
"London Careers Festival has helped me to..."

Top 3...



1 Think about new careers options



2 Discover new careers that I didn't know about



3 Understand how I can gain new skills

Insight...

Contrary to the Top 3 listed on the left, this item received the second lowest votes for the statement: "London Careers Festival has helped me to..."



34%

Feel that I could work in central London

This suggests that there is more to do to demonstrate a welcoming City with achievable and accessible opportunities.

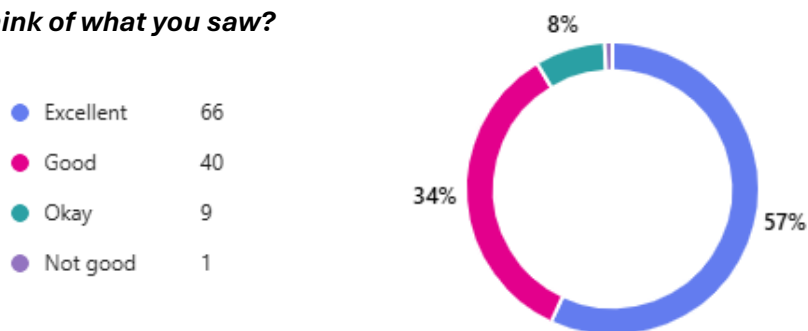
New data for 2025. See page 27 for details.



Primary

Attendees were asked:

What did you think of what you saw?



In one or two words, tell us what you want to be when you finish your education?

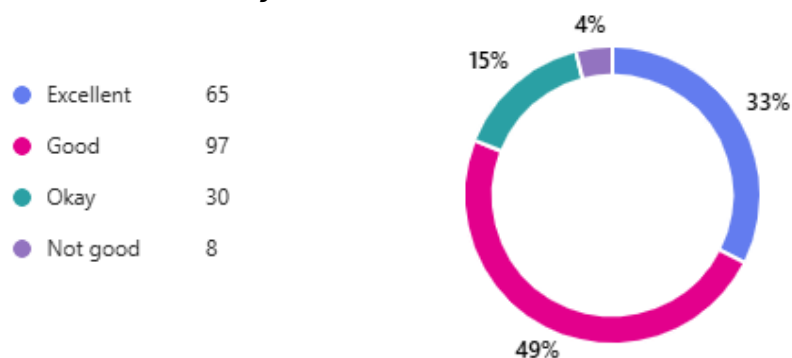
9 respondents (8%) answered Pilot for this question.



Secondary and Post-16

Attendees were asked:

Overall, what did you think of the event you attended?



In one or two words, tell us what you want to be when you finish your education?

14 respondents (8%) answered engineer for this question.



Secondary and post-16 learners were also asked to select which industries they are interested in (See Sectors Represented versus Sectors of Interest on page 29)

Observations:

- Aspirations to be a footballer have decreased compared to 2024. The high interest in sports careers in 2024 could have been due to how the festival coincided with high profile sports competitions.
- Pilot, doctor, and artist have all been popular in previous years and remain popular.
- Engineer was somewhat popular in 2024 and has increased to the top aspiration.

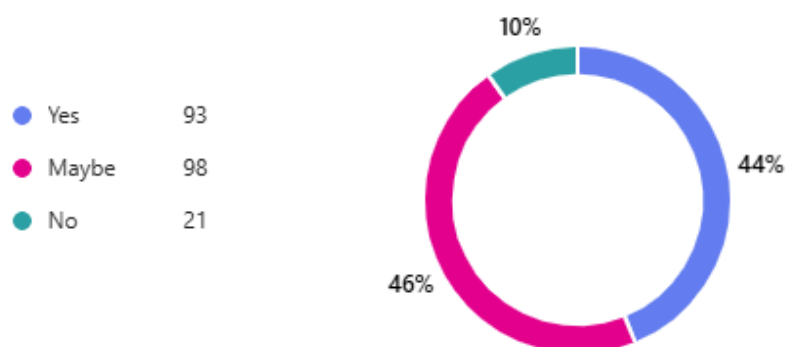
Attendees were asked to tick any of the statements they agreed with, which may be multiple.

London Careers Festival helped me to...



Attendees were asked this new question in the 2025 survey:

Did the experience help you feel more confident about connecting with the world of work?



Observations:

- LCF is supporting attendees to think about careers that they did not know about.
- Attendees also expanded their understanding of how they can gain new skills and somewhat felt like they can pursue a career they want.
- Attendees feeling like they could work in central London scored the lowest, alongside having opportunities to connect with other young people.

Sectors Represented versus Sectors of Interest

Sectors represented at LCF 2025*		Sectors of interest from 2025 survey**	
1	Architecture and Construction	Business and Entrepreneurship	1
2	Creative, Design, and Performing Arts	Architecture and Construction	2
3	Science, Technology, and Engineering	Online and Social Media	3
4	Finance	Science, Technology, and Engineering	4
5	Government and Public Administration	Creative, Design, and Performing Arts	5
6	Hospitality and Tourism	Finance	6
7	Teaching and Education	Law	7
8	Law	Sports and Sports Management	8
9	Business and Entrepreneurship	Marketing and Communications	9
10	Marketing and Communications	Health and Medical Science	10
11	Health and Medical Science	Teaching and Education	11
12	Online and Social Media	Hospitality and Tourism	12
13	Sports and Sports Management	Government and Public Administration	13

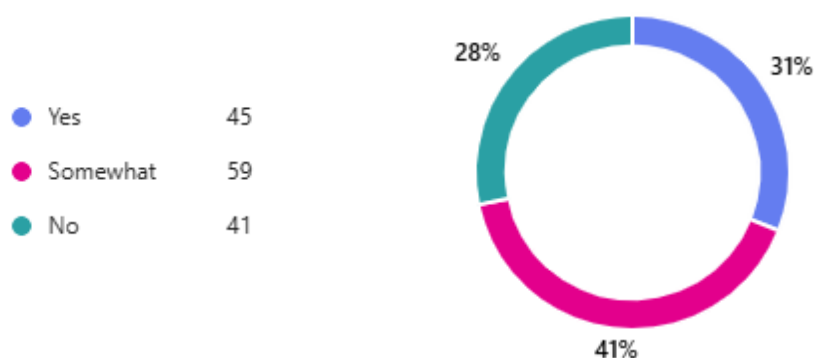
*Measured across the festival including online sessions, on-location session, Careers & Apprenticeships Expo, Young Professionals Conference, and approximate industries from the Livery Showcase.

**Survey question appears on the questionnaire for secondary-aged and post-16.

Top 3 sectors matched with learner interests		3 sectors for continued increased representation	
1	Architecture and Construction	1	Business and Entrepreneurship
2	Creative, Design, and Performing Arts	2	Online and Social Media
3	Science, Technology, and Engineering	3	Sports and Sports Management

Secondary and post-16 learners were asked:

Did you hear from, or get information about companies that you would like to work for?



Observations:

- Business and Entrepreneurship – this sector increases in popularity each year. Sessions cover this sector were **increased from 3 in 2024 to 5 in 2025**.
- Online and Social Media – Similarly, representation of this sector was enhanced for 2025 with **4 sessions or exhibitors** (there were none in 2024).
- Sports and Sport Management – representation of this sector was enhanced for 2025 with **3 sessions or exhibitors** (there were none in 2024).
- To help attendees find the companies they want to work for, ways of offering careers guidance and signposting to particular stalls and sessions should be considered.

Attendee Comments (in-person)

A sample of in-person attendees were given a questionnaire that asked about their experience.

Livery Showcase (Secondary) and the Careers and Apprenticeships Expo

Attendees said the best things about the event was:

- “
 - Meeting new people.
 - Aircraft simulation.
 - I learnt a lot about other careers.
 - The variety of opportunities.
 - The visualisation head gear.
 - Talking to all the lovely people.

Workshops either at the Guildhall or on-location with a partner business:

Attendees said the best things about the event was:

- “
 - Careers about the real world of finance.
 - The part where we had to make our own character.
 - The fact that you can express your ideas to others is the best thing.
 - How they started their business and how to finance money [sic].
 - We went to the construction site.

Livery Showcase (Primary)

Attendees said the best things about the event was:

- “
 - All the different professions we got to see.
 - I could test a lot of things.
 - Building the bridge.
 - I liked it when I made a fish out of plaster.
 - The bakery was so fun.

Constructive Feedback

- “
 - Not a lot of science stalls.
 - Opened my view to more interesting fields involving science. (Contrary to the above)
 - Some things like guess the logo weren't really career related.

Observations:

- Attendees at the same event made conflicting comments about science-related encounters. Enhancing how the festival provides guidance on which stalls might match a young person's interests and how to find them could be useful.
- The comment in relation to the guess the logo game suggests that the stallholder didn't structure it in a way that explained why they were playing the game and how it related to their area of work. Considering guidance or support for stallholders could be useful.
- Session facilitators need to include activities for those with a variety of interests.



Teacher Summary

Teachers agreed that...
(top three from ten answer options)

98%
It helped pupils consider new options

97%
There were opportunities to ask employers questions

93%
There were interactive elements

Of those surveyed*...

40%
have booked for LCF before

100%
would consider booking again

Only this amount of respondents* agreed that

75%

Pupils had the opportunity to speak and share their own perspective
See Constructive Feedback section for further comment

*26% of schools responded to the survey

Case Study: Barbican Centre

Skills learned in school are applied in the workplace

The Barbican Creative Collaborations team curated this morning session to take place on-location at the Barbican Centre and to include a tour, Q&A, and a group challenge.

- 50 Year 10 pupils
- Theatre, Concert Hall and Cinema tour
- Insights from venue staff and freelancers
- Group task: plan your own event

barbican



Group challenge - live event producing

“Students had the opportunity to use skills they develop in school at the workplace ...and students got to see workers in their working environment at several stages. The pace of the session was spot on. Students were kept engaged throughout with carefully implemented activities.

Page 189 -Lead Teacher, Coombe Wood School

A post-festival online questionnaire was sent to the teacher or careers lead that made the booking. The questionnaire requested information on a variety of aspects including:

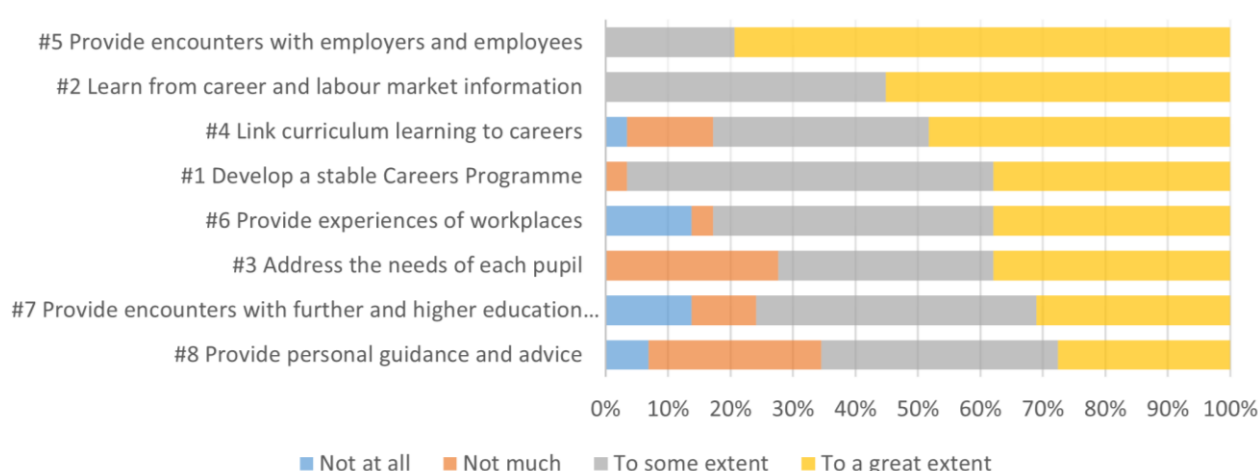
- Support of Gatsby benchmarks.
- Perceived impact for learners.
- General practicalities and feedback.

Gatsby Benchmarks

LCF supports schools and teachers to achieve their Gatsby Benchmarks.

The teacher survey asked: *'To what extent do you think the London Careers Festival supports your school to meet the eight Gatsby Benchmarks of careers advice and guidance?'*

Supporting Gatsby Benchmarks



Observations:

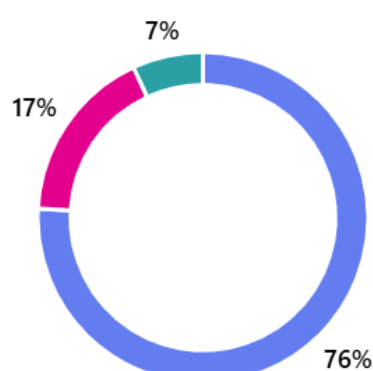
- Benchmarks 2, 4, 5, and 6 score highly above. Supporting these is an explicit LCF aim.
- Although it is not an explicit aim of LCF to support the development of a stable careers programme, Benchmark 1 ranking 4th suggests that the range of sessions on offer to schools is supporting teachers in the pursuit of a stable careers programme.
- Providing experiences of workplaces was achieved for those attending sessions on-location at a partner business, but not for those attending the showcase or expo.
- Encounters with education providers were available at the expo and one on-location session.

Impact for Learners

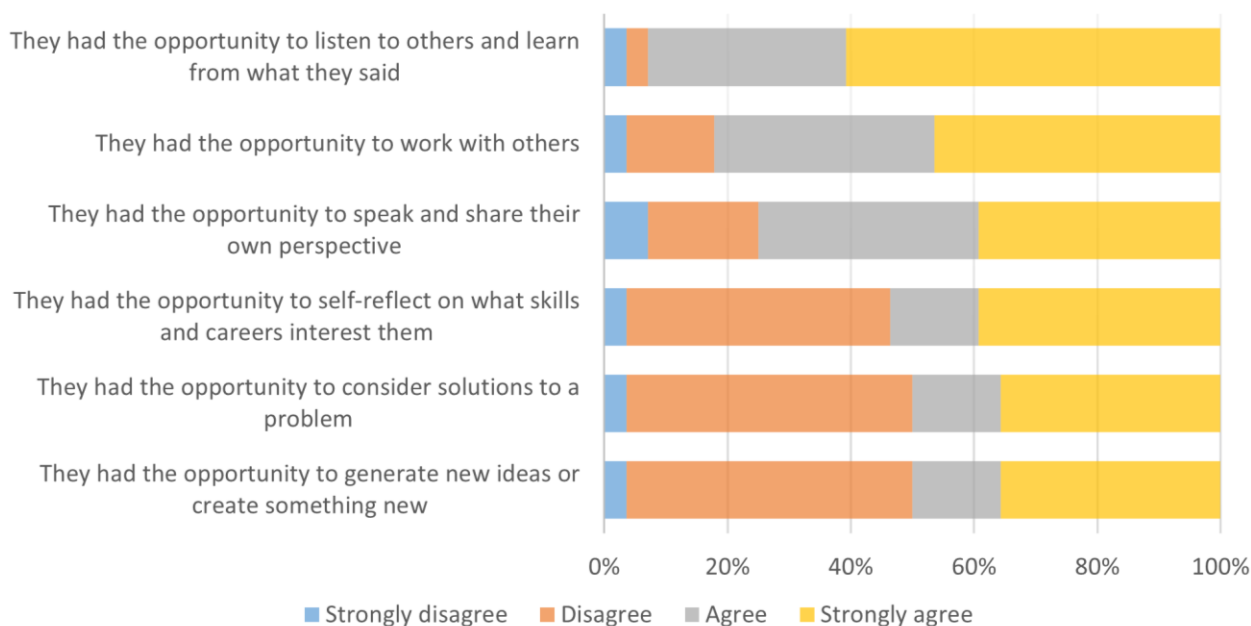
Respondents were asked: *Do you feel like attending the London Careers Festival has helped enhance the education experience of your learners - especially those in need of extra support?*

- 76% of respondents said 'yes'
- 93% of respondents said 'yes' or 'somewhat'

● Yes	22
● Somewhat	5
● No	2



Skills Development During Sessions



Thinking of your pupils' skills development, please answer in relation to their experiences.

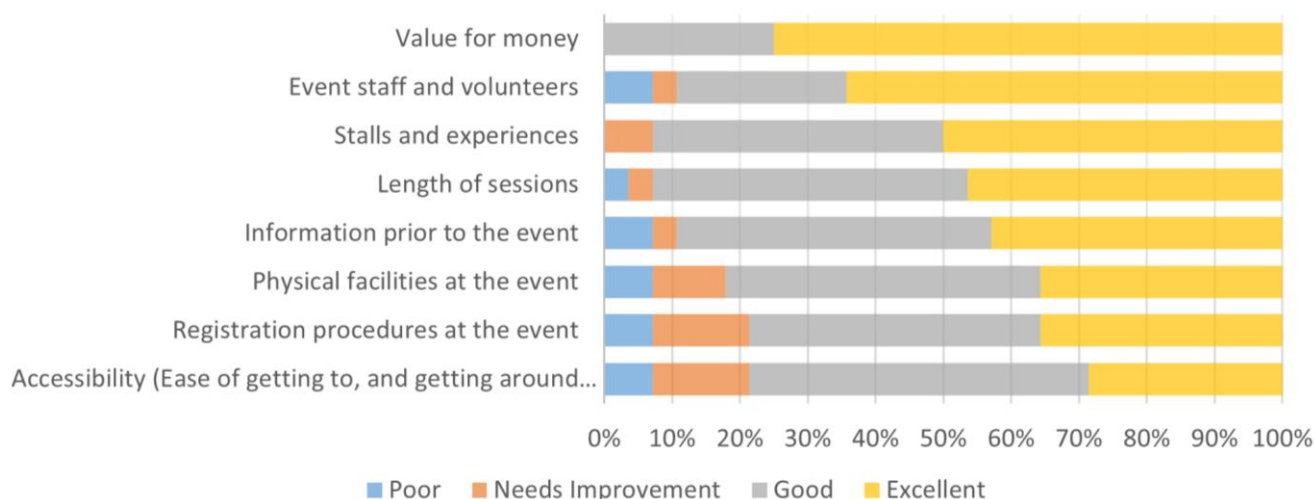
Observations:

- Attendees were able to listen, learn, and work with others, but they were less likely to share their own perspectives, self-reflect, or problem solve.
- The Livery Showcase supported some skills development, but most skills exploration happened in workshops with experienced facilitators, e.g. *You Can Build This City*.

General Feedback - Practicalities

Respondents were asked: *Please share your thoughts on the in-person aspects of the event.*

General Feedback for In-person Sessions



Observations:

- The most highly rated were the value of the sessions, the event staff and volunteers and the stalls and experiences.
- Some respondents highlighted facilities, the registration process, and accessibility as needing improvement. These were affected by the popularity of this year's festival. Further comments on next page.

Teacher Praise

Sessions that were available for those with special educational needs and disabilities were highly appreciated by the teachers.

“The SEND workshop really opened our eyes to possibilities we hadn't thought of and really raised our aspirations.”

Workshop sessions that were co-delivered between industry representatives and a workshop facilitator received high praise:

“The spaces were excellent, and students got to see workers in their working environment at several stages. Students also had the opportunity to use skills developed at school at the workplace.”

Impact was greater when session content related to what students were studying:

“They liked the fact that they worked in small groups and had lots of practical activities to take part in that related to their creative courses studied in college.”

The Livery Showcase continues to be impactful for the younger ages (KS2-3):

“[They liked] the range of stalls and the hands-on activities.”

Constructive Feedback

A minority of sessions were not as impactful as others:

“I think 30 minutes for the speakers to speak was a long time.”

“If employers could be briefed to keep the talk to a minimum and find a way to provide an activity to deliver their message in an interactive way that would have much more impact.”

Not all workshop sessions achieved a good range of diversity and representation:

“...it would be good to have people from a working-class background who hadn't gone the university route...”

Operational enhancements could support the festival's growing popularity:

“Registration at the event takes a long time.”

“We were lucky with the weather that children could eat outside - had it been raining this would have been a problem.”

Observations:

- Employer-led sessions that are co-delivered by both workers and workshop facilitators were able to explore careers and industries in more impactful ways.



Testimonials

...others were doing the research
...with Big Ben, they had to fly
drones at the building to find
areas that need to be fixed.



Charlie,
Attendee 2024 & 25

Young people want to return for the connections and workshops

“ I attended the festival last year ...and I picked up loads of people's details, different apprenticeships, different contacts. It was arranged for me to come again...

In-person is better for older pupils...

You can't meet people online. You can never really get that full connection. You don't really get a proper understanding of the business or the industry.

Today [at AECOM offices] was an insider to the business - we met project managers, engineers, surveyors... some of them were doing the building, but others were doing the research. For example, with Big Ben, they had to fly the drones at the building to find areas where they need to be fixed or the structural sort of support.

Experience industries in the City

“ So much careers guidance nowadays is designed around STEM or medicine or business, and actually we'd want to ensure that we provide pathways for creative industries as well for our children. ...not a lot of children know what they're interested in... If we don't ensure that there are meaningful encounters like this [at Barbican Centre], then children may just follow the path that perhaps their immediate surroundings would drive them into.

An opportunity to explore
their world beyond Croydon



Janet, United in Design

City of London Guildhall -
what an amazing careers expo

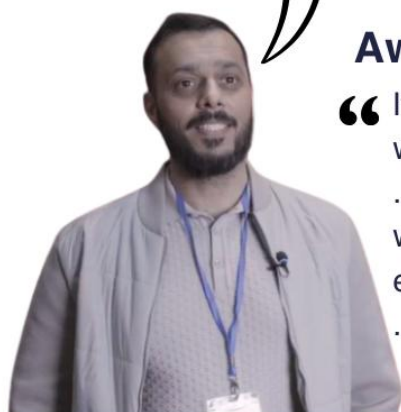


Ms C Knox,
Coombe Wood School

We've had some really interesting conversations today from young people that really are not sure what to do. A lot of the stands had real hands on activities they could really get stuck in, and I know that they've all walked away from here with heads buzzing with all the possibilities.



Some young people seemed to not know a lot about us



Hasham,
Site Manager, E.On

Awareness raising for companies

“ It was nice to inspire those minds today and let them know that whatever they choose, there's a job within E.On. ...whether they're computer skilled, whether they're into engineering, whether they're into product design, whether they're into literature, everything that they think wouldn't apply, would apply at E.On. ...it isn't just about delivering heating and hot water.

Support is available

People see a career in aviation as unobtainable, but that doesn't have to be the case...



Roland,
Hon. Co. Air Pilots

“ ...We provide gliding scholarships, private flying scholarships and then also promote the commercial side of the industry... We've engaged over the last two days with children at the end of primary school all the way through to GCSE level. You don't necessarily need to be a pilot to be involved in an aviation career ...[we're] making sure that these children realise that they can be an engineer, they can work in check in, they can work as cabin crew and they can be pilots.

[Through LCF] you really do reach students from across London...

Connecting the Square Mile to learners from across London

“ ...we're here to show that law can be diverse and we want to encourage people to think about law as a career option. It's not just about solicitors or barristers, it's about the business support as well. We have finance and document management teams.

Not only is London Careers Festival very well organised - such a brilliant event - you really do reach students from across London - different backgrounds who are really at the beginning of their career journey.



Laura,
City Solicitors

Conclusion and Recommendations

The London Careers Festival continues to be a respected leader among careers initiatives. Many schools book year after year, and demand is high for all sessions, especially those offered for young people with additional needs.

The festival retains its two unique elements.

LCF and its Unique Propositions

1. Livery Companies

The involvement of the Livery Companies and their interactive way of exploring key industry skills. Their approach is very popular with primary-aged and early secondary-aged pupils.

2. Careers connected to the Square Mile

The City Corporation and its connected networks of partners, contractors, departments, and Members as industry professional are uniquely placed to mobilise and galvanise representatives from the wide variety of Square Mile connected careers.

The following are recommendations that could advance the position of the festival as a leading careers initiative that mobilises organisations to support and inspire young people.

Headline Recommendations

1. Empowering young people to feel like they could work in central London

The data said:

- Attendees feeling like they could work in central London (a term that doesn't assume knowledge of what the Square Mile is) received the second lowest rating.

So far:

- Each year more business partners offer on-location sessions at their offices or other site location, creating a feeling of accessibility.

Further Enhancements:

- Increasing the number of workplace experiences in the Square Mile could support young people to feel like they want to work there.
- Reinforcing the LCF approach of diverse representation and challenging stereotypes.

2. Increasing representation of sectors of interest to the attendees:

The data said:

- Representation of three sectors were not well-matched with sectors of interest:
 1. Business & Entrepreneurship
 2. Online and Social Media
 3. Sports and Sports Management

So far:

- Representation of Business & Entrepreneurship continues to grow each year in collaboration with delivery partners and Corporation departments like the Small Business Research and Enterprise Centre.
- 4 sessions or exhibitors were added for Online and Social Media.
- 3 sessions or exhibitors were added for Sports and Sport Management.

Further Enhancements:

- Continue to grow representation of the above sectors.

3. Young people sharing their own perspective and interacting with other young people

The data said:

- Attendees didn't have many opportunities to connect with other young people.
- Attendees were given few chances to share their own perspective.

So far:

- Engineering students took part as mentors alongside industry professionals in the speed mentoring session, offering connections with young people only a few years older than the workshop participants.
- Most workshop sessions involved group work, and some sessions involved opportunities for participants to present and share with their peers.

Further Enhancements:

- Consider introducing more peer-to-peer elements, young people supporting other young people. This could involve young workers from City businesses.
- Consider providing desired learning outcomes to workshop leaders around young people sharing their own perspective.

4. Linking curriculum learning to careers (Gatsby Benchmark)

The data said:

- The festival is somewhat successful at supporting this Gatsby Benchmark.
- Teachers said that the most impactful sessions were those in which pupils put into practice knowledge and skills they had learned in the classroom.

So far:

- Some workshop sessions are successfully achieving this.

Further Enhancements:

- Consider consulting teachers about what areas of the curriculum they think could be amplified through an industry-led workshop.
- Liaise with business partners and workshop providers to adapt sessions towards curriculum learning.

5. Continue to ensure sessions are engaging and impactful

The data said:

- Some sessions were given a low rating in this area.

So far:

- The LCF team continues to advise business partners on their session content.
- Sessions co-delivered between a business partner and a session facilitator have been brokered by the LCF team.

Further Enhancements:

- Continue to offer support to business partners alongside brokering new co-delivery partnerships.

6. Timing the festival with the school calendar

The data said:

- Placing the festival before the February half term adversely affected signups for the online sessions.

So far:

- The Guildhall has been reserved for dates after the February half term 2026 and 2027.

Further Enhancements:

- The festival should continue to be in the spring term, after February half term

7. Accommodating the increased popularity for the Livery Showcase

The data said:

- The festival achieved its highest number of in-person attendees, but some attendees had to wait to interact with the company or stallholders they were interested in.

So far:

- In 2024 and 2025, the Livery Showcase was given the largest hall spaces.
- The amount of livery companies and business partners taking part in the showcase also increased.

Further Enhancements:

- To consider spreading the showcase across all three hall spaces to allow more space around each stall.

8. Enhancing on-the-day festival operations

The data said:

- Existing festival operations are less suitable for the increased popularity of the festival.

So far:

- Over 2024 and 2025 a more advanced booking and check-in platform was introduced and a one way system between venue spaces.

Further Enhancements:

- Consider working with a delivery partner support festival operations.

Appendices

2024 Data – Sector Represented versus Sectors of Interest

Sectors Represented at LCF 2024*		Sectors of interest from 2024 survey**	
1	Education and training	Science, technology, and engineering	1
2	Science, technology, and engineering	Online/Social media	2
3	Finance	Business management and admin	3
4	Architecture/Construction	Sports	4
5	Arts and communication	Architecture/Construction	5
6	Law, public safety, and security	Arts and communication	6
7	Business management and admin	Marketing and sales	7
8	Marketing and sales	Finance	8
9	Human services	Law, public safety and security	9
10	Government and public administration	Health	10
11	Health	Human services	11
12	Hospitality and tourism	Hospitality and tourism	12
13	Online/Social media	Education and training	13
14	Sports	Government and public administration	14

*Measured across the festival including online sessions, on-location session, Pathway CTM Careers Expo, Young Professionals Conference, and approximate industries from the Livery Showcase.

**Survey question appears on the questionnaire for secondary-aged and post-16.

Top 3 sectors matched with learner interests		Further 3 well-represented sectors	
1	Science, technology, and engineering	1	Finance
2	Architecture/Construction	2	Law, public safety, and security
3	Arts and communication	3	Business management and admin

2 sectors of interest but not well represented at LCF 2024			
Online/Social media	2 nd most popular	Sports	4 th most popular

Email Newsletter Examples

The LCF email newsletter was the primary way to publicise LCF sessions to schools.

“Skills and Jobs at London Careers Festival”

[View this email in your browser](#)

LONDON CAREERS FESTIVAL
3 to 14 Feb 2025

CROSS-SECTOR
Skills for the World of Work
For Years 10 & 11, KS4
Tue 4 Feb AM & PM
Skills stations and industry professionals exploring the skills needed for careers.

CROSS-SECTOR
You Can Build This City
Primary **SEND inclusive**
Mon 3 Feb AM & PM
Roads, hospitals, offices, and cinemas, get creative and explore all the jobs in a city with Keltbray engineers and City Surveyors.

TECHNOLOGY
Tech Consultant Taster
For Years 10+, KS4-5
Mon AM & PM
An interactive workshop from SkillStruct with mini hakathon and tech professionals.

New sessions every Wednesday

[See all available sessions](#)

londoncareersfestival.org.uk

“We've gone green at London Careers Festival”

[View this email in your browser](#)

LONDON CAREERS FESTIVAL
3 to 14 Feb 2025

GREEN SKILLS
Design Engineer Construct
For Years 10+, KS4-5
Fri 5 Feb, Green Skills Hub
Apply maths, design, and engineering into a real-life design scenario in the DEC challenge - and all in one day!

SPORTS INDUSTRIES
Careers in Sport
For Secondary & Post-16, KS3-5
Mon 3 Feb
Activities that explore the different careers in sport. Coaches, journalists, physiotherapists, match officials, nutritionists, marketers, and many more.

GREEN SKILLS
Green Skills Action Day
For secondary, KS3-4
Fri 7 Feb, Green Skills Hub
A mix of interactive activities designed to bring the to life the skills needed for jobs supporting green and climate action.

New sessions released every Wednesday

[See all available sessions](#)

londoncareersfestival.org.uk

Social Media Post Examples

Social Media posts that could be reposted and amplified by City of London Members and LCF partners were used to both recruit new business partners and speed mentors, plus publicly thank those businesses and volunteers that took part.

Recruiting and mobilising City businesses and volunteers

Young people want to know the options, how to connect, be seen, and how to make a good impression.

How did you do it?

Simply by sharing how it started for you or why you made that pivot gives valuable insight.

You can do it - register your interest here
bit.ly/supportLCF

London Careers Festival



Celebrating businesses that took part

Can you support young Londoners with a glimpse of your industry?
Contact lcf@cityoflondon.gov.uk



The Rt Hon. the Lord Mayor Alastair King • Follo...
Lord Mayor of London | Financial Services Chair | Business Leade...
3w •

A real pleasure to attend the London Careers Festival Volunteers Awards yesterday, celebrating the fantastic work being undertaken by businesses, large and small, across the Square Mile to inspire and support the City's next crop of talent.

We're keen to hear from other businesses in the City of London that can help young Londoners access different experiences of the workplace, as well as take part in the next London Careers Festival. Please contact lcf@cityoflondon.gov.uk if you can help.

#LondonCareersFestival



END

Committee: Education Board	Date: 10 June 2025
Subject: Report of Action Taken between meetings: Agreement to delegate authority to distribute Round 1 awards from City Premium Grant, and Culture & Creative Learning Funds	Public
Report of: The Town Clerk & Chief Executive	For Information
Report author: Jayne Moore	

SUMMARY

These two requests for Delegated Authority to be granted were expected to be considered at the Education Board meeting originally scheduled to take place on 21 May 2025. The recipients of these funds needed confirmation by 04 June 2025 on whether the funds are forthcoming in order to make the necessary plans to arrange for those funds to be allocated, and a decision under urgency procedures was made in line with Standing Order 40a to approve the authority to agree them.

City Premium Grant:

1. The City Premium Grant (CPG): an annual grant that provides financial support to the City of London Family of Schools towards the delivery of programmes and activities that support the aims of the Education Strategy 2024-29 and that provide additionality;
2. All Round 1 projects were processed and reviewed with the input of an independent third-party assessor to ensure neutrality. The Education Strategy Unit (ESU) proposes that funds for projects marked as successful be transferred to the relevant schools as soon as possible to maximise the project preparation time available. Cultural and Creative Learning:
3. This is the third year of the City's Cultural and Creative Learning (CCL) funding model that involves the City's 29 approved Cultural Partners [approved by the Education Board in February 2024). Those cultural partners were invited to bid for up to £20,000 each towards projects targeted at enrichment and additionality in the cultural and creative learning sectors, for the benefit of children and young people living in London. The total pot available is £190,000.
4. The panel of four officers, including a representative external to the Education Strategy Unit (ESU) from the Grants Unit, recommended that 11 out of 17 of the applications should be awarded funding from the CCL budget.

DECISIONS:

The following three requests were approved:

- City Premium Grant: To delegate authority to the Town Clerk in consultation with the Chair of the Education Board and the Strategic Director of Education and Skills to distribute Round 1 awards from the City Premium Grant: Disadvantaged Pupils Grant, the City Premium Grant: Partnerships Grant, and the City Premium Grant: Responsive Grant to the schools;
- Cultural and Creative Learning: To delegate authority to the Town Clerk in consultation with the Chair of the Education Board and the Strategic Director of Education and Skills to distribute the CCL funds to the relevant cultural partners noting that the panel recommends that 11 out of 17 of the applications be awarded funding from the CCL budget; and
- To confirm that these grants will be made available in the usual way.

Jayne Moore
Jayne.Moore@cityoflondon.gov.uk

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