

<b>Committee(s)</b>	<b>Dated:</b>
Education Board	01/07/2021
<b>Subject:</b> Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22	Public
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	2, 3, 8, 9, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	Education Board Budget
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	Y
<b>Report of:</b> Director of Community & Children's Services	For Decision
<b>Report author:</b> Anne Bamford, Strategic Education and Skills Director Daniel McGrady, Lead Policy Officer (Education, Culture and Skills)	

### Summary

Members are asked to approve the annual action plan to deliver the Education, Cultural and Creative Learning and Skills Strategies over the 2021/22 academic year in **Appendix 1**.

### Recommendation(s)

Members are asked to:

- Approve the annual action plan for the 2021/22 academic year in **Appendix 1** which contains the key programmes and focus of activity to be delivered over the year to meet the aims and outcomes of the Education, Cultural and Creative Learning and Skills Strategies.
- Note the annually recurring actions outlined in **Appendix 2** which are the 'core business' actions delivered each academic year.

### Main Report

#### Background

1. The Education Board has oversight over three City Corporation strategies: The Education Strategy, The Skills Strategy and The Cultural and Creative Learning Strategy, running from 2019-2023. Prior to each academic year, an Annual Action Plan for these strategies with aligned budget is presented to the Education Board. An Annual Impact Report is then presented each November meeting which reports on the outcomes and impact of delivering the Action Plan over the previous academic year.

#### Current Position

2. Each year, the Education Unit review progress against the delivery of the Education Board's three strategies and plans for the following year. This involves identifying the priority actions and programmes of activity for the year ahead.

## **Proposals**

3. For the 2021/22 academic year, the action plan in **Appendix 1** focuses on the following programmes of activity:
  - a. Ensuring clarity of purpose and transparency in funding, partnerships and reporting so that delivery of the strategies is focused on impact.
  - b. Supporting programmes and initiatives which engage parents, carers and families in learning.
  - c. Supporting schools to ensure that education develops the whole child, with a priority around mental health and wellbeing and initiatives which support young people with special educational needs and disabilities.
  - d. Using labour market intelligence and partnerships with businesses and liveries to inform work-related and skills learning initiatives.
  - e. Continuing to connect schools with cultural organisations and professionals in the arts, creative and cultural sectors to develop skills, with a focus on oracy.
  - f. Ensuring that pupil and learner voice and decision-making have a greater influence in strategy and delivery.
  - g. Ensuring that the Adult Skills and Education Service effectively responds to Government skills policies and funding changes for the benefit of adult learners and apprentices.
  - h. Continuing to build on knowledge exchange and partnership working between the City Corporation's organisations and external partners.
4. Additionally, there are core areas of business which are recurring actions each year and appear on every annual action plan. These are outlined separately in **Appendix 2**.
5. The Action Plan shows the alignment between the overarching strategic goal, the high-level actions (which represent programmes of work), the activities delivered over the year, the budget and the outcomes which will be reported against in the Impact Report submitted in November 2021.

## **Options**

6. The Education Board have the following options:
  - a. Approve the 2021/22 annual action plan in Appendix 1 and note the annually recurring actions in Appendix 2.
  - b. Approve the action plans subject to amendments.
  - c. Do not approve the actions plans.

## **Key Data**

7. Each year in the Autumn Term, Members of the Education Board receive an annual report on the impact of the action plan for the previous academic year. The annual report includes data and narrative on the primary outputs, outcomes and impacts of Education Board funded initiatives and partnerships. Subject to

data returns, the Education Board will receive the annual impact report for the 2021/22 academic year in November 2022.

## **Corporate & Strategic Implications**

### **8. Strategic implications**

The action sets out the targeted actions to occur to deliver the key outcomes of the Education, Cultural and Creative Learning and Skills Strategies (2019-23) which are cross-Corporation strategies approved by the Court of Common Council on 7 March 2019. The Strategies are approved to support the delivery of outcomes 2, 3, 8, 9, 10 of the Corporate Plan.

Several actions in the 2021/22 action plan also deliver key priorities of the action plan for the Social Mobility Strategy and Digital Skills Strategy.

### **9. Financial implications**

As the action plan follows the academic year and not the financial year, Members should note that the budget alignment is across both the 2021/22 (September 2021 to March 2022) and 2022/23 (April 2022 to August 2022) financial years. The budget alignment is based on the itemised budget for the 2021/22 financial year approved by the Education Board at their meeting on 28 January 2021 and makes the assumption that the overall budget envelope will be sustained in the 2022/23 financial year.

### **10. Resource implications**

As in previous years, the action plans will be delivered through a combination of Education Strategy Unit staff, grant-funds to education and cultural organisations, externally commissioned services and leveraging action through partnership working. The Strategic Education and Skills Director monitors resource across the service. External resources are also applied to deliver programmes where there are possibilities to do so.

### **11. Equalities implications**

The Public Sector Equality Duty under Section 149 of the Equalities Act 2010 does not strictly apply as a matter of law to the City Corporation's City's Cash functions. However, it has been the Corporation's practice to have regard to those principles across all of its functions. The proposals in this report comply with the City Corporation's Public Sector principles of the Equality Duty Act 2010 as they seek to have a positive impact on staff and pupils in the City sponsored academies, learners accessing programmes delivered by Culture Mile Learning, and staff and learners of the Adult Skills and Education Service with proactive actions to positively benefit learners from ethnic minority backgrounds, who have special educational needs and disabilities (SEND), and are at risk of educational disadvantage for other reasons such as background, family income and personal circumstances.

### **12. No immediate Legal, Risk, Climate or Security implications identified.**

## **Conclusion**

13. Members are asked to approve the Annual Action Plan for academic year 2021/22, note the annually recurring actions, and note that the outcomes and impact of the delivery of the action plan will be reported to the Education Board in November 2022.

## **Appendices**

- **Appendix 1** – Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22 - Priority Actions and Programmes
- **Appendix 2** - Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22 – Annually Recurring Actions

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## Appendix 1 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22<sup>1</sup> - Priority Actions and Programmes

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget <sup>2</sup>	Expected outcomes
<p>Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive (E)</p> <p>Education is safe, inclusive, supportive and empowering for all (E)</p>	<p>Harness individual talents, enabling pupils to flourish as innovative, confident and creative individuals</p> <p>Encourage the Family of Schools to work together to deliver a shared ethos for excellence</p>	<p>Deliver a robust <b>City Premium Grant (CPG)</b> funding and evaluation process for 2021/22 and prepare for the implementation of the recommendations from the Tomlinson Review to apply to CPG funding from 2022/23</p>	1.72m	<ul style="list-style-type: none"> <li>A review of education funding is conducted and funding is aligned to impact and agreed goals</li> <li>High levels of lifelong learning are evidenced by leaders and teachers</li> </ul>
		<p>Ensure that some CPG funding includes support for middle and senior leadership development</p>		
		<p>Support sixth forms to work collaboratively as a system to deliver a high-quality, broad and balanced offer</p>	Staffing	<ul style="list-style-type: none"> <li>An outstanding Sixth Form offer across the Family of Schools</li> </ul>
	<p>Establish a framework of clear accountability, challenge and support</p> <p>Proactively drive and celebrate equality of opportunity to promote social mobility and inclusion</p>	<p>Explore the role of pupil alumni networks in more effective governance and succession planning</p> <p>Support the annual CoLAT AGM</p> <p>Support programmes that engage parents and families in pupils' learning</p> <p>Work with partners to define social mobility and inclusion in different contexts</p> <p>Conduct a review of school counselling service provisions</p> <p>Ensure progress of SEND pupils</p>	£1K	<ul style="list-style-type: none"> <li>Strong governance frameworks and appointment processes are in place.</li> </ul>
			Staffing	
			£10K	<ul style="list-style-type: none"> <li>There is improvement in services and resources which promote wellbeing amongst pupils, including counselling services</li> </ul>
			Staffing	
			7K (PIP)	
<p>There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices (S)</p>	<p>Ensure a comprehensive strategy for skills development and careers support is delivered in the Family of Schools</p> <p>Establish an education to business 'hub' to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools</p>	<p>Create a hub to school-to-school collaboration in work-related learning and skills curriculum and projects</p>	£15K	<ul style="list-style-type: none"> <li>A comprehensive creative careers strategy is delivered to all pupils in the Family of Schools</li> <li>Apprenticeship opportunities are promoted</li> <li>Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal connections to businesses and work placements are well-planned and ensure pupils are engaged in</li> </ul>
		<p>Audit that schools have required published careers information and regularly scrutinise implementation and impact</p>	Staffing	
		<p>Use pupil destination data to inform projects across the Skills Strategy</p>		
	<p>Build on the Livery Skills Initiative to catalyse projects across fusion skills, vocational pathways, work-related learning and apprenticeships</p>			
	<p>Use labour market information and industry research to target partnerships in areas of need</p>			

<sup>1</sup> The Action Plan and budget allocations align with the 2021/22 academic year (September 2021 to August 2022)

<sup>2</sup> 2021/22 academic year budget not including staffing and general team costs (e.g. subsistence, training, printing, etc.)

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget <sup>2</sup>	Expected outcomes
	Provide high quality exposure to creative and cultural industries	Engage self-employed professionals and solopreneurs to feature in all work-related learning projects Broaden and expand work-related learning and experience so they respond to supply, demand and support in post-COVID circumstances	See CML	interesting tasks and get experience that they can apply when they start looking for employment • Self-employment and ‘solopreneurs’ trends are reflected in work experience offers
ASES deliver high-quality adult education, training and apprenticeships which transform the lives of adult learners (S)	Develop innovative approaches to teaching industry-relevant courses and apprenticeships  Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing  Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage	To review ASES in response to changes the Adult Education Budget Funding Rules and Apprenticeship Funding Rules To re-examine the programmes and courses (both internally delivered and commissioned) in the light of the qualification reforms to ensure that these are high quality, relevant, needed and future ready To prepare for the implementation of the Lifetime Skills Guarantee and Level 3 Adult Offer Expand the use of labour market intelligence on creative industries in the City of London to inform the provision of industry-relevant courses and inclusive attraction strategies into job roles To adapt the functions and operations of ASES in keeping with the changes at the National and London level in line with recent policy announcements and changes in FE skills legislation and funding. Ensure a compliant and effective ASES Digital Learning Strategy focused on digital skills of learners and tutors, with staff and students having safe online access and effective use of ICT in teaching, learning and assessment Deliver high quality Digital Functional Skills Qualification and the Essential Digital Skills Qualification Develop a fusion skills programme for apprentices Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities Prepare for an Ofsted inspection of adult learning	ASES Budget	<ul style="list-style-type: none"> <li>• ASES successfully delivers apprenticeships for the City of London Corporation and others</li> <li>• ASES provides provocative and dynamic learning environments where learners are challenged</li> <li>• ASES makes effective use of labour market intelligence to increase the subject choice for learners</li> <li>• There is evidence of high levels of lifelong learning</li> <li>• There is effective use of IT in teaching, learning and assessment</li> <li>• Apprenticeship completion rates remain above 95%</li> <li>• There is 100% destination and progression pathway for apprentices</li> <li>• ASES is an outstanding adult education, training and apprenticeship provider</li> </ul>

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget <sup>2</sup>	Expected outcomes	
<p>There are accessible opportunities for pupils to access the learning opportunities that the City's cultural, heritage and environmental assets offer (C)</p> <p>Children and young people are empowered to reach their full potential in and through the arts (C)</p>	Create connected routes for pupils and teachers to access Culture Mile Learning	Ensure reoccurring activities are adapted to changing guidelines and restrictions whilst offering the same richness of experience for learners	See CML	<ul style="list-style-type: none"> <li>• There are clear and delineated access routes into further opportunities</li> <li>• There is an ambitious programme for progressive music and performing arts education</li> <li>• Pupils in the Family of Schools participate in cultural decision-making</li> <li>• Culture Mile Learning partners offer a learning programme to pupils to develop fusion skills</li> </ul>	
	Deliver a distinctive education and skills offer	Review curriculum and talent pathways, ensuring there are access routes into further opportunities, building on from music review to include visual and other performing arts	£10K		
	Deepen and enrich cultural experiences for learners inspiring them to discover their creative potential and love the arts and culture	Expand on the success of the Cultural CPD Programme for teachers making best use of cultural partners' expertise in fusion skills development and responding to needs of learners	See CML		
		Collaborate with schools and cultural partners to ensure that teaching with cultural artefacts and working alongside creative practitioners enables pupils to develop oracy skills	See CML		
<p>Learning experiences promote the development of 21st century fusion skills (E, S, C)</p> <p>The Strategies have strong strategic oversight and delivery is focused on impact (E, S, C)</p>	Build an applied research and knowledge exchange culture	For CPG funded projects, use fusion skills measurement frameworks to measure impact	£70K	<ul style="list-style-type: none"> <li>• The City Corporation is known as leading innovative work in Fusion Skills</li> <li>• Fusion Skill development is seen as integral to outstanding schools</li> </ul>	
	Improve the ways we design, deliver, monitor and evaluate actions so that delivery is focused on impact	Amplify and support fusion skills through participation in and leadership of national/international projects and research			
	Explore opportunities to expand the City's education portfolio and its influence on education throughout London, nationally and internationally		Take a strategic approach to partnerships including a review of existing partnerships and opportunities for growth	Staffing	<ul style="list-style-type: none"> <li>• The model and expertise of the Family of Schools can be shared</li> <li>• The Family of Schools, Culture Mile Learning and ASES influence the field through partnerships and participation in key committees and networks</li> <li>• A cross-departmental review of all our partnerships is completed</li> </ul>
			Build on the current knowledge exchange and what works		
			Amplify, develop and support youth voice and decision-making in activities across the three Strategies	£5K	
			Refine approaches to monitoring, evaluation and annual reporting	Staffing	

**Appendix 2 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2021/22 – Annually Recurring Actions**

<b>Overarching strategic goal</b>	<b>High-level strategic action</b>	<b>Annually reoccurring activities</b>	<b>Budget<sup>3</sup></b>	<b>Expected outcomes</b>
<p>Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive (E)</p> <p>Education is safe, inclusive, supportive and empowering for all (E)</p>	<p>Harness individual talents, enabling pupils to flourish as innovative, confident and creative individuals</p>	<p>Enhance, amplify and communicate learning opportunities which develop pupils’ academic and fusion skills, including maintaining and growing the Find Fusion platform</p>	Staffing	<ul style="list-style-type: none"> <li>• Provocative and dynamic learning environments exist, and classroom lessons inspire and challenge pupils</li> <li>• Pupils are stretched, building on their prior achievement</li> <li>• Data collection is used to ensure pupils make exceptional progress</li> <li>• Exclusions are at zero</li> <li>• Lifelong learning is evidenced by leaders, teachers and pupils</li> <li>• There is clarity of roles and training for governors and governors are up to date with the latest statutory requirements and good practice</li> <li>• There is clear focus and vision in being part of the Family of Schools</li> <li>• Schools places are provided in areas of need and reaching target communities</li> <li>• There is improvement in the progress of pupils at risk of educational disadvantage</li> <li>• All pupils hear from and be inspired by employers and apprentices</li> </ul>
		<p>Support events for pupils to develop fusion skills</p>	10k	
	<p>Model educational exceptionalism beyond Ofsted ‘Outstanding’</p>	<p>Annually collect, monitor and report on school performance, school performance, safeguarding and finance data</p>	£1K	
		<p>Report Ofsted inspections to the Education Board</p>		
		<p>Deliver at least school visits/impact visits to all academies</p>		
		<p>Deliver forums for Headteachers and Chairs of Governors and annual City Schools’ Conference</p>		
	<p>Deliver academic excellence and innovative approaches to teaching and learning</p>	<p>Deliver a governor training programme to ensure that governors are up to date with latest statutory requirements and good practice</p>	Staffing	
		<p>Develop and maintain partnership working between the Family of Schools such as through support to shared projects and through the termly School Partnerships Forum</p>	10k	
		<p>Annually monitor place planning to ensure that school places are being provided in areas of need</p>	Staffing	
		<p>Annually monitor and report on school admission arrangements to ensure schools are reaching the target communities</p>		
<p>Ensure that the health, safety and welfare of pupils are of paramount importance</p>	<p>Annual safeguarding monitoring meeting for all academies and offered to other schools in the Family of Schools</p>			
<p>There is high quality exposure to the world of work at all</p>	<p>Ensure a comprehensive strategy for skills</p>	<p>Deliver a termly Skills Forum for the Family of Schools</p>	£1K	
		<p>Deliver work-related learning projects linking learners to the world of work</p>	£20K	

<sup>3</sup> 2020/21 academic year budget not including staffing and general team costs (e.g. subsistence, training, printing, etc.)

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget <sup>3</sup>	Expected outcomes	
stages of education to enable learners to make informed career choices (S)	development and careers support	Communicate careers opportunities in the arts and cultural sectors to the Family of Schools		<ul style="list-style-type: none"> <li>• Good quality work experience placements are open to all pupils</li> <li>• Pupils are exposed to professionals working in creative and cultural industries</li> </ul>	
	Link learning at all stages of education with real-world application	Promote high quality work experience placements for pupils in the Family of Schools through collaboration with HR, internal and external partners, the Livery Companies and using Find Fusion as the showcase platform			
	Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing	Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage	Successfully deliver apprenticeships for the City of London Corporation and others	ASES Budget	<ul style="list-style-type: none"> <li>• ASES is an outstanding adult education, training and apprenticeship provider</li> <li>• ASES drive an celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion</li> <li>• The number is BAME learners is increased to 20%</li> <li>• ASES use a model of learner-led peer-to-peer mentoring and collaboration</li> </ul>
			Annually monitor and report on apprenticeship completion rates, remaining above 95%		
			Annually monitor and report on destination and progression pathways, remaining at 100%		
			Ensure that learners are stretched so that they build on prior achievement and study at higher levels		
			Embed effective End Point Assessment		
			Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities		
			Ensure an increase in the uptake of adult education courses including by City of London residents with a minimum of 800 individual learners enrolled in courses.		
			Meet the needs of digitally excluded learners and engage them via non-digital means where necessary		
increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds to 20%					
There are accessible opportunities for pupils to access the learning opportunities that the City's cultural, heritage and environmental assets offer (C)	Create connected routes for pupils and teachers to access Culture Mile Learning	Deliver a robust and impact-based grant funding and evaluation process to Culture Mile Learning (CML)	247k	<ul style="list-style-type: none"> <li>• Culture Mile Learning partners offer a learning programme to develop fusion skills</li> <li>• Culture Mile Learning is communicated in an inclusive manner</li> </ul>	
		Through Culture Mile Learning, deliver the Culture Mile School Visits Fund to provide disadvantaged learners across London with access to Culture Mile Learning experiences	See CML		
	Develop relationships with other local Cultural Education Partnerships and cultural	Deliver training on cultural learning for disadvantaged and vulnerable learners	1k		
		Deliver a Cultural and Creative Learning Forum three times per year			

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget <sup>3</sup>	Expected outcomes
Children and young people are empowered to reach their full potential in and through the arts (C)	destinations to join-up resources, deliver shared ambitions, and maximise benefits	Deliver a hub for school-to-school collaboration in cultural and creative learning and arts curriculum and projects	15K	<ul style="list-style-type: none"> <li>• There is a Lead Cultural and Creative Learning Governor and Staff member in each of the Family of Schools</li> </ul>
	Ensure all learner receive high quality and continuous education in and through the arts	Support grass-roots cultural and arts initiatives such as the Young Leaders' Music Programme	10k	<ul style="list-style-type: none"> <li>• Pupils participate in cultural decision-making</li> <li>• Pupils access cultural experiences</li> </ul>
		Support arts events for pupils in the Family of Schools, e.g. Schools' Concert and Art Exhibition		