

Committee(s) Education Board	Dated: 03/02/2022
Subject: Education, Cultural and Creative Learning and Skills 2020/21 Annual Report	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 8, 9 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Information
Report author(s): Anne Bamford, Strategic Education and Skills Director	

Summary

At its meeting on 23 July 2020, the Education Board approved the Annual Action Plan for the Education, Cultural and Creative Learning and Skills Strategies spanning the 2020/21 Academic Year. At that meeting, Members resolved to receive an Annual Report at the end of the academic year outlining how the Action Plan was delivered and the impact of the year's activities.

Recommendation(s)

Members are asked to note the Education, Cultural and Creative Learning and Skills Strategies Annual Report.

Main Report

Background

1. The Education Board have strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills Strategies. The Annual Report reports on the outputs, cost, evaluation and impact of each of the high-level actions in the 2020/21 Annual Action Plan.
2. The 2020-21 annual report is once again impacted by Covid-19 with considerable need to vary activities and be adaptive and responsive to rapidly changing situations.
3. It should be noted that in response to suggestions made by Education Board, this annual report is now presented in the form of a succinct summary.

Annual Report Summary

4. In addition to the activity reported in this Annual Report that was outlined in the Annual Action plan 2020-21, the Education Strategy Unit (ESU) has been directly involved in the delivery of outcomes and impacts within wider City of London priority areas. In particular, the ESU made a significant contribution to impact in the following areas:

- a) The Mid-term strategy review: A detailed consultative mid-term strategy review occurred. The results of this review highlighted achievements especially in terms of greater partnership working, clarity of vision, collaboration and impact. It made some suggestions for ongoing focus on social mobility and fusion skills.
 - b) Under the targeting Operating Model (TOM) there was a review of the staffing and workings of the ESU and as a result there have been changes and efficiencies in structure and staffing to ensure that the ESU is able to continue to deliver with partners an ambitious and innovative vision for the future. The changes resulted in some short and medium-term staffing shortages, but despite this, the ESU was able to meet and surpass the major strategic Key Performance Indicators throughout 2020-21.
 - c) Education and cultural and creative learning featured significantly in the Tackling Racism Taskforce. In particular, good practice from the Education sector and skills sector were able to be shared more broadly with the taskforce. The taskforce recommendations have been effectively encompassed in forward plans with focus on ensuring inclusive practices at all levels.
 - d) The strategy areas under the Education Board were highly significant on delivering the outcomes and impacts of the *Social Strategies: Responsible Business, Social Mobility and Digital Skills Strategies, and featuring the Climate Action Strategy* especially in terms of preparing young people for apprenticeships, employment or further education; transformative learning in music, drama, and the arts, with pathways to the creative industries via employment and education; support with education, skills and job searching; providing digital devices to people at risk of digital exclusion; and, establishing an education to business 'hub' to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools, using labour market information and industry research to target partnerships in areas of need.
 - e) Youth activation and environmental education to make a positive contribution in tackling climate change; involve the energy and enthusiasm of young people to drive social inclusion and fight the climate emergency which has the potential to worsen existing social inequalities; promote inclusive engagement with climate and environmental issues; and ensure that the environment is embedded in learning curricula at all levels and across all disciplines.
5. The Annual Report includes indicative costs for each strategic area from both Local Risk (service budget) and Central Risk (grant funding to City sponsored academies). The costs do not include the salaries of permanent staff in the Education Unit but do include fixed-term staff working on time-limited projects. It should be noted that the 2020/21 Academic Year straddles two financial years (2020/21 and 2021/22).

6. Strategic Goal: Deliver exceptional quality education in the Family of Schools that meets the challenges and skills requirements now and, in the future

Outputs	Summary of impact
Leadership and Accountability	<ul style="list-style-type: none"> The Education Strategy Unit (ESU) continued regular and sustained support to the Family of Schools over

<ul style="list-style-type: none"> • 6 Headteachers' Forums for Headteachers in the Family of Schools. • 51 people attended the Family of Schools virtual City Schools' Conference (part 1 – November) to participate in discussions with 3 expert speakers and 4 panel members. 84 people attended the Family of Schools virtual City Schools' Conference (part 2 – June) to participate in discussions with 12 expert speakers. In November 2020 the conference themes focused on the themes of Resolve, Resilience and Return. The second part of the conference also had to be held remotely in June 2021 and focused on Reimagining and Reform. • Completion of school performance, safeguarding and finance scrutiny meetings. • Continued expert support for safeguarding practices across the Family of Schools through the Designated Safeguarding Leads forum and overview. • Embedding a utilisation of the Fischer Family Trust (FFT) school data and target-setting dashboards for state-funded City schools, City of London Academies Trust (CoLAT) and the Education Strategy Unit (ESU). • Monitored school place planning and admission arrangements. • Review of Sixth Form provisions and monitoring and oversight of Sixth Form offers across the Family of Schools. • A new Partnerships Forum was begun and embedded across the family of schools. This complemented the existing Skills Forum and Cultural and Creative Learning Forum. 	<p>the lockdown period including through forums, briefings and grant support. Schools reported feeling well-supported by the City Corporation during the COVID-19 pandemic.</p> <ul style="list-style-type: none"> • The Headteachers' Forum provided a platform for communication, identifying areas for collaboration, and connecting schools to relevant external partnerships. The Forum has evolved into a discursive school-led platform. • The City Schools' Conference had relevant and applicable content and attendees stated that they agreed that they could apply the content to their work in the school. • The Scrutiny Meeting process, led by CoLAT, is now fully embedded and streamlined and is enabling effective challenge and support to City sponsored academies and informs grant-funding processes. • Academies are being supported to use data effectively and for school-improvement initiatives. The implementation of school data dashboards enabled greater monitoring of impact and improved target-setting and intervention planning. • School census data for 2020/21 shows that City state-funded schools are reaching target communities and supporting pupils from a diverse range of backgrounds and starting points. There is some indication of reducing disadvantage in primary schools.
<p>Teaching and Learning (£1.734m)</p> <ul style="list-style-type: none"> • In financial year 2020/21, the Education Board awarded 	<ul style="list-style-type: none"> • The City Premium Grant (CPG) is supporting schools to enhance and

<p>£2,294,123 in City Premium Grants (CPG) to the City of London Corporation's 10 sponsored academies.</p> <ul style="list-style-type: none"> • Additional grants were supported to support extraordinary mental health and wellbeing needs which arose in children and young people, in families and in the school workforce as a result of the extra stress caused by the pandemic and periods of isolation and lockdown. £320,000 was approved to help improve the mental health and wellbeing to pupils and staff within the schools. • The majority of funding is being spent on (in order) One-to-one or small group interventions; support for pupils at risk of exclusion; staff training targeted at various levels of the staff body; future pathways interventions aimed to equipping pupils with a roadmap beyond secondary education; interventions to support pupils' physical wellbeing, including sports and outdoor activities; additional music interventions; online and home learning support; and, wellbeing and mental health interventions included the recruitment of staff into wellbeing-focused roles as well as directly educating pupils and parents about mental health • Pupils across the Family of Schools were supported to take practice Medic and Law examinations to support entry into university for these courses. • Additional moneys were sought and received to support increased needs for computers and web access to support remote learning. 	<p>enrich teaching and learning across the academies. Academies were able to the use the grant-funding to offset the negative impact of COVID-19 school closures on staff, pupils and families.</p> <ul style="list-style-type: none"> • The sudden school closures and immediate shift to online teaching and learning for the majority of pupils meant that some CPG funded projects could not go ahead as planned. In the majority of cases, schools could deliver the projects to the original bid description by altering the delivery models. A number of projects were underspent where activity could not go ahead at all. Some projects were not in the original bids and represent a repurposed use of the funding. • There is evidence of continued professional development (CPD) being used to effectively to ensure teachers engage in lifelong learning and the proportion of CPG funding on this area and teacher wellbeing has increased since the previous year. • While once again in 2020-21 external examinations were cancelled Centre Assessed Grades (CAGs) showed improvements in the results for the second consecutive year. • Permanent exclusion rates have fallen significantly across the secondary academies. The majority of secondary academies also experienced a fall in temporary exclusions. In two academies, fixed term exclusions have increased, with one being a significant increase. Primary academies continue to have no exclusions. • Covid has posed difficulty for pupils progressing into further education and employment with pupils, for example having to undertake virtual rather than actual work experience and many pupils experiencing concerns regarding their future
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	<p>pathways. Additional support in this area has resulted in the schools being able to maintain their excellent rates of school leavers going into university and apprenticeships and to have very low numbers of pupils not in education or training (NEETs).</p> <ul style="list-style-type: none"> • Sporting and outdoors activities were very important to help pupils adjust to returning to school and also to boost health and wellbeing and social relationships post lockdowns. These along with cultural activities were highly valued by both pupils and staff and greatly assisted in pupils adjusting back to school life, forming friendships and less school absences. • Music, especially group singing and the instrumental learning, had to be particularly curtailed under Covid-19 restrictions. Additional musical offers, including virtual music lessons enabled pupils to continue to develop their love of music and to continue their music progression. • Schools are well-equipped with the necessary resources to support robust remote learning. Schools are able to quickly pivot to remote learning as needed and all children have been supported to ensure that they are able to fully access and interact with this provision. This has included the provision of hardware, software, subscriptions and training. Support has also been in place to ensure vulnerable learners and families are engaging in learning and regular communication has occurred between school and homes.
<p>Governance (£100)</p> <ul style="list-style-type: none"> • 53 governor bookings across five governor training sessions in school performance, finance, risk assessment, risk assurance and safeguarding (both basic and advanced). 	<ul style="list-style-type: none"> • All governor training sessions were held remotely. Governors commented that remote training worked effectively and was more flexible. • Governors who attended governor training are up to date with latest statutory requirements and good practice.

<ul style="list-style-type: none"> 6 Chair of Governors Forums to drive best practice in school governance. 	<ul style="list-style-type: none"> While the attendance at the governor training session on Risk Assurance was very high, some governor training sessions are not well attended. Attendance is especially important at statutory training sessions and where updated training is required every second year (such as in finance, schools' standards and safeguarding training). Certificates for governor training were introduced and improved record keeping of which governors have attended which training (training logs).
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7. Strategic Goal: High quality exposure to the world of work at all stages of education to enable pupils to make informed career choices

Outputs	Summary of impact
Strategic Leadership <ul style="list-style-type: none"> 3 Skills Forum meetings delivered. 14/14 schools have a staff representative, and 9/14 Schools have a governor representative on the Skills Forum. 	<ul style="list-style-type: none"> The Skills Forum enables sharing best practice, leadership development, and partnership building to ensure there is a clear strategy for work-related learning delivered in the Family of Schools.
World-of-work Experiences for Pupils <ul style="list-style-type: none"> Delivery of the virtual London Careers Festival (LCF) 2021. <ul style="list-style-type: none"> Over 21,000 bookings for LCF 181 different schools and sixth form colleges registered for the Festival. 127 organisations hosting events. 55 webinar style sessions were delivered. Over 150 different career and skills-related resources were shared with schools and pupils via the LCF website. 23 young people took part in the Culture Mile Learning Online Mentoring Programme. 16 young people took part in the Culture Mile Learning hybrid work experience programme 90 students between the ages of 13 to 18 across six schools completed the Fusion Futures programmes to 	<ul style="list-style-type: none"> The Virtual London Careers Festival provided a platform for Livery Companies, businesses, cultural organisations, and a multitude of professionals across a range of sectors to connect with pupils in the Family of Schools and across London. 87% of young people said LCF helped them to think about their future. 88% of teachers said they would recommend LCF to other teachers and schools. 69% of partner organisations offering sessions in LCF were new to the festival in 2021. 92% of partners commented that they are 'very likely' to offer experiences for young people in the London Careers Festival next year Specialist SEND session were offered in the 2021 LCF. The SEND

develop their fusion skills in preparation for moving into work or further education.	sessions delivered were highly popular amongst schools and the general SEND network.
Industry Partnerships <ul style="list-style-type: none"> 127 organisations hosted webinars or provided resources for the London Careers Festival. 221 businesses supported the Fusion Skills development work. 91 Charities and NGOs. Partners came from 18 countries. The City of London were awarded a three-year Erasmus+ European Grant to undertake a project called Ed-En Hub to build closer working between Education and Enterprise (September 2020). The City of London, through Central London Forward were awarded a 20-month European Social Fund and GLA funded Grant to undertake a project called Connecting Communities to provide education and employment opportunities to people aged 18-25 and people, of all ages not in full-time education or employment (July 2021). A new City of London and Liveries Education Network meeting has been established. Two major surveys were conducted with liveries regarding their skills offer. This resulted in strong support from the Liveries and the Livery Committee and the formation of the Livery Skills Group to forge a long-term and sustainable skills and employment offer across the liveries. 	<ul style="list-style-type: none"> 57% of young people said LCF helped them to think about their future. This was down from the year before but in part this was due to a higher percentage of younger pupils answering the survey. 56% of young people said that LCF helped them to think about new careers. Culture Mile Learning (CML) delivered an Online Mentoring Programme proving that pupils who have barriers to everyday learning can be inspired by employers and build their skills and aspirations through online mentoring. The reach and impact of partnership-working continues to exceed expectations which can be seen from the levels of engagement in London Careers Festival, the Education Board Dinner, the Prefects Dinner and the City Schools' Conference. The City of London through the Education Strategy Unit are now core partners in bids totally £19 million to encourage closer working between education and enterprise, including in Central London for the benefit of young people and to boost lifelong skills learning. The Livery Companies have become highly supportive and substantial partners in boosting the skills of young people with collectively more than £8million per year on skills initiatives and immeasurable in-kind support and access to employers and networks of support.

8. Strategic Goal: Provide an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer

Outputs	Summary of impact
Strategic Leadership	

<ul style="list-style-type: none"> • 3 Cultural and Creative Learning Forum meetings delivered. • 14/14 schools have a staff representative and 11/14 schools have a governor representative on the Cultural and Creative Learning Forum. 	<ul style="list-style-type: none"> • The Cultural and Creative Learning Forum provides a platform for the Family of Schools and Culture Mile Learning to work in partnership to lead the delivery of cultural and creative learning. The Forum is an effective information point for schools to hear about upcoming opportunities.
<p>Cultural Learning Experiences for Pupils</p> <ul style="list-style-type: none"> • 9,355 Play Packs in total were distributed across 10 boroughs to families during the COVID-19 lockdown. • 4 Cultural Curriculum projects took place as a collaboration between Culture Mile Learning and the Family of Schools. • 930 pupils from 26 schools across 11 London boroughs took part in the Young City Poets Programme delivered by the National Literacy Trust. • 1000+ pupils from Early Years to Key Stage 4 across 10 of the City Family of Schools took part in the virtual art exhibition/artwork project • The Find Fusion website provides access to 108 learning enrichment opportunities. • An innovative Summer School Programme for young people aged 16-17 years occurred in August 2021 as part of the Culture and Commerce Taskforce. 	<ul style="list-style-type: none"> • The Family of Schools responded creatively to the challenges of COVID-19 and remotely engaged several pupils in cultural and creative learning during school closures. • There is strong progress towards a Cultural Curriculum across the Family of Schools supported by Culture Mile Learning. Three Schemes of Work have been developed with associated CPD as a pilot model which can now scale and grow. • 10 young people participated in the five day Culture and Commerce Taskforce summer school and developed innovative ways to promote creative careers for young people. The programme involved 6 expert tutors and 7 creative professionals over the programme and a film was produced highlighting their efforts. The young people presented at a launch event. Their plans and ideas will be put into action in 2022.
<p>Sector Partnerships</p> <ul style="list-style-type: none"> • 8 schools and Culture Mile Learning (CML) applied to be part of the Arts Council Creative Collaboratives project. • Working in partnership with Foundation for Future London (East Bank). • A collaboratively film project called 'Evolve' was completed in partnership with Westminster Council and the London Borough of Lewisham. (£5K impact funding was secured to support the completion of the project). 	<ul style="list-style-type: none"> • External grant bids were made but on this occasion were not successful. • Foundation for Future London enhanced local re-engagement via 40 small culture and creative grants. • The Evolve film was completed and has now been widely distributed to promote diverse young people to enter the broader film industry in the UK including in 'back of house' roles where there is a current labour shortage. A number of major film and media companies including

	Warner Bros, Pinewood Studios and Bloomberg are supporting the distribution of the film.
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9. Strategic Goal: Deliver high quality adult education, training and apprenticeships.

Outputs	Summary of impact
<ul style="list-style-type: none"> 84 adult learning courses were delivered benefiting 339 learners with 654 enrolments. 151 apprentices accessed training (of which 118 were City Corporation employees and 33 are non-City employees). 	<ul style="list-style-type: none"> 88% of all ACL courses were provided online and 100% of internally provided apprenticeship training, which were due to be delivered over the 2020-21 academic year. 95.1% of adult learners enrolled on courses remained on the course throughout its full duration which is a marginal increase from last year. 23% of enrolments on adult learning were accredited £221,000 of additional funding was secured to deliver learning programmes in various accredited courses, £100,000 is carried over to 2021/22 AY £30,000 of additional funding was secured to provide enhanced IT equipment for tutors and learners

10. Strategic Goal: Learning experiences promote the development of 21st century Fusion Skills through programmes that are a mix of academic, creative, digital and emotional learning

Outputs	Summary of impact
Fusion Skills Development for Pupils <ul style="list-style-type: none"> Pupils continued to book onto Education Board funded events over 2020/21. These events continued to be adversely impacted by the need to cancel some events due to Covid 19 and other events were virtual 	<ul style="list-style-type: none"> Pupils in the Family of Schools have been able to use and develop their Fusion Skills through a range of Education Board funded events. Fusion has galvanised interest and supported partners to develop their own responses to the Fusion Programme and its aims. Partners across sectors have engaged in the design of a Fusion website which connects learners to learning opportunities across education, cultural learning and work-related learning. This have paved the way for development over 2020/21. The level of enthusiasm and interest from partners to drive the Fusion Skills agenda forward continues to surpass expectations.

Options

N/A

Key Data

Embedded in the report.

Corporate & Strategic Implications

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

Conclusion

12. The Education Board are committed to ensuring that the delivery of its strategies is focused on impact (Goal Six of the Education Strategy). The findings from the Annual Report will inform the ongoing activity in the 2021/22 Action Plan.

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