

Committee(s)	Dated:
Education Board	28/04/2022
Subject: Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 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?	Education Board Budget
Has this Funding Source been agreed with the Chamberlain's Department?	Y
Report of: Director of Community & Children's Services	For Decision
Report author: Anne Bamford, Strategic Education and Skills Director	

Summary

Members are asked to approve the annual Action Plan to deliver the Education, Cultural and Creative Learning and Skills Strategies over the 2022/23 academic year in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Approve the annual Action Plan for the 2022/23 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 at each November meeting which reports on the outcomes and impact of delivering the Action Plan over the previous academic year.
2. The three strategies are due to be reviewed and reconceptualised following the 2022-23 academic year and the new strategies will begin to be implemented from the 2023-24 academic year. As this is therefore the last year of implementation, the remaining outcomes to be addressed have all been incorporated into this Action Plan.

3. In addition, the 2022-23 Action Plan also introduces an additional focus on the areas of youth, parental and community engagement and environmental learning across the three strategy areas.
4. It should be noted that the City of London Corporation Budget Year runs from April to March, while the academic year runs from September to July and so the budget allocated to the actions and Key Performance Indicators will be proportionately allocated across the two financial years.

Current Position

5. 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.
6. For each priority action, budget and outcomes and key performance indicators have been attributed.

Proposals

7. 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. Implementing an enhanced funding system linked directly to reportable outcomes and impacts in line with the recommendations that arose from the review of school funding, including the introduction of funding for partnership and strategic projects across the Family of Schools.
 - c. Supporting programmes and initiatives which engage greater youth/learner voice and agency, working with parents, carers and families in learning, and greater business and community engagement in learning programmes.
 - d. Supporting programmes and initiatives which promote greater environmental awareness including awareness of climate change, biodiversity, circular economy, zero waste and green principles of construction and activity.
 - e. 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.
 - f. Providing clear and delineated access routes for talented learners into next steps, including in the creative arts.
 - g. Using labour market intelligence and partnerships with businesses and liveries to inform work-related and skills learning initiatives.
 - h. Forging greater mutually beneficial collaborations between education and enterprise.
 - i. Renewed efforts to connect schools with cultural organisations and professionals in the arts, creative and cultural sectors to develop skills, with a focus on how these sites can be used to enliven the curriculum, widen pupils' experiences, and build a rich and extended learning offer.
 - j. Ensuring that the Adult and Community Learning and apprenticeships effectively respond to Government skills policies and funding changes for the benefit of adult learners and apprentices.

- k. Building a consistent work experience offer that is accessible that enables experience of the world of work at the different stages of learning.
 - l. A cross-departmental review has been conducted of all our partnerships to ensure a strategic and proactive approach.
 - m. Continuing to build on knowledge exchange and partnership working between the City Corporation's organisations and external partners.
 - n. To effectively deliver a robust skills hub offer through Connecting Communities to reach people over 18 years of age in London who are not currently in full-time work or education with relevant and supportive learning and employment opportunities to enrich their lives and promote flourishing.
8. 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**.
9. 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 2023.

Options

10. The Education Board have the following options:
- a. Approve the 2022/23 annual Action Plan in Appendix 1 and note the annually recurring actions in Appendix 2.
 - b. Approve the Action Plan subject to amendments.
 - c. Not approve the Action Plan.

Key Data

11. 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 2022/23 academic year in November 2023.

Corporate & Strategic Implications

12. Strategic implications

The Action Plan 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 2022/23 Action Plan also deliver key priorities for the Social Mobility Strategy 2018/28; Skills Strategy 2019/23; Climate Action Strategy 2020-2027;

Culture Mile Strategy 2018/28 and Culture Strategy 2018/22 (although this is soon to expire and be renewed).

13. 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 2022/23 (September 2022 to March 2023) and 2023/24 (April 2023 to August 2023) financial years. The budget alignment is based on the itemised budget for the 2022/23 financial year approved by the Education Board at their meeting on 3 December 2021 and assumes that the overall budget envelope will be sustained in the 2023/24 financial year.

14. Resource implications

As in previous years, the Action Plan 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. The Education Strategy Unit has effectively leveraged additional funding to support the Action Plan through European grants.

15. 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 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.

16. No immediate Legal, Risk, Climate or Security implications identified.

Conclusion

17. Members are asked to approve the Annual Action Plan for academic year 2022/23, 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 2023.

Appendices

- **Appendix 1** – Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23 - Priority Actions and Programmes

- **Appendix 2** - Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23 – Annually Recurring Actions

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Appendix 1 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23¹ - Priority Actions and Programmes

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	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>Establish a framework of clear accountability, challenge, and support Proactively drive and celebrate equality of opportunity to promote social mobility and inclusion</p>	<p>Deliver a robust City Premium Grant (CPG) funding and evaluation process for 2022/23 including the implementation of the new funding model including 1) City Premium Grant: Disadvantaged Pupils Grant. 2) City Premium Grant: Partnerships Grant.3) City Premium Grant: Strategic Grant</p>	<p>£1.414K + £384K Partnership + £384K Strategic</p>	<ul style="list-style-type: none"> The process for applying for CPG is transparent The CPG is linked to outcomes and impacts Reporting is clear and robust Schools work in a more collaborative and impactful manner around addressing needs and innovations Grant funding is 100% aligned with effective interventions
		<p>Ensure that the CPG is transparent and linked directly to both impact and value for money by introducing the ImpactEd online system for applications, updates on progress, outcomes, impact tracking and reporting.</p>		<ul style="list-style-type: none"> Rigorous application and implementation processes are in place The activity instigated through the CPG is providing trackable impact to pupils and teachers and represents best use of the funds and value for money, including external benchmarking
		<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"> An outstanding Sixth Form offer across the Family of Schools
		<p>A model for a pupil alumni network across the family of schools is developed to enable more effective support to schools including in governance and succession planning school</p>	£1K	<ul style="list-style-type: none"> Strong governance frameworks and appointment processes are in place Strong partnership and collaboration across the Family of Schools

¹ The Action Plan and budget allocations align with the 2022/23 academic year (September 2022 to August 2023)

² 2022/23 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 ²	Expected outcomes
		Toolkits of resources are developed to support programmes in schools that engage parents and families in pupils' learning	Staff	<ul style="list-style-type: none"> Schools have in place systems to promote closer working with and support for families Families feel a valued part of the school community and support pupils' learning
		Toolkits of resources are developed to support programmes in schools that engage pupils and youth voice more fully in learning and to Amplify, develop and support youth voice and decision-making in activities across the three Strategies	Staff	<ul style="list-style-type: none"> Education Board has annual youth representative standing item from learners across the Family of Schools
		Ensure the progress of SEND pupils through supporting a more robust SEND network	Staff + £5	<ul style="list-style-type: none"> Progress of SEND pupils in schools is at least as great as the progress made by pupils without SEND 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
		Reduce the levels of persistent absence in secondary schools	Staff	<ul style="list-style-type: none"> Persistent absence rates in secondary schools are below 10% and on a further declining trajectory Scrutiny meetings examine persistent absences and progression pathways for pupils 100% destination progression pathways for pupils (i.e., no NEET pupils)
		Conduct a cross-departmental review of all our partnerships to ensure a strategic and proactive approach	Staff	<ul style="list-style-type: none"> A live database of partners has been created FindFusion is being used frequently as the primary source of

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
		Build on knowledge exchange and partnership working between the City Corporation's organisations and external partners		information and is generating more relationships and collaborations between education, cultural and creative organisations, and enterprise
		Support the whole child and provide clear access routes via our network of partners		
		Renew efforts to connect schools with cultural organisations and professionals in the arts, creative and cultural sectors by better leveraging our cultural partners	Staff +CML	<ul style="list-style-type: none"> All pupils in the Family of Schools engage in at least three external or partnership culture and creative experiences per year
		Facilitate the Family of Schools to develop a shared framework of success	Staff	<ul style="list-style-type: none"> The Headteachers use their forum to develop and maintain this ethos
		Supporting programmes and initiatives which promote greater environmental awareness including awareness of climate change, biodiversity, circular economy, zero waste and green principles of construction and activity	£10K	<ul style="list-style-type: none"> Pupils in the Family of Schools complete actions aimed at reducing climate change and promoting biodiversity and zero waste
		Enhance record keeping ensuring that governor vacancies and filled promptly and that governors complete statutory training	£3K	<ul style="list-style-type: none"> Schools have completed and trained governing bodies. Strong governance frameworks and appointment processes are in place
There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices (S)	Ensure a comprehensive strategy for skills development and careers support is delivered in the Family of Schools	Deliver a robust skills hub offer through Connecting Communities to reach people over 18 years of age in London who are not currently in full-time work or education with relevant and supportive learning and employment opportunities to enrich their lives and promote flourishing	£670K ³	<ul style="list-style-type: none"> Apprenticeship opportunities are promoted A consistent work experience offer is accessible that enables experience of the world of work at the different stages of learning
	Establish an education to business 'hub' to deliver a coordinated programme of work placements for pupils	Create a school-to-school and education-to-enterprise hub to support collaboration in work-related learning and skills curriculum and projects, access to work experiences	£27K ⁴	<ul style="list-style-type: none"> Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal

³ Money provided as a grant from ESF and GLA via Central London Forward

⁴ Money provided as a grant from Erasmus

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
	<p>and teachers in the Family of Schools</p> <p>Provide high quality exposure to creative and cultural industries</p>	<p>opportunities, and, training and employment opportunities, including:</p> <ul style="list-style-type: none"> • Building on the Livery Skills Initiative to catalyse projects across fusion skills, vocational pathways, work-related learning, and apprenticeships • Using labour market information and industry research to target partnerships in areas of need • Engaging self-employed professionals and solopreneurs to feature in all work-related learning projects • Forging greater mutually beneficial collaborations between education and enterprise 	£60K for the London Careers Festival	<p>connections to businesses and work placements are well-planned and ensure pupils are engaged in interesting tasks and get experience that they can apply when they start looking for employment</p> <ul style="list-style-type: none"> • Self-employment and 'solopreneurs' trends are reflected in work experience offers • London Career Festival connects students with employers from a range of sectors. • A co-created programme supports career development in the Family of Schools. • Connecting Communities is reaching learners from diverse backgrounds • The Family of Schools acknowledge skills development as integral to pursuing the outcome of becoming outstanding schools. • Connecting Communities are engaging with and using Find Fusion to source and share opportunities
		Audit that schools have required published careers information and regularly scrutinise implementation and impact	Staff	<ul style="list-style-type: none"> • A comprehensive careers strategy is delivered to all pupils in the Family of Schools • Use pupil destination data is used to inform projects across the Skills Strategy

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
High-quality adult education, training and apprenticeships transform the lives of adult learners (S)	Develop innovative approaches to teaching industry-relevant courses and apprenticeships	To re-examine the structure, 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	£10K	<ul style="list-style-type: none"> Effective use is made of labour market intelligence to increase the choices for learners There is evidence of high levels of lifelong learning
	Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing	Develop a fusion skills programme for apprentices	£5K	<ul style="list-style-type: none"> Graduating apprentices can show positive impact in fusion skills growth
	Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage	Review planning and resource allocation so that ASES provides exceptional value for money while ensuring a closer alignment to strategic priorities	Staff	<ul style="list-style-type: none"> More granular data collection gives CoL rich insight into the value for money of its provision, including the cost of delivering individual courses and opportunities to increase specific learner group contributions to these Increased financial reporting and monitoring of spend
		Prepare for an Ofsted inspection of adult and community learning and apprenticeships	Staff + £5K	<ul style="list-style-type: none"> ASES successfully delivers apprenticeships for the City of London Corporation and others ASES provides provocative and dynamic learning environments where learners are challenged Apprenticeship completion rates remain above 95% There is 100% destination and progression pathway for apprentices ASES is an outstanding adult education, training, and apprenticeship provider There is effective use of ITC in teaching, learning and assessment

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
		Improved management and structure of the Service provision for Adult and Community Learning and Apprentices including: <ul style="list-style-type: none"> Enhanced data collection at an individual learner level including learner outcome and satisfaction Developing a clear theory of change for the service which links the strategic aims with the specific courses on offer and build in a co-production phase in curriculum design Joined up working with other departments in CoL 	Staff	<ul style="list-style-type: none"> The Service is clearly linked to the vision of CoL, the needs of the residents and learners and hence the offer provided Through collection of individual learner outcomes and satisfaction data, the service is improving its understanding of its impact on learners and is more strategic about curriculum design Adult and Community Learning and apprenticeships effectively respond to Government skills policies and funding changes for the benefit of adult learners and apprentices
<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>	<p>Create connected routes for pupils and teachers to access Culture Mile Learning</p> <p>Deliver a distinctive education and skills offer</p> <p>Deepen and enrich cultural experiences for learners inspiring them to discover their creative potential and love the arts and culture</p>	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	CML ⁵	<ul style="list-style-type: none"> Culture Mile Learning partners offer a learning programme to pupils to develop fusion skills Teachers are informed of and confident in developing fusion skills in the classroom
		Collaborate with schools and cultural partners to ensure that teaching with cultural artefacts and working alongside creative practitioners enables pupils to develop oracy skills	CML	<ul style="list-style-type: none"> Pupils are confident with their oracy skills

⁵ CML receive £248,000 from the Education Board budget

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
				<ul style="list-style-type: none"> Cultural artefacts and experiences are used routinely to enhance teaching and learning in classrooms
		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	Staff	<ul style="list-style-type: none"> A programme has been co-created with partners in the creative and cultural industries and the Family of Schools to expand arts and cultural provision in the learning offer. There are clear and delineated access routes into further opportunities There is an ambitious programme for progressive music and performing arts education Pupils in the Family of Schools participate in cultural decision-making
		Expand the knowledge of opportunities for careers in the creative industries and beyond.	CML	<ul style="list-style-type: none"> CML delivers programmes with businesses in the creative and cultural industries to better connect young learners to careers in the creative and cultural sectors
<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>	<p>Build an applied research and knowledge exchange culture</p> <p>Improve the ways we design, deliver, monitor, and evaluate actions so that delivery is focused on impact</p> <p>Explore opportunities to expand the City's education</p>	Build on knowledge exchange and partnership working internally and externally.	Staff	<ul style="list-style-type: none"> A review across departments of fusion partnerships is complete A strategic approach to partnerships and opportunities for growth exists and is communicated The EdEn Hub (Erasmus+) project is successfully completed The Connecting Communities (ESF and GLA funded) is on track to successfully complete its targets and plans are underway for a sustainable hub

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
	portfolio and its influence on education throughout London, nationally and internationally			<ul style="list-style-type: none"> • Refine approaches to monitoring, evaluation, and annual reporting
		Support programmes and initiatives which promote greater environmental awareness	Staff	<ul style="list-style-type: none"> • Progressive Environmental and Outdoor Learning programmes are available for the Family of Schools
		Amplify and support fusion skills through participation in and leadership of national/international projects and research	Staff	<ul style="list-style-type: none"> • Lead partners in the OECD's Education 2030 work regarding fusion skills • Lead Partners in FED's development of a long-term vision for education policy in England, including Chairing the Equalities and Access group

Appendix 2 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23 – Annually Recurring Actions

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget ⁶	Expected outcomes
Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive (E) Education is safe, inclusive, supportive, and empowering for all (E)	Harness individual talents, enabling pupils to flourish as innovative, confident, and creative individuals	Enhance, amplify, and communicate learning opportunities which develop pupils' academic and fusion skills, including maintaining and growing the Find Fusion platform	Staffing	<ul style="list-style-type: none"> Provocative and dynamic learning environments exist, and classroom lessons inspire and challenge pupils Pupils are stretched, building on their prior achievement
		Support events for pupils to develop fusion skills	10k	
	Model educational exceptionality beyond Ofsted 'Outstanding'	Annually collect, monitor, and report on school performance, school performance, safeguarding and finance data	£1K	<ul style="list-style-type: none"> Data collection is used to ensure pupils make exceptional progress Exclusions are at zero Lifelong learning is evidenced by leaders, teachers, and pupils
		Report Ofsted inspections to the Education Board		
		Deliver at least school visits/impact visits to all academies		
		Deliver forums for Headteachers and Chairs of Governors and annual City Schools' Conference		
	Deliver academic excellence and innovative approaches to teaching and learning	Deliver a governor training programme to ensure that governors are up to date with latest statutory requirements and good practice	Staffing	<ul style="list-style-type: none"> There is clarity of roles and training for governors and governors are up to date with the latest statutory requirements and good practice There is clear focus and vision in being part of the Family of Schools
		Develop and maintain partnership working between the Family of Schools such as through support to shared projects and through the termly School Partnerships Forum	10k	
	Establish a framework of clear accountability, challenge, and support Proactively drive and celebrate equality of opportunity	Annually monitor place planning to ensure that school places are being provided in areas of need	Staffing	<ul style="list-style-type: none"> School places are provided in areas of need and reaching target communities There is improvement in the progress of pupils at risk of educational disadvantage
		Annually monitor and report on school admission arrangements to ensure schools are reaching the target communities		
		Annual safeguarding monitoring meeting for all academies and offered to other schools in the Family of Schools		
		Support the annual CoLAT AGM	Staffing	
There is high quality exposure to the world of work at all	Ensure a comprehensive strategy for skills	Deliver a termly Skills Forum for the Family of Schools	£1K	<ul style="list-style-type: none"> There is good MAT Sponsor governance in place All pupils hear from and be inspired by employers and apprentices
		Deliver work-related learning projects linking learners to the world of work	£20K	

⁶ 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 ⁶	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">• Good quality work experience placements are open to all pupils• Pupils are exposed to professionals working in creative and cultural industries
	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	Successfully deliver apprenticeships for the City of London Corporation and others	ASES Budget	<ul style="list-style-type: none">• ASES is an outstanding adult education, training, and apprenticeship provider• ASES drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion• The number of BAME learners is increased to 20%• ASES use a model of learner-led peer-to-peer mentoring and collaboration
		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)	248k	<ul style="list-style-type: none">• Culture Mile Learning partners offer a learning programme to develop fusion skills• Culture Mile Learning is communicated in an inclusive manner
		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		
		Deliver a Cultural and Creative Learning Forum three times per year	1k	

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget ⁶	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"> There is a Lead Cultural and Creative Learning Governor and Staff member in each of the Family of Schools
	Ensure all learners receive high quality and continuous education in and through the arts	Support grass-roots cultural and arts initiatives	10k	<ul style="list-style-type: none"> Pupils participate in cultural decision-making Pupils access cultural experiences
		Support arts events for pupils in the Family of Schools, e.g., Schools' Concert and Art Exhibition		