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| Committee(s): Education Board | Dated: 09/10/2024 |
| Subject: Education Strategy - Action Plan 2024/25 | Public |
| Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly? | <ul style="list-style-type: none"> • Diverse Engaged Communities • Providing Excellent Services • Leading Sustainable Environment |
| Does this proposal require extra revenue and/or capital spending? | N |
| What is the source of Funding? | Education Board |
| Has this Funding Source been agreed with the Chamberlain's Department? | Y |
| Report of: Director of Community and Children's Services | For Information |
| Report author: Torri Stewart, Lead Officer, Strategy & Impact | |

Summary

This report presents Members with the list of actions which have been selected from the City of London Corporation's new Education Strategy 2024-29, for implementation in the 2024/25 academic year.

Recommendation

Members are asked to:

- Note the selected list which will inform workstreams for the 2024/25 academic year

Main Report

Background

1. At its meeting in June 2024 the Education Board approved the new Education Strategy 2024-29. The strategy illustrates how the City Corporation will work to extend and enrich education experiences and provide a future focused high-level framework that defines key priority areas and identifies actions to be taken in each of area throughout the next five years.

2. The five key priority areas are:

Educational Excellence
Health, Safety & Wellbeing
Personal Development
Employability
Culture, Creativity & The Arts

3. The Education Board has strategic oversight of the new strategy, with operational oversight managed by the Education Strategy Unit (ESU). To start delivery against the new strategy, the Education Strategy Unit has selected a set of actions to be implemented in the 2024/25 academic year.

Current Position

4. The first year of the new strategy will need to act as a transition period, changing the shape of activity from what it has looked like for the last five years to what it will look like moving forward. This will be achieved by delivering a combination of new and existing activity. All activity will deliver against one of the five key priority areas, and all activity will be evaluated to assess effectiveness. As stated in the New Education Strategy, a drive to continuously improve Equity, Equality, Diversity, and Inclusion (EEDI) in learning settings will be the foundation for all activity, with a particular lens on those facing the greatest social, cultural and economic disadvantage.

5. The list of actions identified for the 2024/25 academic year are presented in **Appendix One**. The table illustrates activity which will be undertaken in Year 1, to deliver against actions in each priority area. (It is worth noting that many activities will deliver against *multiple* priority areas). The following factors informed how this list was selected.

6. A number of lower-profile core activities which facilitate engagement between the ESU and key stakeholders, (including Members, the Family of Schools, cultural partners, Livery Companies and service providers) will continue. This will help maintain established dialogues and momentum created in previous years, and act as a foundation for new activities to strengthen synergies and collaboration. This will include activity such as Board events, forums, the City Schools Newsletter, the Liveries Education Network.

7. Core 'City Schools' events such as the London Careers Festival, City Schools Conference, City Schools Concert, Maths Challenge and Chess Competition, are either delivered by or facilitated by the ESU. As these events align with the new strategy's key priority areas, and have historically been valued by their respective participants, they will continue in the first year of the new strategy. As part of the first annual evaluation of the new strategy, changes to these events in the future can be considered.

8. New events such as the City Schools Sports Tournament, the recently piloted City Schools Alumni Networking event, and new learner engagement sessions will be introduced to deliver against the 'Personal Development' and 'Safety, Health & Wellbeing' priority areas.
9. Three major funds are managed and delivered by the ESU – the City Premium Grant (CPG), the School Visits Fund and the Cultural & Creative Learning fund. There is strong demand in all three, and this demand continues to grow. All three of these funds will contribute significantly to activity across the new strategy's five priority areas. The School Visits Fund and Cultural & Creative Learning fund both align with the 'Embracing Culture, Creativity & the Arts' priority. With the CPG however, bid-writing guidance will be updated to make it clear that any funded activity must align with at least one of the new strategy's five priority areas.
10. Partnerships will play an important role in helping the ESU fulfil the ambitions of the new strategy. In Year 1, funding will be made available to select delivery partners and service providers in the Personal Development, Cultural & Creative Learning, and Environmental & Outdoor Learning spaces to help them engage more learners (especially those with SEND and those who do not have equal access).
11. Alongside this, particular attention will be paid to strengthening relationships with Livery Companies and employers – especially those based in the Square Mile. New relationships will be leveraged to contribute to efforts in the 'Improving Employability' priority area, especially regarding mentoring, apprenticeships and entrepreneurship. This will in turn help boost the breadth and depth of opportunities available at London Careers Festival and provide an ongoing contribution to CoLAT's London Bridge the Gap initiative.
12. Digital destinations established by the ESU will be refreshed and relaunched to ensure they play the strongest role possible in helping to address challenges in the five priority areas. These digital destinations are the London Careers Festival website, the Environmental & Outdoor Learning InfoHub and the FindFusion website.
13. Building on the successful Parental Engagement research, which is currently being embedded, two new research initiatives will also be launched. This work will explore two high-value areas identified within the new strategy's five priorities and be delivered through collaboration between the ESU and commissioned academic specialists or organisations.

Options

14. N/A

Strategic Implications

15. This work is aligned with and will contribute to the outcomes of the City Corporation's Corporate Plan 2024-29, specifically 'Providing Excellent Services', 'Diverse Engaged Communities' and 'Leading Sustainable Environment'.

Financial Implications

16. None, existing approved resources will continue to be deployed.

Resource Implications

17. None, existing approved resources will continue to be deployed.

Legal Implications

18. None

Risk Implications

19. None

Equalities Implications

20. The proposal within this report complies with the City Corporation's Public Sector Equality Duty 2010. It is built on the new Education Strategy's commitment to improve educational EEDI and will work to improve education experiences for all - especially those without equal access.

Climate Implications

21. None

Security Implications

22. None

Conclusion

23. This report has presented Members with the outline for work to be undertaken in the academic year 2024/25, along with contextual information relating to the decisions made.

Appendices

Appendix One: Education Strategy Annual Action Plan 2024/25

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