

Committee(s): Education Board	Dated: 09/10/2024
Subject: The City Educational Trust Fund (Charity No. 290840) Grant Recommendation and Management Update	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	Diverse Engaged Communities Providing Excellent Services
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	n/a
What is the source of Funding?	n/a
Has this Funding Source been agreed with the CBF & Charities Finance Team (representing The Chamberlain’s)	n/a
Report of: Simon Latham, Interim Managing Director of City Bridge Foundation	For Information
Report author: Veronica Pearce, Central Funding and Charity Management Team	

Summary

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

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

This paper details a comprehensive evaluation of the pilot and an update of this work-to-date since its rollout in July 2024.

Recommendation(s)

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

1. Note the evaluation of the pilot of the Primary Arts programme funded by the CETF.
2. Note the update of the work-to-date of the rollout for the full-length Primary Arts programme funded by the CETF.

Main Report

Background

1. As part of the Corporate Charities Review (CC Review) – as decided in July 2019 – the City Educational Trust Fund (Charity No. 290840) (“CETF”) which operates to further particular educational purposes for the public benefit, has undergone a review with a view to ensuring that the charity operates effectively and impactfully.
2. The City of London Corporation acting by the Common Council is the sole corporate trustee of this charity (“the Trustee”) and the Trustee has, in considering options for the charity’s good administration, resolved to develop proposals with a view to spending out the charity’s funds strategically and impactfully, and to close the charity. In implementing the decision to take a strategic funding approach in spending out the charity’s funds the Trustee resolved to fund a pilot project to support research, study and teaching in the cultural arts, focussed on primary schools in Greater London – ‘Primary Arts’. This report sets out the evaluation of the pilot of Primary Arts. The report also provides an update on the work-to-date for the rollout of the full-length programme which was approved in April 2024.
3. The Central Funding and Charity Management Team (CFCMT) has been managing the CETF since October 2016 under the oversight of this Board. During that time the CFCMT has endeavoured to deliver an open access grant programme for the CEFT which looked to further its charitable educational purposes under the charity’s second object (see paragraph 4.2 below). In July 2019, the CFCMT in reporting upon the outcomes of the City Corporation’s Corporate Charity Review made recommendations to the Education Board to support a large strategic project which would further the advancement of research, study and teaching in and of the cultural arts. Recommendations were based on evidence from the CFCMT from its various open grant programmes and an analysis of demand since 2016.
4. The charitable purposes of the CETF for the public benefit are:
 1. *for the advancement of the objects of The City University constituted by Royal Charter granted on 23 May, 1966, or any of such objects, or for other educational purposes connected with, or related to, the said university;*
 2. *without prejudice to the generality of the foregoing paragraph, for the advancement of education in science and technology, business management and commerce by the promotion of research, study, teaching and training in and of such subjects, or any of them, or, without prejudice to the generality of the foregoing, for the advancement of the study and teaching of biology and ecology, or for the advancement of research, study and teaching in and of the cultural arts.*

Current Position

5. A New Direction was awarded a £3,649,998 grant from the CETF across 48 months in April 2024 to rollout Primary Arts – a cultural arts programme across London’s primary schools beginning in July 2024.
6. This work is intended to enhance the research, study and teaching of cultural arts, meeting the CETF’s charitable objects - namely, for the public benefit to advance research, study and teaching in and of the cultural arts that will enable exposure and experience to a varying range of arts opportunities, learning and resources for teachers and students.
7. Primary Arts was developed through the £650,000 grant awarded from CETF for the pilot which was completed in June 2024. An executive summary (**Appendix 1**) and full evaluation report (**Appendix 2**) is being presented to the Board.
8. The full rollout of Primary Arts began in July 2024, an update of the work to date has been provided with this report (**Appendix 3**).

Proposal(s)

9. Since the meeting of the Education Board in April 2024, in which the grant of £3,649,998 for the full-length Primary Arts programme was awarded from the CETF to A New Direction (“AND”), the charity has completed the delivery of the pilot, which ran for 18 months until June 2024.
10. AND commissioned an evaluation of the pilot with the following objectives:
 - (a) To evaluate the outcomes for participating pupils, school staff and cultural partners.
 - (b) To understand what worked well, what didn't, and why.
 - (c) To provide recommendations for future programme delivery.

The evaluator used a mixed-methods approach, including surveys, interviews, observation and thematic analysis, to gather data and assess the programme's outcomes.

11. An executive summary of the evaluation is available in **Appendix 1**, the full evaluation report is available in **Appendix 2**.
12. The pilot worked with 121 schools in 27 London boroughs, 4,610 pupils directly participated, 467 school staff participated in Continuing Professional Development (CPD) 314 school staff accompanied pupils to arts events, and 12 cultural partners were involved.
13. **In-Schools Touring** - Pupil outcomes: Over 95% of teachers agreed or strongly agreed that the programme's objectives for pupils were met. Key outcomes included enhanced engagement, creativity, collaboration, social skills and a sense of achievement. The programme successfully supported wellbeing

with pupils reporting feelings of happiness, pride and curiosity after participating in the activities.

14. Feedback included: “The pupils were highly engaged, motivated and focused to explore the amazing immersive workshop. The environment was transformed, creating awe and wonder for the pupils...The pupils were introduced to new ideas and ways to create their artwork, linked so well to the piece they had seen. Notably, learning disabled pupils’ engagement was high and motivated. We saw pupils who may be reluctant to join in normally, really engage in the activities.”
15. **Masterclasses and Come & Try** – statistics showed 100% of attendees strongly agreed/agreed (86%/14%) that they felt empowered and energised to experiment and apply new, creative pedagogical approaches. 97% strongly agreed/agreed (80%/17%) that they had increased their understanding of how to access/use London’s creative assets to develop rich stimulus for pupils.
16. Several respondents outlined how the CPD, workshop and performance had school-wide outcomes. Feedback included: “The way the dancers and artists worked with the children – including our most vulnerable high need SEND children (we asked if all the children from Years 1-5 could accompany the Year 2 groups with their 1-1s) - had significant impact. They showed teachers and Learning Support Assistants just what the children are capable of and how to respond and act in a positive way in an unfamiliar setting/lesson.”
17. **Cultural Education Leadership Programme** – at the beginning of the programme, most participants rated their capabilities as average, low or very low. By the end of the programme, 100% of participants rated their knowledge, skills or confidence as high or very high in relation to advocacy and applying creative pedagogies across the curriculum.
18. All participants believed that the Leadership for Change project added to their learning, providing ‘tools to back up my teaching with research’, a voice and ‘empowerment as a leader’, a ‘platform to experiment’ and ‘helped me think about the purpose and value of each cultural activity in school’.
19. All participants identified ways that their learning and experiences on the programme were feeding back into their schools. For several participants, the initial beneficiaries were the pupils they teach but wider impact was planned.
20. **Go & See** – Pupil outcomes: respondents were unanimous that children had enjoyed the experience and that the events encouraged curiosity through an exploration of new places, art forms, ideas and/or knowledge. “They took tips from actors on stage presence, facial expressions, body language and voice...this will support them in their own end of year production.”
21. The Primary Arts pilot programme, with its holistic approach, combining direct arts experiences with professional development for teachers, has demonstrated its potential to unlock the creative potential of both children and educators. The

evaluation indicates that the programme successfully met its objectives as set out in the Theory of Change.

22. Pupils demonstrated enhanced engagement, creativity, collaboration, social skills and a sense of achievement and wellbeing. Teachers reported increased confidence and motivation to incorporate creative activities into their teaching and work towards school-wide change. CPD also supported staff wellbeing which is key for sustaining motivation and enthusiasm in teaching. Evidence also reaffirmed how working with professional and experienced creative practitioners enhances outcomes for staff and pupils.
23. The evaluation has highlighted some recommendations to strengthen delivery which are being factored into the full programme rollout, these include refining how schools are selected to be involved in the programme, increasing CPD engagement and refining the evaluation.
24. Officers met with A New Direction in September 2024 to receive an update on the rollout of full programme delivery to date, which began in July 2024. Officers ensure the delivery furthers CETF's charitable objects. **Appendix 3** provides Members with headlines on progress.
25. All staff are now recruited to ensure the scale up of this programme is deliverable. Primary Arts will officially launch on the 25 September, with all places across the delivery strands anticipated to be filled.
26. Officers have connected the City Corporation's Communications Team with A New Direction to ensure there is a coordinated press release during the launch.

Conclusion

27. This report provides Members with the evaluation of the pilot programme of Primary Arts, along with a brief update on the rollout of the full programme delivery.

Appendices

- Appendix 1 – Primary Arts Pilot Evaluation Executive Summary & Recommendations
- Appendix 2 – Primary Arts Pilot Evaluation Report
- Appendix 3 – Primary Arts Rollout Update

Background Papers

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

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