

Committee(s)	Dated:
Education Board	23/09/2025
Subject: The City Educational Trust Fund (Charity No. 290840) Grant Management Update	Public report: For Decision
This proposal: · Delivers Corporate Plan 2024-29 outcomes	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 Chamberlain's Department?	n/a
Report of:	Simon Latham, Acting Managing Director of City Bridge Foundation
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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).

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.*

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 provides the evaluation report for Year One of the work undertaken by A New Direction.

Recommendation(s)

Members are asked, acting collectively for the City of London Corporation as Trustee CETF and being satisfied that it is in the best interests of the charity to:

1. Note the end of Year One update report for the Primary Arts programme funded by the CETF.
2. Consider and approve the request to extend the eligibility criteria for the programme to include SEND settings working with secondary aged pupils, details found in paragraphs 27 & 28.

Main Report

Background

1. The City of London Corporation acting by the Common Council is the sole corporate trustee of this charity (“the Trustee”) and in July 2021, the Trustee has, in considering options for the charity’s good administration, resolved to spend out the charity’s funds strategically and impactfully, and to close the charity as recommended by the Corporate Charities Review. In implementing the decision to take a strategic funding approach in spending out the charity’s funds the Trustee funded ‘Primary Arts’ – a project focussed on primary schools in Greater London which delivers against the Charity’s objects: research, study and teaching in the cultural arts. This report provides an update of the work delivered across Year 1 of Primary Arts and a request to extend the eligibility criteria for the programme to include SEND settings working with secondary aged pupils.
2. 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 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.

Current Position

3. 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, delivery in school’s commenced in September 2024.
4. 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.
5. The full rollout of Primary Arts began in July 2024, following a year’s pilot. Quarterly reporting has been brought to the Board across the first year, a full evaluation of Year 1 between July 2024 – July 2025 has been provided within this report (**Appendix 1**) as well as an executive summary (**Appendix 2**).

Update on Primary Arts Programme

6. Officers met with A New Direction in August 2025 to receive an update on the Year 1 evaluation of Primary Arts, Officers ensure the delivery furthers CETF’s charitable objects, ensuring reporting is reflective on what has been awarded.
7. Across Year 1, Primary Arts engaged with a total of 198 schools from 30 London boroughs, with 13,399 pupils directly participating and 1,234 school staff participating in CPD activities.
8. **In-Schools Touring** was delivered by 10 cultural organisations and provided performances and workshops to 9,471 pupils across 100 schools.
9. **Go & See** provided free tickets for 3,908 pupils to experience theatre, film and visual arts across 75 events at 10 cultural venues.
10. **Masterclasses** delivered six CPD days exploring creative approaches to literacy and reader development in partnership with the Centre for Literacy in Primary Education (CLPE), attracting 95 individuals in 143 attendances.
11. **Come & Try** offered six creative, practical twilight sessions for school staff in partnership with the Crafts Council, engaging 53 individuals in 113 attendances.
12. **Cultural Education Leadership Programme (CELP)** supported 18 London primary teachers through an 11-month programme delivered in partnership with UCL Centre for Educational Leadership.
13. The evaluation provides compelling evidence of positive outcomes across all programme strands. Teachers consistently reported high achievement of intended pupil outcomes, with 99% of respondents (87 respondents) strongly agreeing (85%) or agreeing (14%) that children enjoyed activities and had fun.

14. 97% of teachers (87 respondents) strongly agreed (74%) or agreed (23%) that activities encouraged children to be curious by exploring new ideas, knowledge, artforms and places.
15. Pupils gained new cultural experiences, often attending live performances for the first time. For Go & See, 93% of teachers (87 respondents) strongly agreed (85%) or agreed (8%) that the programme developed cultural capital.
16. The inclusive nature of the programmes was praised and resulted in positive outcomes for all pupils. In-Schools Touring demonstrated particular success in SEND settings, with 100% of SEND school respondents (7 respondents) strongly agreeing on the success of all programme aspects – noting the sample size is small.
17. Follow-up surveys revealed lasting benefits, with children continuing to reference experiences as highlights of their year and demonstrating changed attitudes, motivation and enthusiasm towards arts and creative activities.
18. The programme achieved strong professional development outcomes for staff. 94% of survey respondents (548 respondents) strongly agreed (65%) or agreed (29%) that they felt more confident and motivated to apply new creative approaches across the curriculum. This was supported by practical outcomes, with 97% strongly agreeing (68%) or agreeing (29%) that they had been given new skills, practical strategies and resources to use in their classrooms.
19. Teachers reported increased confidence in delivering creative subjects, particularly in previously intimidating areas such as poetry and drama, and using creative approaches across the curriculum.
20. Staff identified specific activities and approaches they planned to utilise, with evidence from follow-up surveys confirming implementation of these intended actions including curriculum revisions and staff training.
21. CELP participants demonstrated substantial growth, with 100% rating their capabilities in advocacy, utilising the creative sector and leadership confidence as high or very high by the end of the programme.
22. The evaluation incorporated mechanisms to assess longer-term impact, including follow-up surveys and longitudinal tracking of CELP participants. Teachers used their learning to advocate for cultural education, revise curriculum areas and share knowledge with colleagues through staff meetings and CPD. All strands provided resources to enable follow-up work which were well received. For In-Schools Touring, for example, 64% undertook follow-up activities using the resources provided.
23. The evaluation identified key mechanisms contributing to programme success including high-quality arts and cultural experiences, practical application, inclusive practice, peer learning and support.

24. The Year 1 evaluation provides clear evidence that Primary Arts is achieving strong outcomes against its Theory of Change (**Appendix 3**), for all stakeholder groups. The programme demonstrates strength in combining immediate positive experiences with sustained professional development that extends impact beyond participating individuals to the whole-school community.
25. A New Direction has provided comprehensive uptake and demographic data (**Appendix 4**), which includes school borough breakdown, registered schools and active schools, strand participation by borough.
26. Pupil demographics were collected understanding the percentage of pupils eligible for Pupil Premium, speaking English as an Additional Language (EAL), with SEND, with an Education Health and Care Plan (EHCP). This was collected across the Go & See and In-Schools Touring. Schools with the highest levels of Pupil Premium eligibility on the In-Schools programme came from boroughs such as Camden, Islington, Lewisham, Havering, Newham and Tower Hamlets. Lower levels of Pupil Premium were found in schools in Richmond, Redbridge, Croydon, and Haringey. The range in SEND and EHCP percentages reflects the range typically found between mainstream and special schools.
27. A New Direction would like to extend the eligibility criteria for the programme to include SEND settings working with secondary aged pupils (i.e. aged 11 and over), but which use the primary National Curriculum or enrichment framework. Since launching the programme in September 2024, A New Direction have been approached by three such settings keen to join the programme. It anticipates that over the remaining duration of the programme there could be 10-20 such schools that might seek to engage. In general, it expects these to be PMLD (Profound and Multiple Learning Disabilities) or SLD (Severe Learning Disabilities) settings.
28. The potential impact of participating in Primary Arts for these schools and their pupils is significant. The independent evaluation of Year 1 of the programme has shown consistently positive feedback about the inclusive nature of the programme and its positive impact on pupils and teachers in SEND settings. A New Direction know that many such settings struggle to find suitable opportunities for their pupils and would highly value the Go & See programme and In-Schools Touring programme in particular. If approved, all strands of the programme will be open to these settings so that staff could also benefit from participation in Masterclasses, Come & Try or the Cultural Education Leadership Programme.
29. Members are asked to approve the above amendment to the eligibility criteria; this would not impact the overall budget of the grant and will allow for provision for secondary SEND schools who may otherwise struggle to find suitable opportunities as well as continuing to positively contribute, to the delivery of the Charity's objects.

Conclusion

30. This report provides Members with the evaluation of Year 1 of Primary Arts (July 2024 – July 2025) the full report can be found in Appendix 1. Members are asked to approve the decision widening the eligibility of Primary Arts to enable SEND secondary schools access to the full programme.

Appendices

- Appendix 1 – Primary Arts Year 1 Evaluation Report
- Appendix 2 – Primary Arts Year 1 Evaluation Executive Summary
- Appendix 3 – Primary Arts Year 1 Theory of Change
- Appendix 4 – Primary Arts Year 1 Uptake and Demographic Data

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
- Report and Minute of the Education Board, 9 October 2024
- Report and Minute of the Education Board, 21 January 2025
- Report and Minute of the Education Board, 21 May 2025

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