

CITY OF LONDON CORPORATION EDUCATION STRATEGY 2016–2019
Progress, Risk and issue monitoring log

Strat. Obj.	Prioritised Action	Success Criteria	Progress (April - November)	Risks/Issues	Mitigation	Due date(s)	RAG
1	a) Maximise access to the City Corporation's cultural venues by London's pupils through a school visits fund.	i. At least 100 schools per year use the fund. ii. 100% of schools using the school visits fund have not visited their chosen venue in the last 3yrs. iii. 75% of teachers say they are likely to take a group to the venue again.	i) The fund is on track and it's estimated that by its first anniversary 100 schools across London and over 5,000 pupils will have benefitted. ii) All schools have met the criteria and on average 49% of pupils are in receipt of Pupil Premium (against a target of 30%).	None	n/a	n/a	G
1	b) Provide further opportunities for the City Corporation's cultural venues to work together to offer innovative learning programmes and resources that benefit learners across London and beyond.	i. Hard Education programme has a positive impact on 90% of teachers and pupils. ii. The Great Fire website is 'go to' website for the subject receiving at least 2million page views in the first year. iii. The profile of our work is raised through the headteachers' event, resulting in increased participation at City cultural venues. iv. 25% of people at the Celebrating the City Festival and Shakespeare Weekender are first-time visitors to the venues. v. CoLC's investment in learning initiatives enables equal 'match funding' to be secured from other sources.	i) We are seeking funding for the Hard Education programme - it has not started yet. ii) The Great Fire website went live on 2 Sept as planned and received over 57,000 visits in it's first month. iii) The Headteachers' event did not take place as the Learning and Engagement Forum adopted a different strategy. iv) Over 4,000 people took part in the Celebrating the City family festival at the Museum of London - 41% were first-time visitors.	We have not yet been able to raise the necessary funds to implement the Hard Education programme	Venues are working together to identify further funding opportunities	Ongoing	A
1	c) Establish a City of London Cultural Education Partnership.	i. A City of London Cultural Education Partnership, including the City schools, is established by 2018. ii. This Partnership is seen as a key strand of the Cultural Hub. iii. The Cultural Education Partnership achieves national recognition as a model partnership, providing access to high-quality cultural experiences for learners through a single destination. iv. The Partnership results in CoLC's education work benefitting a greater number and diversity of learners across London.	The Learning & Engagement Forum is working with A New Direction, Arts Council England's bridge organisation for London, to establish the partnership. The Forum is also mapping current provision as a baseline.	Long-term funding (ie beyond 2017-18) for the partnership is required	The Forum is also mapping current provision as the baseline for a funding bid to the City in the new year.	Ongoing	G
1	Promote the national STEM education agenda through working in partnership across our venues.	i. 90% of teachers attending a British Science Week activity at our venues report learning something new about STEM subjects in a cultural setting. ii. The profile of our work on STEM learning is raised through the headteachers' conference, resulting in greater participation in STEM education at our venues.	Working in partnership with contractors BAM Nuttall, we engaged 180 students in learning to build dams for British Science Week as part of the Hampstead Heath Ponds Education Project. All students and teachers reported that learning objectives were achieved. In addition, over 4200 students have attended science and geography based education sessions at our Open Spaces since April.	The Head teachers conference did not go ahead reducing our ability to promote STEM learning	Other opportunities for promotion including the School Visits Fund and teacher networks have resulted in good participation	Ongoing	G
2	Implement an agreed governance and accountability framework.	i. A MAT is established assuming the scrutiny and accountability role for CoLC's sole-sponsored academies. ii. The executive functions of the MAT are identified, and posts recruited to, enabling the MAT to fulfil its statutory and legal responsibilities. iii. All providers support CoLC's quality assurance and accountability framework. iv. All providers are 'outstanding' within three years.	i. MAT has been established ii. The scheme of delegation, governance and structure of the MAT has been established and approved by the Education Board. The CEO, CFO, Director of Academy Development and Education Policy Manager have been recruited. iii. The quality assurance and accountability framework has been approved by the Education Board and is supported by the Headteachers and Chairmen of Governors of the schools iv. Independent Schools - CoLS, CoLSG, Freemans School - Outstanding, SJC - Outstanding, TCAH - Outstanding, CoLAI - Good with Outstanding Leadership, CoLA Southwark - Good, Redriff Primary - Outstanding,	It is important to develop the capacity of CoLAT to enable the individual schools and LGB to recognise the added value it provides.	Examination and progress figures would suggest that CoLAI now outstanding. CoLA Southwark was inspected in Summer 2016 and despite vastly improved performance was judged Good. Plans to address areas of development are in place to move to Outstanding by the next inspection.	On going	A
2	a) Implement systems and structures that enable the City schools to become world class in education.	i. The Heads' Forum becomes a central vehicle for driving the sharing of practice, the consideration of new ideas, and the establishment of common approaches. ii. Leadership and support for the Forum is secured. iii. National and international educational best practice is regularly considered. iv. The Forum fulfils the reporting, consultative and proposal-forming functions on behalf of the Education Board.	i. The Head's forum meet bi-termly, agenda items include: -discussion of curriculum models, teacher sharing, staff recruitment and retention, CoL managed moves protocol, CoL ii. A proposal for an Education Strategy and Training Director post has been developed and is to be proposed as a secure post to be advertised in the new year iii. A CoLAT staff conference on the theme of creative education is being planned for early 2017. iv. The forum is developing policy and supporting the development of social mobility initiatives	The Heads forum is becoming a key body for policy development and collaborative projects. The schools have a hared vision and are developing innovative approaches building on the excellent practice evident in every school.	It is important that the conference planned for January is a success to develop significant momentum around a key strand of the shared vision.	On going	G
2	c) Organise school clustering arrangements by geographical location.	i. Establish 3 clusters in London around the existing academies. ii. The clusters are cross-phase and involve at least one City independent schools as a partner. iii. Ongoing improvement projects are established in each cluster.	i. There are 3 clusters developing relationships. Currently the North - Islington, South - Southwark and East - Hackney ii Independent schools working across Trust schools at present but may offer local support in the future iii. Improvement projects around the development of maths teaching have been identified as an area to work on.	Clusters developing and will be more effective as the Trust and therefore the family of schools grows		On going	G

2	d) Work with the Guildhall School of Music & Drama and other higher education providers to secure excellent provision and pathways for students at the City schools.	i. FE and HE partners attend one Heads' Forum. ii. Partnerships with the Guildhall School and other institutions are established, with lead schools identified. iii. Projects are implemented with positive outcomes.	i. Not actioned as yet ii. GSMD are partnering with the CoL schools to run workshops and help them compose an original piece of music for the schools concert and will be providing the Compere for the event. Also exploration of a Music Academy link with TCAH. iii. TBC	Establishing FE and HE partners that can add value to the forum. Discussions around into university project and the IOE running projects for staff and students.		On going	A
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3	a) Work-related learning and work interactions.	<p>i. Agree a programme of relevant work interactions for pupils, and opportunities to develop the 'soft skills', as part of annual careers workplan, ensuring that pupils complete 100 hours of experience of the world of work by 16, in line with the London Ambitions proposals.</p> <p>ii. Consider comparative, transparent reporting on the impact of career workplans on pupils.</p> <p>iii. Encourage the City schools to work together and share links and expertise to benefit all pupils.</p> <p>iv. Maintain an overview of CoLC's work-related activities offered to schools and young people as part of the broader London offer, ensuring City academies also benefit.</p>	<p>i. The baseline data has been collected from the schools, this will be used to determine progress each year has been analysed and will be used to determine what the CoLC can do to support work related learning and soft skills development.</p> <p>ii. Put on agenda for next Heads Forum on 1 December</p> <p>iii. Opportunities for City schools to work together and share expertise is a regular agenda item at the Heads forum, Chairmen of Governors forum and Director's of sixth form meeting. Examples of joint working and shared expertise include the Careers fair at Guildhall in April 2016 and academy pupils attending independent schools for university interview preparation.</p> <p>iv. 15 Academy students undertook work experience across the City Corporation. 33 CoLC employee volunteers have been involved in work-related activities for City academies.</p> <p>The City of London's Lord Mayor's Dragon Awards recognise businesses working to raise aspirations, promote continuous learning and improve educational attainment amongst adults and young people. City Action has facilitated curriculum development sessions, employability workshops and hosted two work experience students, engaging 28 employee volunteers in total.</p> <p>The Policy Chairman and Alderman Bowman co-Chaired a Study Panel into youth employability and the resulting guide has been distributed at a variety of events held by City of London and partnering organisations</p>	No Data from The City Academy Islington. Many activities are off timetable (particularly for the independent schools) therefore not captured in the hours.	Allow 3 weeks to respond to data request	i. 7th October iv. Ongoing	A
3	b) Access to quality and reliable careers advice.	<p>i. Work with the City academies to ensure each has a published careers policy and careers curriculum and regularly scrutinise implementation and impact.</p> <p>ii. Ensure each City academy has a governor on the governing body with responsibility to oversee this scrutiny.</p> <p>iii. Ensure CoLC is participating actively in, and promoting, the London Ambitions Career Offer.</p> <p>iv. Ensure students at City academies have access to up-to-date labour market information.</p>	<p>i. CoLS - clear careers policy and success measures on website, COLG and CoLB - clear outline of activity and contacts, CoLF - Key activities listed, CoL and COLH - no careers policy apparent. Majority of text referred to university routes as opposed to alternative schemes such as 'school leaver' City jobs or apprenticeships.</p> <p>ii. Only CoLG has a Governor responsible for Careers</p> <p>iii. Conference on the experience of work held 10th October, the conference promoted London Ambitions and the need for quality experiences of work.</p> <p>iv. Schools were asked what information they required - responses were; careers fairs, mentoring, business engagement. As labour market information did not come up, a discussion regarding access to Labour Market Information is suggested for the next Heads Forum on 1 December 2017.</p>	No data from Governors from The City Academy Islington.	Allow 3 weeks to respond to data request	ongoing	A
3	c) Using destination data to improve outcomes for young people.	<p>i. Work with the City academies to understand where pupils go after leaving school, particularly the sustained rather than immediate destination, and consider annual data from City academies and other schools, working to address any issues identified.</p> <p>ii. Consider the different destinations of young people from the City academies to identify areas where additional support or opportunities may be required.</p>	<p>i. Data received from all secondary academies except City of London Academy Islington. 0% of Key Stage 4 students are Not in Education, Employment and Training. Very few students have moved on to apprenticeships and employment, the vast majority of students go straight to 6th form or further education. In England 91% of pupils were in sustained education after key Stage 4 in 2014/15, up by 5 percentage points since 2010/11. This reduces to 88% after Key Stage 5.</p> <p>ii. Put on agenda for next Heads Forum on 1 December, including collation of Key Stage 5 destination data</p>	No data from The City Academy Islington. No data on Key Stage 5	Allow 3 weeks to respond to data request and amend data collection method	i. 7th October ii.	G