



# EDUCATION STRATEGY



2019 - 2023



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# FOREWORD

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Learning enables all communities to flourish and thrive. It unlocks opportunities, helps to identify talent and allows people to reach their full potential. It sits at the heart of our vision for a globally successful United Kingdom.

Learning starts from birth and is formalised at school. It develops through contact with other activities such as music, culture and commerce. The City of London Corporation (City Corporation) enjoys diverse and historic relationships with learning within its Family of Schools, as a corporation governing the Square Mile, as a charitable funder, and through its wide-ranging links with business and Livery companies.

The Education Strategy 2019-23 establishes our vision for exceptional learning delivered by the City Corporation's Family of Schools. That learning is focused on academic progress, good health and wellbeing, individual aspiration and the development of skills which will form the foundation for employment.

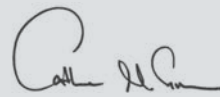
Opportunities to learn should not be confined to the school building and its grounds. Every day, there are 480,000 workers in the City of London. Pupils and adult learners can learn and be inspired by them. All types of business and trade represent an opportunity for learning.

Therefore the Skills Strategy 2019-23 commits to harnessing the power of such organisations as learning providers. They enable people to experience the world of work, build resilience and develop work-based skills. In return, workers and employers can develop the talents and skills which benefit the economy.

Similarly, arts, culture and heritage offer long-standing institutions devoted to learning. The City Corporation is the fourth largest funder of culture in the United Kingdom and offers a vibrant cultural network in and out of the Square Mile. Engagement in cultural learning helps to fuse often complex skills. Art can be combined with digital innovation; architectural precision with design.

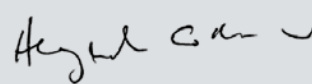
So, the Cultural and Creative Learning Strategy 2019-23 establishes the learning vision for our cultural institutions in the Square Mile and beyond. A vision which is based on the findings that cultural engagement promotes a "fusion" of skills directly relatable to the jobs of the future.

This tripartite strategy establishes the City Corporation's ambitions for learning. We aim to prepare people to flourish in a rapidly changing world, working in collaboration with our partners involved in schools, adult education, business, culture and heritage.



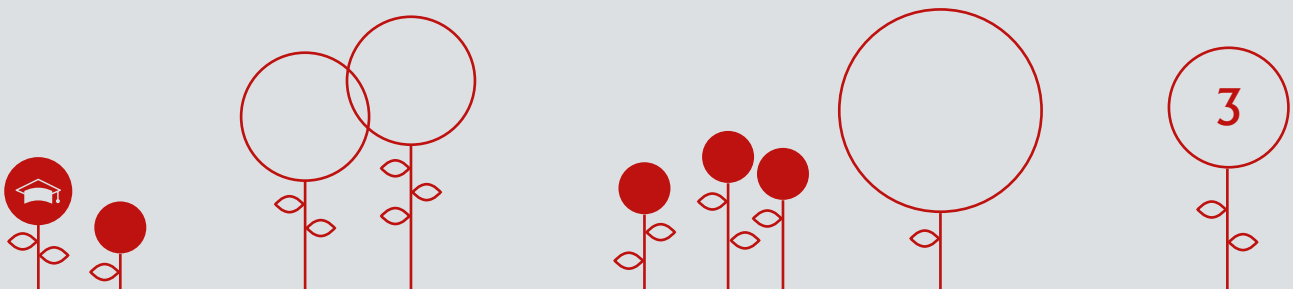
**Deputy Catherine McGuinness**

Chair of Policy and Resources Committee

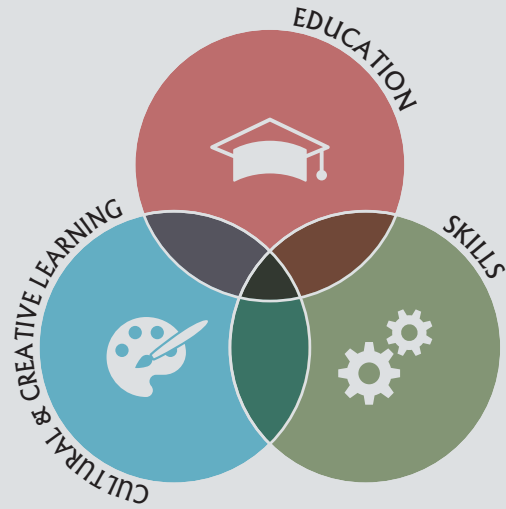


**Henry Colthurst, CC**

Chair of the Education Board

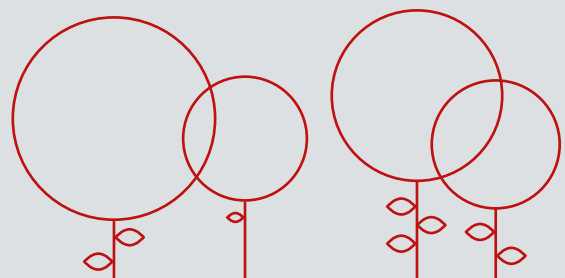
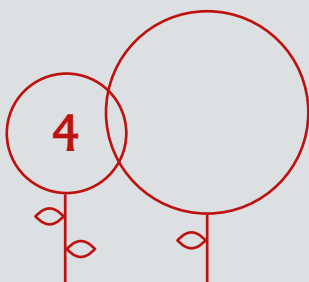


# VISION



Every young person deserves an outstanding education which enables them to flourish and to achieve the best academic results that they can. The City of London Corporation (City Corporation) is committed to supporting the delivery of world-class education. This education is based on a broad and balanced approach aimed at developing the whole child, with an emphasis on creating a lifelong love of learning. The Education Strategy 2019-2023 establishes the City Corporation's vision for education. It encompasses the City Corporation's family of schools, and the Square Mile's cultural, heritage and environmental assets, with a strong focus on employability and skills.

The Education Strategy 2019-2023 is overseen by the City Corporation's Education Board. The Education Board has an ambitious vision for the future of education in London and believes that the City Corporation and its schools should be thought leaders and influencers, sharing knowledge and experience locally, nationally and internationally encouraging innovation and prosperity for all.



The Education Strategy is one in a tripartite of strategies overseen by the Education Board. The three strategies are:

- The Education Strategy 2019-23
- The Cultural & Creative Strategy 2019-23
- The Skills Strategy 2019-23

While standing alone as three distinct strategic areas, the strategies overlap and interconnect to deliver one vision for the City Corporation:

to prepare people  
to flourish in a rapidly  
changing world  
through exceptional  
education, cultural  
and creative  
learning, and skills  
which link to the  
world of work.

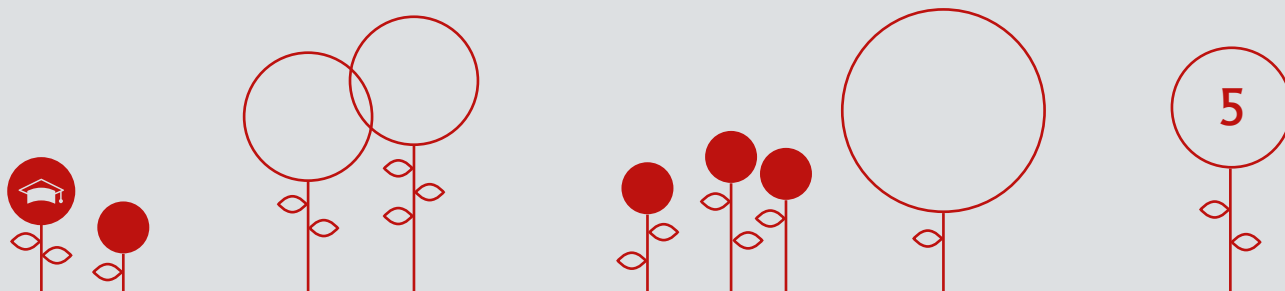
The Education Strategy 2019-2023 is focused predominantly on the delivery of exceptional education, whilst acknowledging that this can only be delivered through an emphasis on cultural and creative learning and enabling learners to develop the skills required for working in the 21st century.

This strategy outlines the context in which the strategy will be delivered, the target groups who the strategy is delivered for, our strategic goals, courses of action and the indicators for measuring success. Each academic year, an associated Action Plan will be developed outlining the actions and milestones for delivering on our goals.

### Corporate mission

The commitment to education is rightly at the centre of the City Corporation's Corporate Plan for 2018-23 (The Plan). It sets out the vision which is dedicated to creating a vibrant and thriving City, supporting a diverse and sustainable London, within a globally-successful UK. The Plan sets out three main aims, which this strategy fulfils, namely to: contribute to a flourishing society, support a thriving economy and shape outstanding environments. The Plan also lists 12 outcomes, and this strategy contributes directly to the following outcomes:

- Outcome 1: People are safe and feel safe
- Outcome 3: People have equal opportunities to enrich their lives and reach their full potential
- Outcome 8: We have access to the skills and talent we need
- Outcome 10: We inspire enterprise, excellence, creativity and collaboration



# CONTEXT

## Family of Schools

The City of London Corporation is a major provider of education:

- As a Local Authority, the City Corporation has one voluntary aided primary school which is the one state-maintained school within the City.
- The City Corporation is a co-sponsor of academies, sponsoring one secondary academy with KPMG and one secondary academy with the City University.
- The City Corporation is the sole sponsor of academies which are managed by a multi-academies trust called the City of London Academies Trust (CoLAT). CoLAT schools include primary, secondary and sixth form education.
- Since 1442, the City Corporation has been a proprietor of independent schools and is now the proprietor of three secondary independent schools. The City Corporation provides bursary support for pupils at all of these schools.

In its entirety, this group of schools is called the "City Corporation Family of Schools" and will henceforth be referred to in this strategy as the "Family of Schools". Collectively, they work in close partnership with each other, enabling staff to share best practice and expertise, and provide new opportunities for pupils. Each school is a unique entity yet together share a common purpose and vision.

### The Family of Schools are committed to:

- Developing partnerships
- Sharing best practice
- Learning from each other
- Exploring opportunities to become more efficient through greater collaboration

There are clear benefits of having both independent and state schools, and specialist and general provisions at all levels of education. There is a wealth of experience

and practice across the Family of Schools and there is great potential in further developing partnership working between schools in the family to establish mutually beneficial relationships and share learning.

## Extended Education Family

In addition to the Family of Schools, the City Corporation maintains connections with several other educational institutions, and funds educational programmes and activities benefiting schools across London. These include:

**Bursary support** - Along with the three independent schools in the Family of Schools, the City Corporation provides bursary support to pupils at King Edward's School, Witley and Christ's Hospital School.

**Governor links** - The City Corporation has the right to nominate governors to several other schools and educational bodies, including Emanuel School (of the United Westminster Schools Foundation group of schools) and Central Foundation Boys School.

**Historic links** - The City Corporation has historic links and partnerships with St Paul's Cathedral School, Prior Western School, Emanuel School in Wandsworth Local Authority, Treloars Special Education School in Alton and Central Foundation Boys' School in Islington.

**Early Years** - The Department for Community and Children's Services uses Early Years' funding to provide grants to improve outcomes at early years and foundation stage and to support all the City Corporation's Early Years provision. This is overseen by the Community and Children's Services Committee.

**Guildhall School of Music and Drama** - The Guildhall School of Music & Drama (GSMD) is jointly funded by the Higher Education Funding Council for England (HEFCE) and the City Corporation.

**Livery Companies** - There is a rich tradition of the Livery Companies in the City supporting education and operating schools. The Livery Movement is justifiably proud of its many and varied contributions to all forms and levels of education.



## Learners

The Education Strategy 2019-2023 targets all children and young people learning in the Family of Schools. We recognise and embrace the diversity within the Family of Schools and champion the excellence and innovation that this brings. The strategy also supports broader initiatives which encourage London schools, especially in disadvantaged areas, to engage with the full economic and cultural life of the Square Mile.

We want the Family of Schools to be a positive force for addressing issues of social disadvantage and skills development. The Education Strategy 2019-2023 focuses on inclusive and equitable practice to encourage individual and community empowerment. This strategy is closely aligned with the City Corporation's Social Mobility Strategy 2018-2028 and shares the vision that all people enjoy a society where individuals from all socio-economic backgrounds can flourish and reach their potential.

The Family of Schools are required to track the progress and attainment of different groups of pupils who may be at educational disadvantage (see below) and has a good historical record of making exceptional progress for pupils experiencing disadvantage. The Education Strategy 2019-2023 commits to creating the conditions for teachers and school leaders to share best practice and knowledge of 'what works' to actively encourage social mobility and deliver outstanding education that is empowering for all young people regardless of age, background or circumstance.

## Teachers

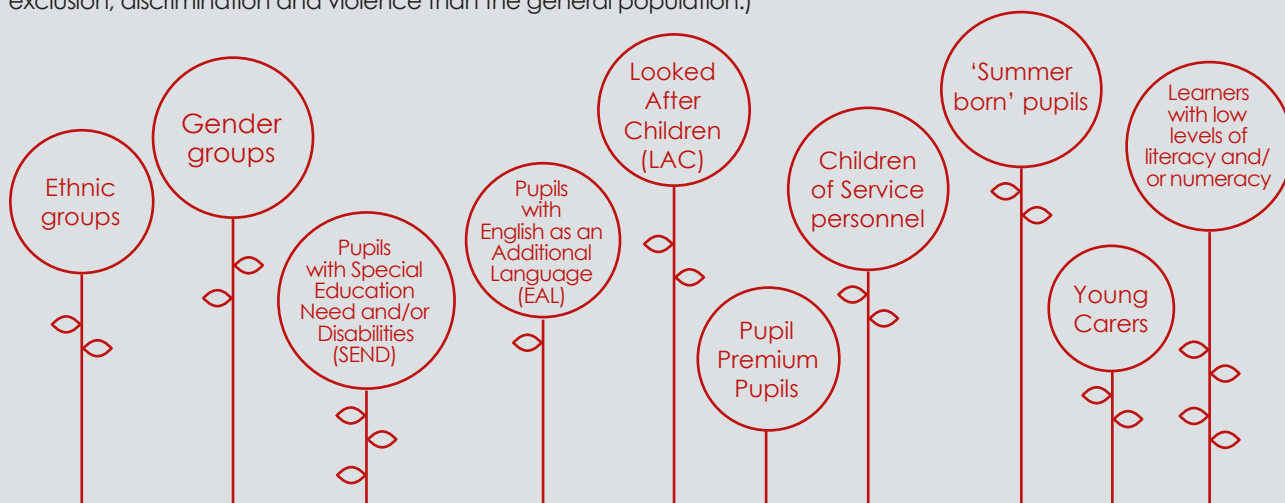
There are serious shortages of teachers nationally and in London. The capacity to attract and retain high quality teachers is crucial for the ongoing success of the Family of Schools. There are difficulties recruiting to initial teacher education and poor retention rates within the teaching profession. A key aspect of teacher retention is the provision of training and resourcing support. Teacher development and continued upskilling in all areas is vital, providing teachers with the skills and the tools they need to excel. The Education Strategy 2019-23 is committed to promoting and supporting collaboration between the Family of Schools, encouraging close-working and shared opportunities for teachers to develop their practice, including through sharing Continuing Professional Development (CPD) across the Family of Schools.

## Partner Organisations

The City Corporation will be responsive to, and influence, the changing education landscape, welcoming appropriate opportunities to work in partnership with neighbouring boroughs, businesses, livery companies and interested parties to realise excellent educational opportunities. The Education Strategy 2019-2023 supports open and collaborative working and provides a space for joined-up thinking and sharing with both internal and external stakeholders.

## GROUPS OF LEARNERS WHO MAY BE AT EDUCATIONAL DISADVANTAGE MIGHT IDENTIFY WITH ONE OR MORE OF THE FOLLOWING GROUPS:

(Disadvantaged groups may also include children and young people who experience a higher risk of poverty, social exclusion, discrimination and violence than the general population.)



# OUR GOALS

By 2023, the City Corporation, teachers and system leaders in the Family of Schools should be able to say:

1

Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive.

2

The Family of Schools deliver exceptional quality education that meets the challenges and skill requirements now, and in the future.





These 'Six Strategic Goals' are the destination we commit to reach by 2023. Each of these Goals have been broken down further into their component 'Aims' (course of action/routes) and 'Outcomes' (measures of success).

Many of the actions to achieve our Goals will be delivered in close working with, or through, our partners. Each academic year, an associated Action Plan will be developed outlining the actions and milestones for delivering on our goals.



The destination for Education in 2023. The 'where we want to go'

The route, or course of action, we will take. The 'how we are going to get there'

The measures of success. The 'how we know we are on track'

3

Education is safe, inclusive, supportive and empowering for all, regardless of age, background or circumstance.

4

Pupils in the Family of Schools receive high quality exposure to the world of work at all stages of education so that they can make informed career choices.

5

Pupils in the Family of Schools receive an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer.

6

The Education Strategy 2019-2023 has strong strategic oversight and delivery is focused on impact.

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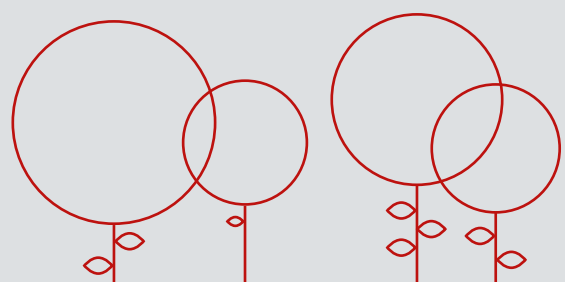
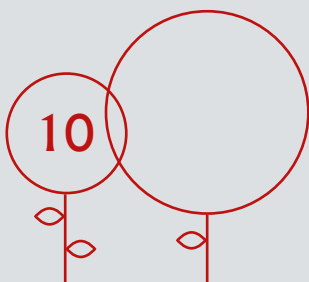
# GOAL ONE

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Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive.

We want every pupil in the Family of Schools to achieve their potential, flourish and thrive. Academic excellence is one of the foundations for achieving this, but outstanding academic results are not the only measures of success. Our research and consultation with stakeholders have identified that Fusion Skills (a combination of creative, technical, cognitive and emotional skills) are increasingly important in the workplace of the 21st Century.

The Cultural and Creative Learning Strategy 2019-23 outlines the research and motivation behind the City Corporation's drive on the development of Fusion Skills across a lifelong approach to learning. The Education Strategy 2019-23 commits to ensuring that every pupil in the Family of Schools benefits from a broad and balanced education which develops the whole child and equips them with the skills and aptitudes needed for thriving in the 21st century. This includes harnessing talent, using innovative approaches to teaching, enabling cultural and creative learning, and focusing on the development of pupils' Fusion Skills. Ultimately, we want education to be transformative, enable pupils to reach their full potential, as well as to develop a love of learning which will continue throughout their lives.

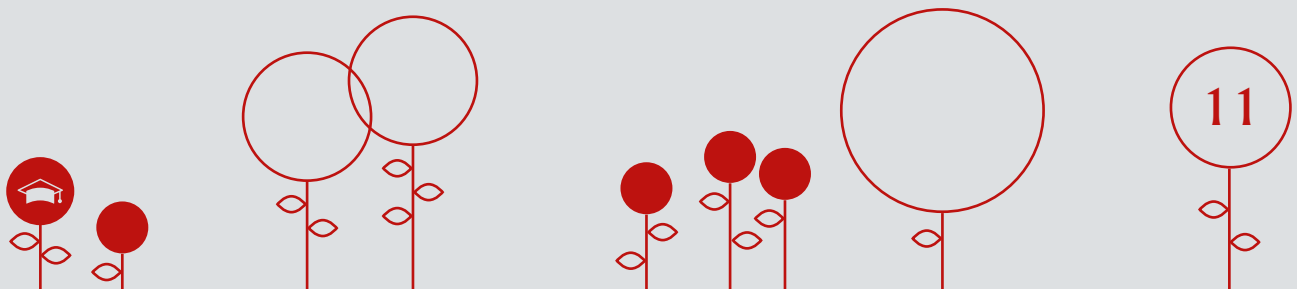
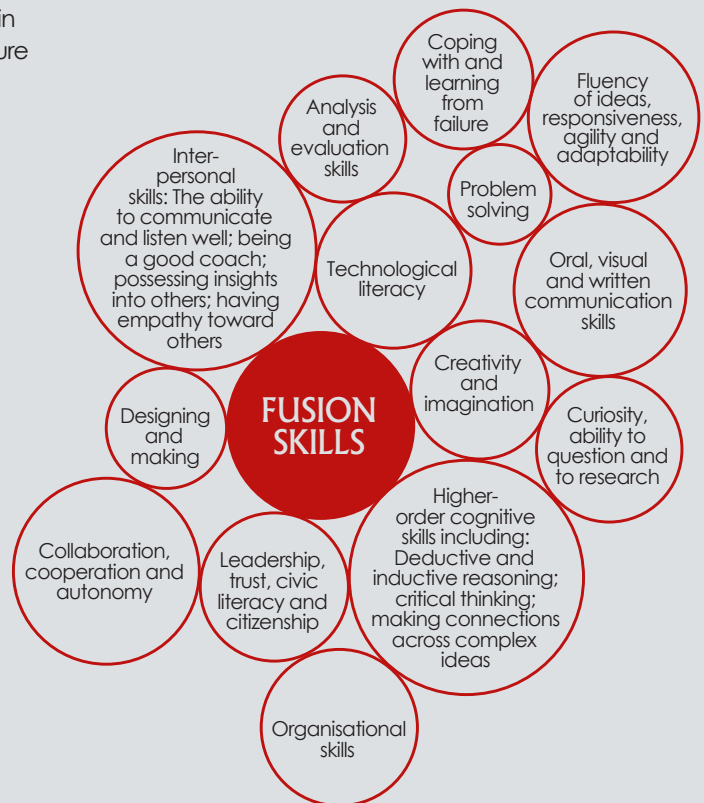


## Aims

- Deliver an approach to the development of skills, knowledge, and competencies to equip pupils with the necessary skills to meet the challenges of the rapidly changing world.
- Harness individual talents, enabling pupils in the Family of Schools to learn and flourish as innovative, confident and creative individuals.
- Model educational exceptionalism beyond Ofsted 'Outstanding'.
- Encourage the Family of Schools to work together to deliver a shared ethos and commitment to excellence.
- Provide the same level of richness in the curriculum in academies as in the independent schools and ensure accessibility and progress for all pupils.

## Outcomes

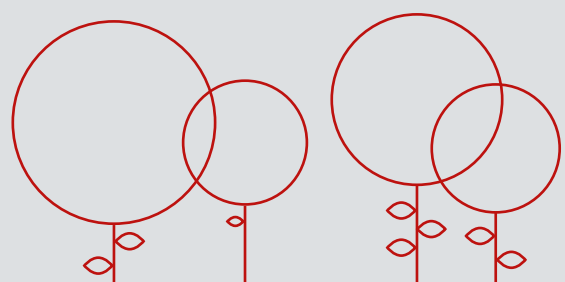
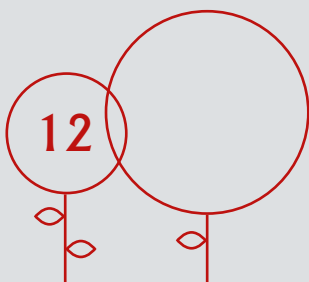
- Provocative and dynamic learning environments exist.
- Classroom lessons inspire and challenge pupils.
- Learning experiences promote the development of 21st century Fusion Skills through programmes that are a mix of academic, creative, technical and emotional learning.
- There are clear and delineated access routes into further opportunities and no examples of talented pupils not having the 'next steps' to develop their interests and skills.



# GOAL TWO

The Family of Schools deliver exceptional quality education that meets the challenges and skills requirements now, and in the future.

We want every pupil in the Family of Schools to achieve the best academic results they can. The City Family of Schools achieve good results, and in some cases, these results are well above national averages. There is still room for continuous improvement, and through collaboration and innovation, we aim to deliver exceptional quality education in our educational institutions. The Education Strategy 2019-23 commits to ensuring that teaching and learning in the Family of Schools is exceptional, that attainment of progress of pupils shows academic excellence, and that clear accountability measures are in place.



## Aims

- Continue to improve the learning experience of pupils.
- Deliver academic excellence in learning and teaching to improve academic attainment and progress.
- Develop innovative approaches to learning and teaching to ensure learning is engaging, fun and challenging.
- Use effective communication and feedback to ensure pupils and their families are partners in their learning.

## Outcomes

- The Family of Schools are recognised locally, nationally and internationally as outstanding.
- Pupils are stretched, building on their prior achievement, and studying at higher levels.
- A framework of clear accountability, challenge, and support exists for the Family of Schools and standards are reported to the Education Board.
- Pupils educated in the City Family of Schools are widely recognised and respected as being highly skilled.
- Data collection is used to ensure pupils make exceptional progress.
- There is effective use of ICT in teaching, learning and assessment.

## ACCOUNTABILITY FRAMEWORK: REPORTING REQUIREMENTS AND TIMETABLE FOR THE FAMILY OF SCHOOLS TO PROVIDE DATA ABOUT THEIR ACADEMIC PERFORMANCE.

### Autumn



School compares unvalidated results against targets. Reports to CoLAT Board and Education Board. Principal and Chair of Governors present validated results analysis at Scrutiny Meetings with CoLAT and City Corporation officers.

### Spring

Academy performance and Safeguarding Audit Report reported to school governing body, CoLAT Board and Education Board.

### Summer

Progress and target grades predicted and collated for reporting to CoLAT Board and Education Board. Academy performance management reported to CoLAT Board and Education Board.



School compares unvalidated results against targets and reports to the Education Board. Principal, Chair of Governors and Co-Sponsor present validated results analysis at Scrutiny Meetings with City Corporation officers.

Academy performance and Safeguarding Audit Report reported to school governing body and Education Board.

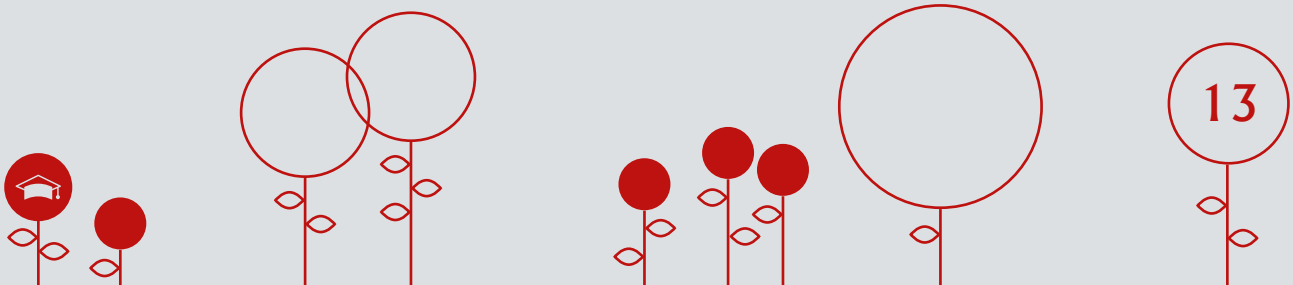
Progress and target grades predicted and collated for reporting to Education Board. Academy performance management reported to Education Board.



School compares unvalidated results against targets and reports to Education Board. Examination targets are set.

City Corporation Strategic Director of Education, Culture and Skills keep in touch visit to schools. Annual Safeguarding Audit report submitted.

Progress and target grades predicted and collated for reporting to Education Board.

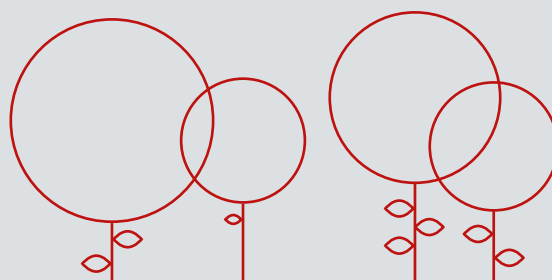
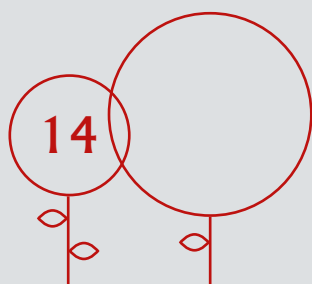


# GOAL THREE

Education is safe, inclusive, supportive and empowering for all, regardless of age, background or circumstance.

The Education Strategy 2019-23 commits to actively encourage social mobility and deliver outstanding education that is empowering for all young people, regardless of age, background or circumstance. The Family of Schools will collaborate and share best practice to ensure that there are evidence-based learning and support packages in place for pupils experiencing educational disadvantage.

We, in partnership with the Family of Schools, are committed to ensuring that implementation and reporting of all safeguarding processes are fit for purpose, compliant and thorough. Safeguarding is broader than 'child protection' and relates to the actions which promote the welfare of children and protect them from harm. This is everyone's responsibility. The Education Strategy 2019-23 also commits to promoting healthy and active lifestyles, supporting events and programmes which develop good mental health, healthy eating, active lifestyles and personal resilience.

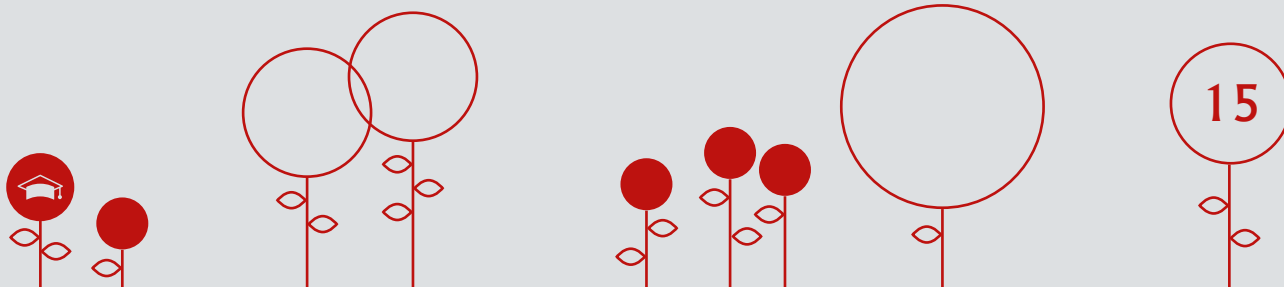


## Aims

- Proactively drive and celebrate equality of opportunity to promote social mobility and inclusion.
- Protect the rights of children regardless of age, gender, race, culture, background or disability.
- Continue to improve the choices, learning experience and learning outcomes for pupils impacted by disadvantage.
- Ensure that the health, safety and welfare of pupils are of paramount importance to all adults who work in the Family of Schools.
- Provide a safe environment for children to learn in.
- Work in close partnership with schools, parents and carers, community and youth groups to build a commitment to safeguarding all our children.
- Promote healthy, active lifestyles in the City Family of Schools including health eating, participating in sport and social activities to enable pupils to live healthily, have positive mental wellbeing and develop resilience.

## Outcomes

- Annual monitoring and reporting of school exclusions indicates that exclusions are at zero.
- Annual monitoring of local authority place planning ensures that school places are provided in areas of need.
- Annual monitoring and reporting of school admission arrangements ensure our schools are reaching the target communities.
- There is improvement in the progress of pupils at risk of educational disadvantage, exceeding the progress of those pupils not at risk, and surpassing national and local averages.
- There is continued provision of enhanced and efficient learning support services to support pupils and improve social mobility.
- There is improvement in services and resources which promote wellbeing amongst pupils, including counselling services.
- There is a link governor for safeguarding in all schools in the Family of Schools.



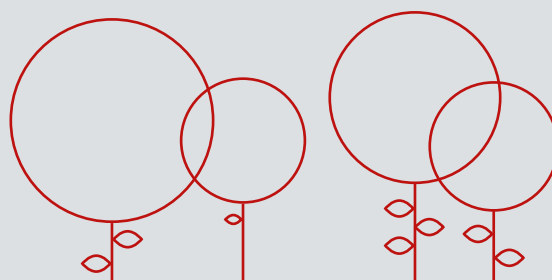
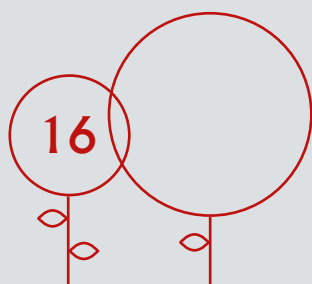
# GOAL FOUR

Pupils in the Family of Schools receive high quality exposure to the world of work at all stages of education, so they can make informed career choices.

We want every young person in the Family of Schools to receive high quality and reliable careers information and advice to ensure that their future working lives are determined by skills, knowledge and behaviours, not by chance or personal circumstances.

The City Corporation is committed to providing opportunities that can lead to employment for young people by understanding young people's goals and supporting them to develop the skills they need.

The Skills Strategy 2019-2023 is focused on ensuring that learning all stages is linked to the world of work over a period of lifelong learning. The Education Strategy 2019-23 is focused on ensuring that from early education through to post school age, the Family of Schools provide pupils with sustained vocational education throughout the school day, building core behaviours and the Fusion Skills that businesses need, and including exposure to professionals from a range of industries at all key stages.



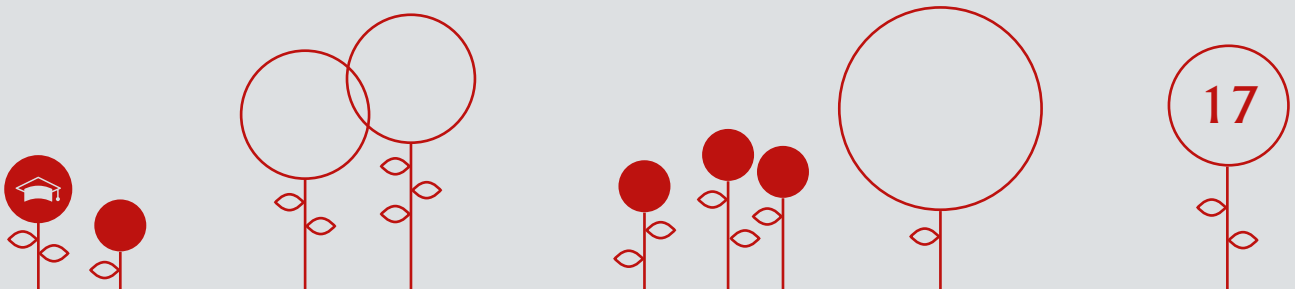


## Aims

- Ensure a more comprehensive strategy for skills development and careers support in the Family of Schools with the goal that schools excel in providing employment pathways and support and improve transitions for learners at critical stages such as from primary to secondary, and from education to employment.
- Link learning at all stages with real-world application to connect pupils in the Family of Schools to innovators, professionals and practitioners at the cutting edge.
- Exploit interconnectivity and collaboration between industry, schools and businesses.
- Ensure that young Londoners in the Family of Schools and beyond have access to information, advice and experiences that will help them progress into fulfilling careers.
- Ensure that employability skills, including digital and Fusion Skills, are integral to the City Corporation's educational offer.
- Work with the Livery Companies and businesses to build on the work they are doing in the skills area to establish an education to business 'hub' to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools.

## Outcomes

- A comprehensive careers strategy has been written for all key stages.
- 100% destination and progression pathways for pupils (i.e. no NEET pupils).
- All pupils in the Family of Schools can hear from, and be inspired by, employers and apprentices.
- Apprenticeship opportunities are promoted, and all pupils can receive well-informed and impartial advice about apprenticeship options.
- Clear progression routes are mapped through technical and professional education into skilled employment.
- Destinations of young people in the Family of Schools are mapped, and destination data is used to improve outcomes for young people.
- There is a link governor for skills and employability at each of the Family of Schools to ensure that the school has a published careers policy and curriculum and regularly scrutinises implementation and impact.
- Fusion Skills are introduced into the curriculum at all key stages so that pupils exhibit the skills, knowledge and behaviours that employers are looking for.
- Pupils are exposed to professionals working in the creative and cultural industries including dancers, musicians, writers, makers, designers, and the range of production and post-production entrepreneurs and creatives.



# GOAL FIVE

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Pupils in the Family of Schools receive an educational experience that enriches and inspires through access to the learning opportunities that the City's cultural, heritage and environmental assets offer.

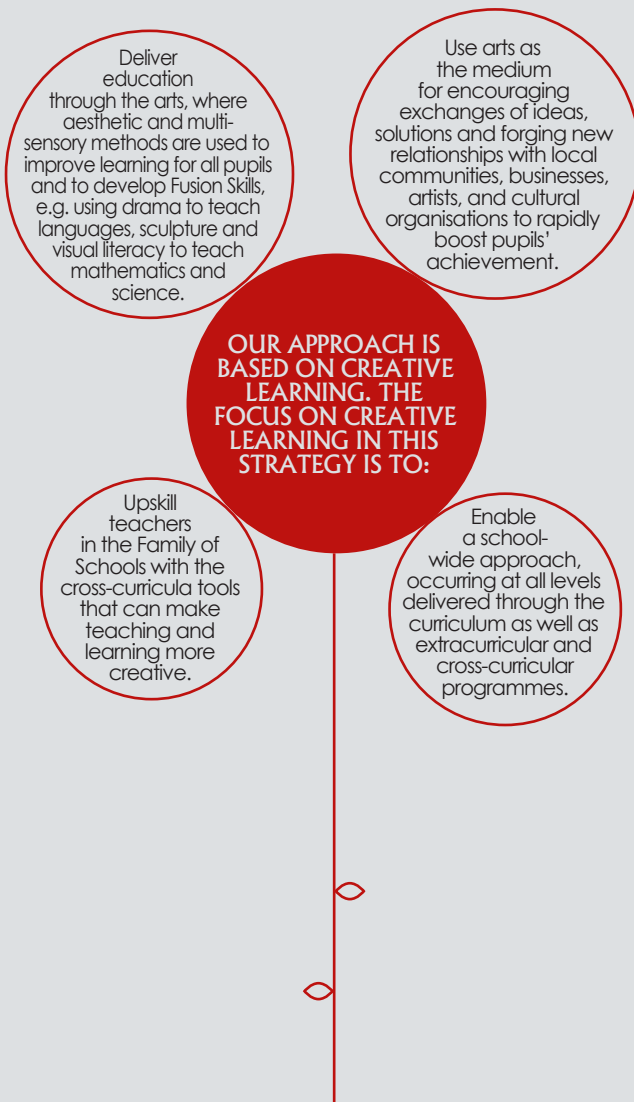
Heritage, cultural and creative learning are at the heart of enabling children and young people to flourish. It is important that pupils have access to education both in and through the arts and that creative teaching and learning enables pupils to realise their potential.

The Cultural and Creative Learning Strategy 2019-2023 establishes the City Corporation's vision for enabling the City's world-leading cultural, heritage and environmental institutions to cultivate the creativity, skills and knowledge of the next generation. The Education Strategy 2019-23 is focused on how the Family of Schools will work with partners in the City's Cultural Education Partnership (Culture Mile Learning) and enrich the learning of all pupils in the Family of Schools.



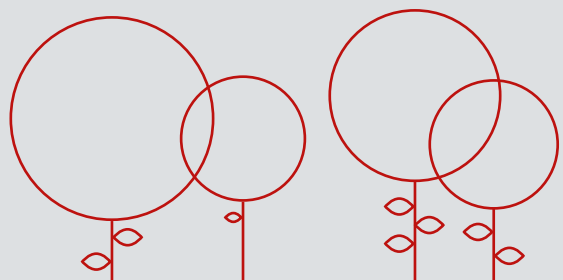
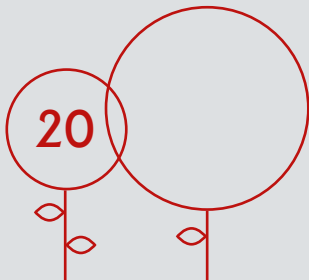
## Aims

- Ensure that the Square Mile's outstanding cultural, historical and open spaces resources enrich the creative experience of London's learners.
- Provide a high quality cultural and creative offer for all pupils at the Family of School from early years through to post-16, to deliver sustained education in and through the arts and culture.
- Champion for every cultural institution in the City to be a learning institution and for every school in the Family of Schools to be a cultural institution.
- Integrate digital and creative ideas into the Family of Schools to create more connected routes for pupils and teachers to access the culture and heritage offer.



## Outcomes

- A high quality cultural and creative offer exists for all pupils in the Family of Schools from early years through to post-16, with sustained education in and through the arts and culture, including a strengthened role of music and the performing arts across the Family of Schools.
- There is evidence of co-creation with children and young people in the Family of Schools to ensure that the cultural offer provides experiences at a range of levels and is accessible, interesting and relevant.
- An online portal has been developed to create a 'one-stop shop' for easier access to the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets being developed.
- Opportunities occur at least three times per year for pupils in the Family of Schools to perform in professional quality venues, encouraging sharing with families.
- A formalised Culture Forum meets three times per year, including the appointment in each school of both a cultural link governor and a dedicated school liaison officer (member of the teaching staff) for cultural work and engagement in each of the Family of Schools.
- Access to the City Corporation's cultural venues by London's pupils is maximised through a School Visits Fund with improved publicity, staff development and targeting of schools who have not used the fund previously.
- Pupils in the Family of Schools access school visits, play programmes, community engagement projects and volunteering opportunities through the 'Green Spaces, Learning Places' Programme offered through City Corporation Open Spaces department.



# GOAL SIX

## The Education Strategy 2019-2023 has strong strategic oversight and delivery is focused on impact.

The impact of initiatives, programmes and events delivered to realise the Education Strategy 2019-2023 must be measured. In delivering the objectives of this strategy, our focus will be on the impact of what is achieved over the short and long term through collecting real-time feedback and high-quality data from our partners and target groups. A framework has been developed for overseeing the City Corporation's education offer including the presentation of assessment data, evaluations, performance management and evidence to the Education Board on a regular basis. This will include regular progress updates on the delivery of the Annual Action Plan. The Education Board, along with officers, staff, governors and school leaders, will ensure that there is the capacity to sustain excellence, with the correct accountability procedures in place to support substantial educational standards, high levels of probity, and the development of schools and colleges that reflect the interests and values of the City Corporation.

### Aims

- Continue to assure and enhance the standards and quality of our schools to achieve excellence.
- Explore opportunities to expand the City's education portfolio and its influence on education throughout London, nationally and internationally.
- Review education funding to ensure impact against agreed goals.

- Ensure that the Family of Schools have the buildings, resources, space and teaching models to deliver exceptional education.
- Build an applied research and knowledge exchange culture that drives change, prioritises collaboration, and underpins learning and teaching.
- Respond with agility and inventiveness to policy and funding changes to be open to emerging opportunities.

### Outcomes

- The model and expertise of the Family of Schools can be shared.
- The Family of Schools influence the field through partnerships and participation in key committees and networks.
- There is greater sharing of the combined diverse assets of the extended Family of Schools, including schools with Livery links.
- There is a clearer focus and vision in being part of the Family of Schools, reflected in a shared mission and processes.
- There is effective benchmarking of best practice across London to improve the Family of School's education offer.
- There is clarity of roles and training for governors, and governors are up to date with latest statutory requirements and good practice.
- A regular forum occurs for the Chairman of Governors and co-sponsors to share information and develop working practice across the Family of Schools.
- Strong governance frameworks and appointment processes are in place.

