

REQUEST FOR DIRECTOR DECISION – DD1247

Title: London Schools Excellence Fund – Round 3 Children in Care Award, and Update on Evaluation and Grant Commitments

Executive Summary:

MD1132 contains the Mayor's approval of the establishment of the London Schools Excellence Fund (the "Fund") to help London Schools make progress in raising school standards in literacy, numeracy, science, technology, engineering, maths and modern foreign and ancient languages.

This DD seeks approval from the Executive Director, Communities and Intelligence (C&I), for the award of £560,000, within round 3 of the Fund, to fund and evaluate a project that will improve the ability of foster carers to meaningfully engage with schools and the education of children in their care. The DD seeks approval on the contractual awards for the GLA's education programme evaluation and grant awards for the learning and knowledge mobilisation programme.

Decision:

The Executive Director, Communities and Intelligence approves:

- expenditure of up to £489,719 to grant fund London Fostering Achievement (Round 3 London Schools Excellence Fund Children in Care Project) and of up to £70,281 for the procurement of an external evaluation of the project as set out in section 2.1;
- expenditure of up to £484,686 for the Education Programme evaluation as set out in sections 2.2.7 & 2.2.8;
- expenditure of £619,413 to grant fund London Leadership Strategy and the Education Endowment Foundation within the London Schools Excellence Fund knowledge mobilisation strand of activity to support learning, knowledge dissemination and research use by schools, as set out in section 2.2.9 – 2.2.15

AUTHORISING DIRECTOR

I have reviewed the request and am satisfied it is correct and consistent with the Mayor's plans and priorities.

It has my approval.

Name: Jeff Jacobs

Position: Executive Director Communities and Intelligence

Signature:

Date: 1 August 2014

PART I - NON-CONFIDENTIAL FACTS AND ADVICE

Decision required – supporting report

1. Introduction and background

- 1.1 The Mayor's Education Inquiry was established as a task-and-finish inquiry in December 2011 to bring together evidence and ideas, and to develop practical solutions to further improve educational outcomes in primary and secondary schools in London. Its final report published on 19 October 2012 made 12 recommendations where it was believed regional action could have the greatest effect on young people's lives and provide clear added value in areas in which the mayor can have a direct influence.
- 1.2 The establishment of the Fund was one of the twelve recommendations. The aims of the Fund are to:
- I. Cultivate teaching excellence through investment in teaching and teachers so that we refocus attention on knowledge-led teaching and curriculum through the creation of new resources and support for teachers;
 - II. Support school-to-school and peer-led activity to raise achievement in priority subjects (English, mathematics, biology, chemistry, physics, history, geography, languages), at primary and secondary schools;
 - III. Support development of activity which has already been tested and has some evaluation (either internal or external) where further support is needed to develop the activity, scale up and undertake additional evaluation; and
 - IV. In the longer term create cultural change and raise expectations in the London school system.
- 1.3 In January 2013 the Mayor (under MD 1132) approved:
- receipt of £20 million from the Department for Education (DfE) in accordance with the terms of a proposed funding agreement with the DfE to fund a London Schools Excellence Fund;
 - GLA contribution to the Fund of £2.65m of new funding over three years;
 - the scope of the Funds' activities as approved at IPB which includes the projects delivered in the first phase such as residential study for teachers and the Maths Mastery project and open bidding rounds;
 - the development of the London Curriculum with a budget of £267,000 between 2012/13 to 2015/16;
 - £137,000 to identify exceptional schools that are 'bucking the trend' by succeeding with all pupils, including the most disadvantaged, in differing contexts (the Gold Club). The Gold Club involves sharing the lessons of these successes with other schools across London;
- and delegated authority to the Director of Communities and Intelligence to:
- agree and to sign the funding agreement with DfE referred to above and any subsequent reports, amendments or variations to it
 - procure services and sign grant agreements and contracts to deliver the above activities following the GLA's Contracts and Funding Code.
- 1.3 Following MD 1132, and under delegated authority, the Director of Communities & Intelligence has approved allocation of funding under Rounds 1 (for grants over £75,000) and Round 2 (grants under £75,000) of the London Schools Excellence Fund (under DD1069, 1080, 1118, 1142 & 1195).

2. Objectives and expected outcomes

2.1 Round 3: LSEF Children in care project & evaluation

- 2.1.1 In addition to recommending the establishment of the London Schools Excellence Fund the Mayor's Education Inquiry also made a recommendation to "ensure priority is given to children in care and care leavers in all London apprenticeship, mentoring, work experience and job opportunities through the Fund and work with schools, FE colleges, universities, business and other employers".
- 2.1.2 The aim of the Children in Care project is to improve the ability of foster carers to meaningfully engage with schools and the education of children in their care and to raise the educational outcomes of children in care of London authorities and attending education settings in London.

The main objectives are:

- To improve the confidence and skills of foster carers to engage with London schools and make a positive contribution to the education of the children for whom they care; and
 - To enrich the skills, knowledge and understanding required by designated teachers, schools and virtual schools to support foster carers to enable children in care to succeed in school.
- 2.1.3 The Request for Proposals for the Children in Care project was published on 6th March 2014. The opportunity was published on the GLA website, circulated through the Children in Care Steering Group and sent to a targeted list of potential providers.
- 2.1.4 In total seven proposals were received. Each proposal was assessed by three GLA Officers against the application criteria set out in the Request for Proposals under the following headings:
- Strength of rationale and evidence for proposal
 - Clear delivery and impact
 - Previous Experience and Expertise
 - Value for money
- 2.1.5 The top 4 ranked applicants were then invited to attend a clarification interview. These applications were also reviewed and quality assured by the Head of the Education & Youth Team, the DfE Team Leader for the Education & Health of Looked-After Children and a member of the DfE Fostering and Adoption Team. Comments and feedback from these colleagues on individual proposals were fed into the clarification interviews.
- 2.1.6 The successful project recommended for funding is ***London Fostering Achievement***. London Fostering Achievement is a partnership between the Fostering Network and Achievement for All. The project will provide targeted training and strategies across London for foster carers to support children's readiness for learning. Schools will be supported to ensure they better reflect the needs of children in care and support foster carers to engage in their children's education effectively.

The programme will deliver training to 2,900 foster carers and teaching staff across London, pilot foster carer peer support networks in five boroughs and deliver focussed support and training in 27 schools and 9 virtual schools through a tailored schools programme. Delivery is to commence in Summer 2014 and will run until September 2015.

The project will be awarded up to £489,719.

- 2.1.7 Due to the specialist nature of this project it was agreed that an external evaluation would be procured through the Transport for London e-tendering portal to independently evaluate the impact of the project. Up to £70,281 has been allocated for the evaluation to be awarded to the successful organisation, The Rees Centre, Oxford, with whom we are currently finalising details and exact amount before issuing a contract.

2.2 Education Programme Evaluation and knowledge mobilisation

- 2.2.1 MD 1132 made provision for commissioning of an evaluation and implementation framework and learning resources to support excellent teaching in London schools as delivered through the Gold Club, London Curriculum and the London Schools Excellence Fund.

Evaluation contract awards

- 2.2.2 Under the GLA Economics, Research and Evaluation Framework a mini competition has been run in accordance with the Framework provisions, and three contracts have been called off with the successful bidders for: (i) an over-arching evaluation and meta evaluation of the London Schools Excellence Fund plus evaluation of cross cutting themes, (ii) an evaluation of the London Schools Gold Club, London Curriculum and the knowledge mobilisation activity and (iii) the support to LSEF funded projects in their use of the Self Evaluation Toolkit.
- 2.2.3 The majority of the evaluation activity is being funded by the Fund, an initial budget of £1.5m was set aside for evaluation and dissemination of learning. The GLA programme budgets for the London Schools Gold Club and the London Curriculum will fund these respective evaluations (within evaluation ii).
- 2.2.4 The over-arching evaluation of the Fund will deliver an overarching report (meta evaluation) on Theme 1 of the Mayor's Education Programme: to support excellent teaching in London schools. The work will include review of Theme 1 of the Mayor's Education Programme's Theory of Change and output and outcome frameworks. The evaluation will also deliver an over-arching programme report (meta evaluation) of the Fund across 106 projects based on the self-evaluation reports as well as incorporating the key points and data from the other evaluation reports of elements of the Fund's programme. Included in this, the evaluator will undertake a more in-depth review through six thematic evaluations cross-cutting the Fund's thematic impact studies one of which is English: The key to integration and a further five to be confirmed but are likely to be:
- Hub Models– 10 projects are using hub models to support delivery but also to provide a mechanism for sustainability. What are the key requirements for successful hub-models of delivery?
 - Closing the gap at Early Years Foundation Stage and Key Stage 1 – 11 projects are focused on raising attainment in literacy and maths. How do these projects perform in comparison to other existing approaches and/or programmes?
 - Stretch at Key Stage 2 - 21 projects aim to increase the number of pupils achieving level 5/6 at Key Stage 2. Does stretch at Key Stage 2 also have an impact on under achievement? Does it support the move towards a mastery curriculum?
 - Schools investment in teacher professional development – 35 schools are engaged in more than one Fund project. Does involvement in a greater number of such activities help embed teachers' professional development within schools' business planning processes and support longer term sustainability?

- Cross-phase projects – 39 of the projects across subject areas are focused on bringing together primary and secondary's at Key Stage 2 and 3 to enhance understanding of subject knowledge and better understanding of secondary school level activity. Does it support the move towards a mastery curriculum? How has it supported progression of learning? Has this approach improved pupil outcomes and supported transition?
- Supporting links between schools and Higher Education Institutions (HEI) and/or business – across the projects HEIs are involved in various ways, e.g. as project leads, evaluators and partners. Some projects are working directly with businesses. Are there indicators or promising models or features which may support more sustained partnerships between schools and HEIs/businesses?

2.2.5 Specific additional evaluations will also be undertaken for:

- London Curriculum project
- London Schools Gold Club scheme
- Knowledge mobilisation activity

2.2.5 As part of the call-off process five applicants bid to undertake some or all of the three lots of work. The procurement process consisted of 3 stages:

- Stage 1 – Submission of proposals
- Stage 2 – Scoring
- Stage 3 – Clarification Interviews

2.2.6 The call-off process was led by TfL procurement. The scorers for the call-off process consisted of Head of Education & Youth, Senior Programme Manager, Senior Project Officer from the Education & Youth Team and an economist, specialising in evaluations, from GLA Intelligence Unit. The Value for Money section of each application was undertaken by the TfL procurement team. The three organisations with the highest scores were invited to attend a clarification interview where the final decision was made. The call-off process and award decision complies with the GLA's Contracts and Funding Code.

2.2.7 Based on the outcome of the call-off process it is recommended that SQW be awarded the contracts (for up to £311,217) to deliver evaluation i and ii. SQW's appointment is based on their experience of the education sector and teacher professional development, experience of meta-evaluation and the theoretical framework proposed to manage the methodological approach. SQW will be undertaking an overarching evaluation of the Mayor's Education Programme theme of activity: Excellent Teaching in London Schools. They will also undertake an evaluation of the London Schools Excellence Fund including cross-cutting thematic reviews, evaluation of the London Schools Gold Club, London Curriculum and the knowledge mobilisation activity.

2.2.8 In addition to SQW, it is recommended that Cities Institute, London Metropolitan University is awarded the contract (for up to £173,469) to deliver evaluation lot iii. Cities Institute, London Metropolitan University's award is based on their experience of providing evaluation training support and their flexibility to respond to demand. They will provide a wide range of specialist expertise to the projects to ensure high quality self-evaluations are undertaken. They will be providing support to the grant funded projects delivering activity funded through the Fund. This support will consist of workshops, training, and bespoke support tailored to the needs of the projects ranging from light touch for the smaller projects to more intensive for the high value projects.

Learning and knowledge dissemination awards

- 2.2.9 Within the Fund evaluation strand additional activity is taking place to support learning dissemination and knowledge mobilisation. This activity is being undertaken to support the funded projects to disseminate learning and knowledge about their impact on teacher professional development and pupil attainment. Currently there is little evaluation evidence to support what works in terms of knowledge dissemination and this is itself the focus of a large research programme led by the Education Endowment Foundation (EEF).
- 2.2.10 The Fund has funded two grants to support knowledge dissemination. London Leadership Strategy (LSS) has been granted £319,413 to support all the Fund projects to disseminate their learning and knowledge. The Fund is also granting £300,000 to the Education Endowment Foundation towards the national programme on 'Research Use by Schools'.
- 2.2.11 LLS will provide advice and guidance to the funded projects to promote and use a variety of dissemination techniques to inform schools about their projects. LLS will provide a platform of conferences and seminars to support projects to work collaboratively to disseminate to London schools and the wider education community about the impact of the funded activity. It will bring projects together in smaller groups as appropriate (e.g. by subject, size, method and approach), and co-ordinate an integrated programme of school to school dissemination across London. LLS will support this activity by developing a London education website to bring together information across the programme. It is intended that there will be a longer legacy from this activity to support school-to-school networks encouraging schools to provide support to each other and subject knowledge related networks which are being established through the project activity. It will work with the evaluators to support the overall aims of raising the standards of evaluation evidence on the impact of teacher professional development and work with the wider education sector to inform the learning dissemination and knowledge mobilisation activity undertaken in London.
- 2.2.12 The LLS application was received under Round 1 and has been assessed through the same process as other Round 1 awards. Bidders were provided with feedback at stage 1 and invited to put forward a revised stage 2 application responding to the feedback. This application was then reviewed by the expert advisory group and recommended for funding.
- 2.2.13 The Education Endowment Foundation 'Research Use for Schools' project also receives £1 million of funding from the Department for Education and £200,000 funding from the EEF. This proposal has been discussed and recommended for funding by the expert advisory group. Initial findings and the interim report will be available spring 2015 and will be used to shape the learning and knowledge dissemination from the LSEF programme.
- 2.2.14 The 'Research Use in Schools' project will fund a series of pilot projects which will test out the most effective ways of translating research findings into changes in the classroom. Millions of pounds are spent in the UK each year researching teaching and learning, and investigating how to improve outcomes for young people. However, although polling suggests that a growing number of school leaders say that they consult research, current evidence suggests that the impact of this evidence on practice is often limited.
- 2.2.15 The knowledge mobilisation activity has been identified as a key element of the Fund's approach to sustainability and will ensure that learning from the programme is widely disseminated and supports school to school learning. The proposed activity will focus on supporting projects throughout the life of the programme, taking learning from the 'Research Use by Schools' programme and supporting its dissemination, and supporting wider school to school and network dissemination of the key learning from the programme across all London schools and beyond London.

2.3 London Schools Excellence Fund update

2.3.1 The table below provides a summary of Fund's grant commitments (together with the maximum amount that will be awarded through the evaluation contracts) to date.

Round	Grant Commitments/to be committed	MD/DD approval £	MD/DD approval no.
Early Initiatives	£247,219	£247,219	DD 1069
Round 1 window 1	£10,328,244	10,470,099	DD1118 = £6,982,557, DD1142 = £ 3,330,542. DD1195 = £157,000
Round 1 window 2	£4,626,916	£4,626,916	DD1195
Round 1 window 1 resubmissions	£978,963	£1,030,125	DD1195
Round 2 (small grants) window 1	£1,295,072	£1,294,072	DD1142
Round 2 (small grants) window 2	£706,205	£706,205	DD1195
Round 3 English for Integration	£500,000	£500,000	MD1264
Round 3 Children in Care	£560,000	£560,000	Current DD
Knowledge mobilisation	£619,415	£619,415	Current DD
Evaluation contract awards ¹	£431,742	£431,742	Current DD
Total	£20,293,776	£20,485,793	

2.3.2 Approximately £1.35m of remaining funding is to be allocated over the summer, together with any underspend identified by projects.

3. Equality comments

3.1 Throughout the Education Inquiry, including the call for evidence, consideration was given to factors of economic and ethnic disadvantage, gender differences and special needs and disabilities (SEND). Key analysis was subsequently published in the first report of the Inquiry (February 2012).

3.2 The Round 3 Children in Care project has a specific focus on raising the attainment of children in care. Nationally children in care have poorer educational outcomes than their peers. High proportions have special educational needs (67.8%) and their emotional and behavioural health is often a cause for concern. Despite improvements in the educational attainment of children in care and a decrease in the attainment gap between children in care and their peers, this still remains large, especially at Key Stage 4.

The Fund's Children in Care project will increase educational outcomes for children in care, by focusing on foster carers. Evidence from the wider population indicates that parental attitudes towards and support for education has a significant impact on children's achievement.

3.3 The dissemination of learning will include specific activity to support knowledge and learning is targeted at Pupil Referral Units and Alternative Providers.

¹ Please note this is the forecast LSEF funded element of the education programme evaluation.

4. Other considerations

a) Key risks and issues

The table below outlines the main risks associated with delivery of the Round 3 children in care project, the Mayors Education Programme evaluation and the LSEF programme committed spend.

Risk	Impact	Likelihood	Mitigation
Engagement / Buy in of Schools: The Round 3 Children in care project may have difficulty ensuring schools and foster carers are fully engaged in delivery.	3	2	School and foster carer engagement formed one of the key areas of the assessment of projects. In addition outputs relating to both the numbers of schools, foster carers and children in care have been included in the grant agreement & payment schedule.
Evaluation and knowledge dissemination:	4	3	The evaluators will be reliant on LSEF project self-evaluation reports and data collection systems put in place by the projects. The initial start-up and ongoing evaluation support to the projects will impact on the final quality of the meta-evaluation.
Grant underspend:	3	2	Projects are paid on achievement of milestones, but their actual expenditure is also being monitored. All projects have been asked to provide a realistic lifetime actual expenditure forecast in their next claim, declaring any anticipated underspend. The GLA will be circulating details of the process by which projects can claim for additional funding in July.

b) Links to strategies and Mayoral and corporate priorities

In the published Mayor of London's Response to the Education Inquiry Panel's Final Report', the mayor set out that a strong education system is vital to delivering jobs and growth for London, which is the main priority of his second term. He stated the need to make London state schools be amongst the best in the world if our young people are to grasp new economic opportunities in London and compete with the talent our city attracts from around the globe.

The delivery of the Education Inquiry recommendations on the Fund is aligned with existing programmes and activities the GLA supports for young people, including investment of £14m on existing youth initiatives and the Mayoral Academies programme.

The mayor's renewed agenda for children and young people ('Young Londoners – Successful Futures', 2010) set out the mayor's wider strategy in this area. This cited a key area of focus as providing young people with the opportunities to make successes of their lives. The strategy highlighted education's vital role in economic development, wealth creation and social development, from 'getting schooling right to promoting the high-end skills that are crucial to London's competitiveness'.

c) Impact assessments and consultations

Extensive consultation was conducted during the life of the Education Inquiry on the school improvement (and other) themes, which influenced the Panel's final recommendations. This included a launch symposium, formal call for evidence over two months, workshops and seminars, a survey of 530 London head teachers and meeting with teaching union and association representatives.

In the development of the Fund, consultation with head teachers, teachers, school improvement networks, subject specialists and networks, local authorities has continued to ensure that the Fund takes account of the impact of the Fund on all schools, teachers and pupils.

The Fund's Children in Care Request for Proposal was carefully scoped and designed in consultation with a range of experts in this field that have agreed to be part of the Fund's Children in Care Steering Group to provide strategic advice and guidance to the GLA and to support the delivery of this project. The steering Group will meet on a quarterly basis.

The evaluation and knowledge mobilisation strands of activity have been developed with advice and guidance from the London Schools Excellence Fund expert advisory group.

4. Financial comments

5.1 Approval is being sought for the allocation of funds for the Children in Care project, the knowledge mobilisation strand of the Fund and contract expenditure for the Education Programme Evaluation. This will include the award of grant funding and contract for services as detailed within the main body of this report.

5.2 The total cost of this proposal is up to the value of £1,664,099 and is divided across the strands of work noted above as follows:

Expenditure	£
<u>Children in Care Project (LSEF)</u>	
Grant Award	489,719
Evaluation	70,281
Total	560,000
<u>Knowledge Mobilisation (LSEF)</u>	
London Leadership Strategy Grant Award	319,413
Education Endowment Foundation Grant Award	300,000
Total	619,413
<u>Education Programme Evaluation</u>	
Contract with SQW	311,217
Contract with Cities Institute / London Met	173,469
Total	484,686
Total Expenditure	1,664,099

4.3 MD1132 approved a total gross budget of up to £24.864m over the period 2012-13 to 2015-16 for the overall London Schools Excellence Fund work programme, which includes grant income from the DFE (£20m) and GLA budget provision of £4.864m, specifically for the Supplementary Schools Programme, London Curriculum and Gold Club elements of the programme. It is from within the approved budget provision that costs of up to £1,664,099 for this proposal will be funded.

5.4 Any changes to this proposal, including budgetary implications will be subject to further approval via the Authority's decision-making process. All appropriate budget adjustments will be made.

5.5 The Education & Youth Team within the Communities & Intelligence Directorate will be responsible for managing this programme of work and ensuring all project activity and expenditure complies with

the Authority's Financial Regulations, Contracts & Funding Code, Expenses & Benefits Framework and Funding Agreement Toolkit.

5. Legal comments

6.1 Sections 1 to 3 of this report indicate that:

- 6.1.1 the decisions requested of the director (in accordance with his delegated authority granted pursuant to MD1132) fall within the GLA's statutory powers to do such things considered to further or which are facilitative of, conducive or incidental to the promotion of economic development and wealth creation and social development in Greater London; and
- 6.1.2 in formulating the proposals in respect of which a decision is sought officers have complied with the GLA's related statutory duties to:
 - pay due regard to the principle that there should be equality of opportunity for all people;
 - consider how the proposals will promote the improvement of health of persons, health inequalities between persons and to contribute towards the achievement of sustainable development in the United Kingdom; and
 - consult with appropriate bodies.

6.2 Paragraphs 2.1.6, and 2.2.10 above indicated that the contribution to the recipients amounts to the provision of grant funding and not payment for services. Officers must ensure that the funding is distributed fairly, transparently, in accordance with the GLA's equalities and in a manner which affords value for money in accordance with the GLA's Contracts and Funding Code.

Officers must ensure that an appropriate funding agreement is put in place between and executed by the GLA and the recipients before any commitment to fund is made.

5.3 Officers have indicated in paragraph 2.1.7 above indicate that the services required have been procured by Transport for London Procurement, who will determine the detail of the procurement strategy to be adopted in accordance with the GLA's Contracts and Funding Code.

Officers must ensure that appropriate contract documentation is put in place and executed by the successful bidder and the GLA before the commencement of the services.

5.4 Officers have indicated in paragraph 2.2 above of this report that the services required for the evaluation can be called-off from a Framework agreement that the GLA can use, and that the call-offs have been procured fully in accordance with the requirements of the Framework.

Officers must ensure that appropriate 'call-off' documentation is put in place and executed by the successful bidder(s) and the GLA before the commencement of the services.

7. Planned delivery approach and next steps

7.1 Round 3: LSEF Children in care Project

We are currently finalising both the grant agreement for the delivery of the project and the contract for the procurement of the external evaluation of the project, this will include finalising the grant and contract award amounts.

7.2 The Mayors Education Programme Evaluation

We are finalising contracts for the procurement of the external evaluation of the project.

7.3 London Schools Excellence Fund grant allocation

We are carrying out an exercise over the Summer through which existing LSEF projects will identify forecast underspend, whilst also inviting those LSEF project's that are in a position to scale up their activity to apply for additional funding.

Activity	Timeline
Signing of grant agreement for Round 3 Children in Care Project	July 2014
Procurement of contract for Round 3 Children in Care Evaluation	July 2014
Announcement of Round 3 Children in Care Project	July 2014
Delivery Start Date Round 3 Children in Care Project & Evaluation	July 2014
Final Round 3 Children in Care Project evaluation start and finish (external)	July 2014 – November 2015
Delivery End Date for Round 3 Children in Care Project	September 2015
Award of the evaluation contracts	July 2014
Application process for additional LSEF funding	July 2014
Interim evaluation report	November 2014
Final evaluation report	November 2015

Public access to information

Information in this form (Part 1) is subject to the Freedom of Information Act 2000 (FOI Act) and will be made available on the GLA website within one working day of approval.

If immediate publication risks compromising the implementation of the decision (for example, to complete a procurement process), it can be deferred until a specific date. Deferral periods should be kept to the shortest length strictly necessary.

Note: This form (Part 1) will either be published within one working day after approval or on the defer date.

Part 1 Deferral:**Is the publication of Part 1 of this approval to be deferred? YES**

Deferred until grant agreements and contracts have been finalised and signed for:

- Round 3 Children in Care Project & Evaluation
- The Mayors Education Programme Evaluation

Until what date: 15 August 2014

Part 2 Confidentiality: Only the facts or advice considered to be exempt from disclosure under the FOI Act should be in the separate Part 2 form, together with the legal rationale for non-publication.

Is there a part 2 form – NO

ORIGINATING OFFICER DECLARATION:

Drafting officer to confirm the following (✓)

Drafting officer:

Katie Myhill has drafted this report in accordance with GLA procedures and confirms that:

✓

Assistant Director/Head of Service:

Amanda Coyle has reviewed the documentation and is satisfied for it to be referred to the Sponsoring Director for approval.

✓

Financial and Legal advice:

The Finance and Legal teams have commented on this proposal, and this decision reflects their comments.

✓

EXECUTIVE DIRECTOR, RESOURCES:

I confirm that financial and legal implications have been appropriately considered in the preparation of this report.

Signature

Date