



## Board of Governors of the City of London School

**Date:** THURSDAY, 15 JUNE 2017  
**Time:** 11.00 am  
**Venue:** CITY OF LONDON SCHOOL, QUEEN VICTORIA STREET, EC4V 3AL

**Members:** Alexander Barr  
Nicholas Bensted-Smith  
Deputy Keith Bottomley  
Deputy Roger Chadwick (Ex-Officio Member)  
Dominic Christian  
Stuart Fraser  
Marianne Fredericks  
Caroline Haines  
Deputy Clare James (Ex-Officio Member)  
Alderman Vincent Keaveny  
Ronel Lehmann (External Member)  
Tim Levene  
Lord Levene of Portsoken (External Member)  
Deputy Edward Lord  
Christopher Martin (External Member)  
Sylvia Moys  
Dame Mary Richardson (External Member)  
Ian Seaton  
Deputy James Thomson  
Prof. Michael Whitehouse (External Member)

**Enquiries:** Alistair MacLellan  
tel. no.: 020 7332 1416  
alistair.maclellan@cityoflondon.gov.uk

**Lunch will be served at the rising of the meeting**  
**NB: Part of this meeting could be the subject of audio or video recording**

**John Barradell**  
**Town Clerk and Chief Executive**

# AGENDA

## Part 1 - Public Agenda

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **ORDER OF THE COURT OF COMMON COUNCIL**  
To receive an Order of the Court of Common Council dated 27 April 2017 appointing the Board for the ensuing year.  

**For Information**  
(Pages 1 - 2)
4. **ELECTION OF CHAIRMAN**  
To elect a Chairman in line with Standing Order 29.  

**For Decision**
5. **ELECTION OF DEPUTY CHAIRMAN**  
To elect a Deputy Chairman in line with Standing Order 30.  

**For Decision**
6. **MINUTES**  
To agree the public minutes and summary of the meeting held on 14 February 2017.  

**For Decision**  
(Pages 3 - 4)
7. **DRAFT CORPORATE PLAN 2018-23**  
Report of the Town Clerk.  

**For Information**  
(Pages 5 - 10)
8. **CASH AVAILABLE IN THE SCHOOL'S CHARITY: THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND**  
Report of the Chamberlain.  

**For Decision**  
(Pages 11 - 12)
9. **HEAD'S REPORT**  
Report of the Head of the City of London School.  

**For Decision**  
(Pages 13 - 26)

  - a) Appendix 1 - ISI Inspection Report (Pages 27 - 34)
  - b) Appendix 2 - Strategic Plan 2016/17 Summary (Pages 35 - 40)
  - c) Appendix 3 - Digital Strategy Report (Pages 41 - 42)

10. **APPOINTMENT OF AGBIS REPRESENTATIVE**  
To appoint a representative to the Association of Governing Bodies of Independent Schools for the ensuing year.

**For Decision**

11. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

13. **EXCLUSION OF THE PUBLIC**

MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

**For Decision**

**Part 2 - Non-Public Agenda**

14. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 14 February 2017.

**For Decision**  
(Pages 43 - 44)

15. **HEAD'S REPORT**

Report of the Head of the City of London School.

**For Discussion**  
(Pages 45 - 78)

- a) Appendix 1 - ISI Inspection Feedback [Head's Summary] (Pages 79 - 86)
- b) Appendix 2 - City of London School Admissions Policy (Pages 87 - 98)
- c) Appendix 3 - Development Office Report (Pages 99 - 100)
- d) Appendix 4 - Sabbatical Applications (Pages 101 - 106)
- e) Appendix 5 - Overseas Franchising (Pages 107 - 110)

16. **RECRUITMENT OF HEAD**

The Director of Human Resources to be heard.

**For Information**

17. **REPORT ON ACTION TAKEN SINCE THE LAST MEETING**

Report of the Town Clerk.

**For Information**  
(Pages 111 - 114)

18. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

19. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

## **Confidential Agenda**

20. **TEACHER'S PAY PANEL - UPDATE**  
Report of the Director of Human Resources.

**For Information**

# Agenda Item 3

PARMLEY, Mayor	<b>RESOLVED:</b> That the Court of Common Council holden in the Guildhall of the City of London on Thursday 27th April 2017, doth hereby appoint the following Committee until the first meeting of the Court in April, 2018.
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## BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL

### 1. **Constitution**

A Non-Ward Committee consisting of,

- one Alderman nominated by the Court of Aldermen
- up to 10 Commoners elected by the Court of Common Council at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the following ex-officio Members:-
  - the Chairman of the Board of Governors of City of London School for Girls
  - the Chairman of the Board of Governors of City of London Freeman's School
- up to eight co-opted non-City of London Corporation Governors with experience relevant to the Board

The Chairman of the Board shall be elected from the City Corporation Members.

### 2. **Quorum**

The quorum consists of any five Common Council Governors.

Any decision taken by the Board of Governors shall require the agreement of a majority of Common Council Governors present at the meeting and voting.

### 3. **Membership 2017/18**

#### ALDERMEN

- 2 Vincent Thomas Keaveny

#### COMMONERS

- 9 (4) Ian Christopher Norman Seaton  
5 (4) James Michael Douglas Thomson, Deputy  
9 (3) Marianne Bernadette Fredericks  
6 (3) Sylvia Doreen Moys  
2 (2) Dominic Gerard Christian  
1 (1) Caroline Wilma Haines, *for three years*  
1 (1) Alexander Robertson Martin Barr  
3 (1) Keith David Forbes Bottomley, Deputy  
1 (1) Timothy Charles Levene  
9 (1) Charles Edward Lord, O.B.E., J.P., Deputy

together with:-

Ronel Lehmann

Lord Levene of Portsoken

Christopher Martin

Dame Mary Richardson

Professor Michael Whitehouse

together with the ex-officio Members referred to in paragraph 1 above.

### 4. **Terms of Reference**

To be responsible for:-

- (a) all School matters;
- (b) the management of the School land and buildings belonging to the City of London Corporation;
- (c) the appointment of the Head and, where appropriate, the deputies and the Bursar.

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**BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL**  
**Tuesday, 14 February 2017**

Minutes of the meeting of the Board of Governors of the City of London School held at Committee Rooms, Second Floor, Guildhall, London, EC2V on Tuesday, 14 February 2017 at 3.30 pm

**Present**

**Members:**

Ian Seaton (Chairman)	Lord Levene of Portsoken (External Member)
Deputy James Thomson (Deputy Chairman)	Edward Lord
Keith Bottomley	Christopher Martin (External Member)
Marianne Fredericks	Sylvia Moys
Deputy the Revd Stephen Haines	Deputy Joyce Nash
Alderman Vincent Keaveny	Dame Mary Richardson (External Member)
Ronel Lehmann (External Member)	

**Officers:**

John Barradell	- Town Clerk & Chief Executive
Chrissie Morgan	- Director of Human Resources
Michael Cogher	- Comptroller and City Solicitor
Alistair MacLellan	- Town Clerk's Department

**1. APOLOGIES**

Apologies were received from Deputy Dr Giles Shilson, Deputy Roger Chadwick, Dominic Christian, Clare James and Professor Michael Whitehouse.

**2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

There were no declarations.

**3. MINUTES**

The minutes of the meeting held on 26 January 2017 were approved as a correct record, subject to some typographical amendments.

**3.1 Action Sheet**

A list of outstanding actions was received.

**4. MINUTES OF THE GOVERNANCE SUB COMMITTEE**

The draft minutes of the Governance Sub Committee meeting held on 26 January 2017 were received.

**5. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

There were no questions.

6. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**  
There was no other business.
7. **EXCLUSION OF THE PUBLIC**  
**RESOLVED**, that under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Act.
8. **NON-PUBLIC MINUTES**  
The non-public minutes of the meeting held on 26 January were approved subject to some typographical amendments.
9. **MINUTES OF THE GOVERNANCE SUB COMMITTEE**  
The draft non-public minutes of the Governance Sub Committee meeting held on 26 January were received.
10. **RECRUITMENT PROCESS FOR THE HEADTEACHER**  
Governors considered a report of the Director of Human Resources on the recruitment process for the Headteacher.
11. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**  
**Lifetime Exclusions**  
The Town Clerk responded to a question regarding lifetime exclusions.
12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**  
There was no other business.

**The meeting ended at 3.55 pm**

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Chairman

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<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors, City of London School	15 June 2017
<b>Subject:</b> Draft Corporate Plan 2018-23	<b>Public</b>
<b>Report of:</b> Town Clerk	<b>For Information</b>
<b>Report author:</b> Kate Smith – Head of Corporate Strategy and Performance	

## Summary

This report presents an early draft of the City of London Corporation's Corporate Plan 2018-23 to give Members an opportunity to provide initial feedback before wider consultation on the plan takes place in the autumn with staff, partners and other external stakeholders.

## Recommendation

Members are asked to:

- Note the draft Corporate Plan 2018-23 and provide initial feedback on the content.

## Main Report

### Background

1. A new framework for corporate and business planning is currently being developed, led by the City Corporation's Head of Corporate Strategy and Performance. The aim is for all the work carried out by or supported by the City Corporation to contribute to one overarching goal. This will be achieved by:
  - Identifying the overarching goal and the specific outcomes that support it in the refreshed Corporate Plan;
  - Ensuring that all the work carried out by departments, including projects and development plans, contributes to delivery of the outcomes in the refreshed Corporate Plan, is included in their business plans and can be measured in terms of impact on the outcomes;
  - Enhancing the "golden thread", such that everything we do and develop is guided by the Corporate Plan and captured within appropriate departmental business plans, team plans, and individual work plans, and
  - Developing a culture of innovation, collaboration and continuous improvement, challenging ourselves about the economy, efficiency and effectiveness of what we do and the value we add.

2. As this new approach involves parallel changes to a number of high-level processes, it will take 2-3 years to be fully implemented, so how plans are presented to Members is likely to develop during this time.

### **Corporate Plan 2018-23**

3. The refreshed Corporate Plan being developed for 2018-23 will include: a vision statement which is specific and relevant to the City Corporation; ambitious long-term outcomes against which we can measure our performance, an outline of our top-level strategies for achieving our outcomes and indicators against which we will measure our performance. The refreshed plan will replace the current Corporate Plan, which runs until 2019. The aim is to produce a plan which sets out one set of overarching strategic goals for the organisation, for everyone within it to work towards, and which will allow us to prioritise those areas of activity on which to focus our attention over the medium term and thereby achieve more in the context of reducing budgets.
4. Draft 15-year ambitions developed by Chief Officers in the People, Place and Prosperity Strategic Steering Groups have been edited into three broad strategic objectives, aligned with a draft mission. Twelve draft outcomes are grouped under these objectives to form the basis of the refreshed draft plan. To support the development of this plan, departments have been working on their business plans to provide the golden thread, and a new Corporate Strategy Network of senior officers is mapping activities listed in all departmental business plans to the draft outcomes in the Corporate Plan. This will enable us to see where our efforts are currently being directed and the impact we are having on our priority areas and will provide information to help inform better decisions in future about how to use our resources.
5. The draft Corporate Plan is attached as Appendix 1. This draft is primarily an engagement tool which is being used to check the shape and sense of the plan so that it can be used to guide its onward development. The draft mission, strategic objectives and grouped outcomes are on the first page of the draft plan. The second page describes the strategic principles, competencies and commitments that underpin how we will go about delivering the outcomes. All of the outcomes will be supported by strategic workstreams and measures, which will be monitored and reported annually.
6. A further draft of the Corporate Plan will be discussed at the informal meeting of the Resource Allocation Sub Committee (away day) in June. This will take into account the balance of all comments made by Members to date. Further consultation is being planned to take place with Members, Chief Officers and staff from September, and with external stakeholders and partners thereafter.
7. Officers are aiming to seek full Member approval of the Corporate Plan 2018-23 from the Court of Common Council prior to publication before the start of the 2018/19 financial year.

## **Conclusion**

8. This report presents an early draft of the Corporate Plan 2018-23, to give Members an opportunity to provide initial feedback before it is discussed at the informal meeting of the Resource Allocation Sub Committee in June and opened out to wider consultation in the autumn.

## **Appendices**

1. Draft Corporate Plan 2018-23

### **Neil Davies**

Corporate Performance Manager, Town Clerk's Department

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# Draft Corporate Plan 2018 - 23

The City of London Corporation is the governing body of the Square Mile dedicated to a thriving City, supporting a strong, sustainable and diverse London within a globally-successful UK.

We aim to...

## **Benefit society**

By fostering a culture of inclusivity, opportunity and responsibility

## **Shape the future City**

By strengthening its connectivity, capacity and character

## **Secure economic growth**

By promoting the City as the best place in the world to do business

Everything we do supports the delivery of these three strategic objectives. We measure our performance by tracking our impact on twelve outcomes:

### **People**

- People live enriched lives and reach their potential
- People enjoy good health and well-being
- People enjoy our thriving and sustainable public spaces
- People are safe and feel safe

### **Place**

- The Square Mile is the ultimate co-working space: flexible, secure and inspiring
- The Square Mile is digitally and physically well-connected and responsive
- The Square Mile is known for world-leading culture and creativity
- The Square Mile has outstanding public spaces, retail, leisure and hospitality

### **Prosperity**

- The City has the world's best access to global markets and regulatory framework
- The City is the global hub for business innovation – new products, new markets and new ways of doing business
- The City nurtures and has access to the skills and talent it needs to thrive
- The City's activities at home and abroad are known to benefit society and business

## What we are responsible for...

London's world-leading financial and business centre, the Square Mile's local authority services, City of London Police, national economic security, London's Port Health Authority, five Thames bridges, London's biggest independent grant-maker, the UK's highest performing group of secondary Academies, three independent schools, Europe's largest multi-arts centre, numerous cultural and educational institutions, three wholesale markets, safe UK animal trade, housing, landholdings and historic green spaces

## We want to...

Deliver far more for the City, the capital and the country by collaborating with our unique breadth and depth of partners and stakeholders

## Our unique selling points are...

Our independent voice

Our convening power and reach

Our long-held traditions yet ability to be a catalyst for change

Our long-term view and local, regional, national and global perspectives

Our private, public and voluntary sector expertise

## We commit to...

Unlocking the potential of our many assets – our people, our stakeholders, our relationships, our buildings and the valued cultural, educational, environmental and commercial assets we oversee

Championing diversity and London's cosmopolitan nature

Listening to our customers and providing excellent services

Being active partners, open to challenge, leading and learning

Innovation, always looking for ways to deliver more and add value through new technologies and smart approaches

Good governance, by driving the relevance, responsibility, reliability and radicalism of everything we do

Upholding our values – Lead, Empower, Trust - and displaying passion, pace, pride and professionalism in everything we do

# Agenda Item 8

Committee(s):	Date(s):	Item no.
Board of Governors of the City of London School	Thursday, 15 June 2017	
<b>Subject:</b> Cash available in the school's charity: <i>The City of London School Bursary Fund incorporating The City of London School Scholarships &amp; Prizes Fund</i>		<b>Public</b>
<b>Report of:</b> The Chamberlain		<b>For Decision</b>
<p><b><u>Is the cash available to the school's bursary and prizes charity sufficient?</u></b></p> <ol style="list-style-type: none"> <li>1. This report notifies Governors that the available cash balance at 3 April 2017 in its charity The City of London School Bursary Fund incorporating The City of London School Scholarships &amp; Prizes Fund was £201,571. The report considers whether this is a sufficient 'working cash balance' to ensure that the charity is not overdrawn during the coming year, which would incur interest charges.</li> <li>2. As income in any year tends to lag behind expenditure, without a 'working cash balance' the fund would be overdrawn. Cash flow has been analysed over the last 4 years which has revealed that a 'working cash balance' of £106,045 be retained to avoid the fund being overdrawn.</li> <li>3. The Bursar has confirmed that expenditure and income in the coming year are anticipated to be similar to last year and, therefore, a 'working cash balance' of £106,045 should continue to be sufficient to avoid being overdrawn.</li> <li>4. With available cash of £201,571 being excess of the required 'working cash balance' of £106,045, it is recommended that the balance of £95,526 be invested in the Charities Pool.</li> <li>5. The next review of the 'working cash balance' will be presented to this Board in June 2018, in time to meet the 1 October deadline for investment or dis-investment in the Charities Pool, should this be required.</li> </ol> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>6. It is recommended that:           <ul style="list-style-type: none"> <li>• Governors agree to invest £95,526 in the City of London Charities Pool on 1 October 2017; and</li> <li>• that the next review of the operating cash balance be presented to the June 2018 Board meeting.</li> </ul> </li> </ol>		

**Contact:**

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<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors of the City of London School	15 June 2017
<b>Subject:</b> Head's Report	<b>Public</b>
<b>Report of:</b> The Head, City of London School	<b>For Discussion</b>
<b>Report author:</b> Sarah Fletcher, Head of the City of London School	

## **Main Report**

- This report contains entries re:
  - 1 Summary of The Term. ISI Inspection Report – Appendix 1
  - 2 Outreach and Partnerships Report
  - 3 Strategic Plan
    - Summary 2016-2017 – Appendix 2
    - Targets 2017-2018
  - 4 Digital Strategy Report – Appendix 3

### **1. Summary Of The Term**

- This has been a busy term. The decision by a number of academic departments to choose the Pre-U over the new A-level examinations meant that public examinations in the Senior Sixth began earlier than usual, a trend that will have greater impact next year.
- 20 April 2017 was the 600<sup>th</sup> anniversary of John Carpenter becoming Town Clerk in 1417. We celebrated with a concert featuring a commissioned piece, “Unicorn Dances” by David Knotts and a movement of the Mendelssohn Violin Concerto, played by one of our Senior Sixth boys, Jorrit Donner-Wittkopf. It was a superb event and well attended by all of our constituent groups including donors, representatives from the Livery Companies, members of the Corporation, and Feeder School Heads.
- The Levene Learning Centre was opened on 23 May by The Right Honourable, the Lord Heseltine. The event featured numerous activities, readings, and examples of pupils’ work, alongside a display of the life and times of some of our most notable alumni. It was a tremendous occasion and a wonderful opportunity to show-case the academic strength of the School and the forward thinking of the Governors. I would like to thank Lord Levene not only for his generous donation but for making the event possible.
- The School underwent a Regulatory Compliance Inspection. The report can be found in **Appendix 1**.

## 2. Outreach and Partnerships Report

Outreach and partnership remain important parts of School life for both staff and pupils. This academic year, we have not just maintained but strengthened existing relationships as well as building new ones.

We work closely with our partners across the family of CoL schools, and engage in a significant range of activities:

- CoL schools shared research initiative – We have proposed a new way of shared working and educational research across the family of schools. Working in partnership with the Institute of Education, schools will be able to work across the network to research areas of shared interest. CLS worked on developing the structure and IoE staffing, and the proposal was tabled at the Heads' Forum for consideration.
- Drama workshops – CLS has hosted drama workshops for pupils from the Sir John Cass Primary School.
- CoL Schools joint concert – CLS was once again delighted to be able to take part.
- CoL Schools subject groups – CLS Heads of Department have continued to arrange meetings with their opposite numbers at all of the CoL Schools to meet and discuss shared challenges and opportunities for collaboration.
- Careers and Higher Education – the provision and collaboration here has been extensive. CLS is fortunate to have hosted countless talks, advisory sessions and information evenings. The CoL Schools have been invited to all of them. These have covered Oxford and Cambridge applications, US university applications, and Medical interviews and careers events.
- CLS student conferences – two subjects (Biology and Economics) ran student conferences this year. On both occasions, students from a range of different schools were invited to CLS to hear academics and examiners speak about their A-level. Other subjects are looking to follow suite in 2017-2018.

In addition to the direct work that we do with CoL schools, we have three other significant pieces of partnership work that contribute to the wider community. These are the now well-established relationship with Ark Bentworth Primary Academy, the new partnership with IntoUniversity, and collaboration with Project Rousseau.

The partnership between CLS and Ark Bentworth Primary Academy is now in its fifth year. This year, CLS teachers in English, French, PE and Science have worked with pupils and staff at Bentworth to offer enrichment activities. These have included introductory French lessons, storytelling and use of the laboratories and sports facilities at CLS. CLS continues to provide a member of the SMT to sit on their Governing Board.

IntoUniversity – CLS is delighted to be a founding partner of a new Into University centre in Islington. IntoUniversity has a proven track record of transforming the educational prospects and aspirations of young people in areas of deprivation, through innovative workshops, mentoring and academic support. Islington is one of the most polarised boroughs in London in terms of disparities in wealth and opportunity. Our sponsorship will directly benefit hundreds of boys and girls every year, while giving our own community, from senior boys to Old Citizens, staff and parents, the opportunity to volunteer as mentors and to support the Centre in all of its activities.

Our newly minted relationship with Project Rousseau has been extremely valuable. In January 2017, Project Rousseau brought a group of students to London from New York. These young men and women had come from very difficult personal circumstances and backgrounds. Through Project Rousseau, they hope to become the drivers of generational change by gaining places at Ivy League universities. Their London trip was part of a “broadening horizons” programme intended to give the students a greater breadth of life experience. Four CLS families hosted boys, and the finale of the trip was

a dinner in the Levene Learning Centre for all of the visiting students and their hosts from a variety of London Schools.

The CLS Community Service Programme is a tremendous vehicle for outreach and service to the wider community. The teacher in charge, Mr Swann, is in the process of overseeing volunteering for eighty boys. This is low key outreach at its very best. Boys give their time to a variety of different organisations; shelters, charity shops, old peoples' homes, and primary schools etc. The boys are ambassadors for the School and do us proud.

### 3. Strategic Plan

#### A. Summary of Achievements 2016 - 2017

##### Curriculum

1. Encourage ambition and academic excellence in the Sixth Form.
  - We have continued to embed linear A-levels and with this the move to Pre-U in some subjects (Religion & Philosophy, History, Music, Biology, Geography, French, German, Spanish & Russian).
  - There are strong numbers again opting for the Extended Project Qualification (EPQ) for September 2017. The Head of EPQ has been given a one period nominal allocation. The vast majority of boys are submitting their project in the Junior Sixth, although the flexibility to submit later has been welcomed by some. The work produced is of an extremely high standard and is positively benefitting university applications.
  - We continue to monitor and review the Financial Securities Course launched last September. It will be offered again in 2017. Initial feedback is very encouraging.
  - We will launch the new IT & Computing Qualification for the Junior Sixth commencing September 2017.
  - An EPQ in Cyber Security is ready for launch in September 2017.
2. Continue discussions on developing an enrichment programme, in partnership with CLSG for launch 2017.
  - We will review the timetabling possibilities for this in 2017 – 2018. This remains problematic as a large number of boys are still taking four A-levels in the Junior Sixth which reduces the flexibility of our timetable. [NB CLS also allocates an afternoon to games, which restricts the timetable more than at CLSG].
3. Develop the curriculum across the School.
  - We continue to monitor the new IGCSE in Mandarin and have reviewed staffing arrangements. A Head of Department has been appointed, with previous experience at Brighton College, together with a 0.6 teacher. We do not anticipate needing to use Dragons in Europe in future but will bring the teaching in-house from September 2017.
  - We reviewed French teaching in the Third Form. A new Scheme of Work has been introduced. The decision has been taken not to introduce setting in the Third Form.
  - We reviewed how we guide weaker pupils in their subject choices and how we support their studies. New systems are in place.
  - We are reviewing Core Learning and Study Skills (CL&SS) which we introduced for OG in September 2016 with the particular aim of supporting busy choristers in

organising their work. We are considering the possibility of extending it to include other year groups.

- We continue to embed the new SEN legislation. We are monitoring the impact of the new referral system and Wave One Interventions (ie the support we deliver in the classroom).
4. Stretching the top; supporting the weaker pupils.
    - Departments have reviewed their schemes of work to incorporate independent learning, differentiation, and improved marking and feedback.
    - We have run Study Skills workshops and for boys.
    - Academic mentoring for younger boys has been enhanced.
    - We have continue to develop further a tracking database to monitor pupil progress.
  5. Develop staff Appraisal to promote good practice and encourage reflective practice.
    - We have launched and trained colleagues in the new 360-degree Appraisal system. Feedback is very positive.
  6. Develop teaching and learning through educational research.
    - This was the second year we offered staff a research opportunity with the Institute of Education (IoE). This year ten members of staff have taken part with research more tightly aligned with the School's strategic priorities.
    - Staff from the first cohort of researchers shared their findings with colleagues at a Teachmeet in the Autumn term. This will be repeated annually.
    - The first year projects have now been uploaded to the IoE Research and Development Network as examples of good practice and will be joined by this year's work.
    - Joe Silvester delivered a professional development workshop to other CoL staff on action research as part of a joint inset day at Guildhall. This was well received.
    - CLS staff, along with the researchers from the IoE, will host a panel discussion at the ResearchEd National Conference to discuss their work.

## **Outreach**

See "Outreach & Partnerships Report

## **Co-curricular**

1. New policies and procedures have been implemented for Educational Visits, following an external audit and approval by the Governors in December 2016.
2. Trialling of Wisepay is in place with a view to wholesale adoption next academic year.
3. The processes for devising the school calendar has been streamlined and made more resilient. With use of iSAMS and SOCS (for sports fixtures) the calendar is now dynamic and accessible on electronic devices.
4. It has been an exceptional year for the PE Department with the appointment of the Graduate Assistants and Sports Therapist making a significant difference.
5. First Aid provision at Grove Park is now at a suitable level.

6. Clear priorities have been established regarding the development of facilities.
7. Community Service has been a notable area of development with the provision for mentoring much enhanced by specialist training for both 'academic' and 'pastoral' roles. 3 new relationships have been bedded-in with the Salmon Centre, TFL and London Youth Ambassadors.
8. CCF and Duke of Edinburgh have benefitted from a new influx of enthusiastic and committed staff.
9. Senior and Junior House Drama Competitions have been established and the Department has run outreach sessions for Bentworth and John Cass.
10. The Assembly Schedule continues to evolve, with the introduction of a pupil-led element.
11. Co-curricular Committees (pupil and staff) have been created and we are currently reviewing both the House System, and rewards for co-curricular activities.

### **Staff Development**

Staff Training continues to support the aims of the Strategic Plan. An over-arching plan is in place and a new system for booking and evaluating INSET has been introduced.

1. Teachmeets and Twilight INSETS continue to run and are well-attended. Topics include:
  - Body Language
  - Running School Trips
  - Bullying
  - Pastoral Case Studies
  - Child Protection Case Studies
  - Assessment
  - Bereavement
  - Risk Assessments
2. The arrangements for Staff Days have been rationalised to ensure there are regular, recorded and formalised updates on Child Protection, Health and Safety, Critical Incidents and Medical Issues.
3. The Independent Schools Training and Induction Programme (ISTIP) programme for NQTs has been enhanced as part of arrangements for Staff Induction.
4. Links with HMC Professional Development (HMCPD) continue to develop, with CLS hosting conferences and training.
  - Two further members of staff are close to completing their Independent Schools Qualification in Academic Management (ISQAM) Course. Two members of staff have taken part in a pilot of the Pastoral Leadership Qualification (PLQ)
  - We have confirmed dates for hosting two HMCPD courses next year. CLS staff will again be leading the sessions.
5. The new Appraisal system is now being used to enhance and personalise Continued Professional Development (CPD) provision.
6. New arrangements are in place for Staff Induction.

7. Independent Schools Teacher Induction Panel (ISTIP) - This year we have three NQTs James Millard (History), Susanne Gollek (Maths) and Hermione Stanley (Physics). All three are making progress against the Teacher Standards and are contributing to the extra-curricular life of the School. We will have one NQT next year.
8. PGCE Students - We have provided training for 5 PGCE students from King's College London in Chemistry, English, Classics, Modern Languages and Religion and Philosophy.
9. Log of external INSET appears in **Appendix 2**.

10. Log of INSET delivered at City of London School 2016-17

September 2016 (Staff Day)	Readiness for Inspection Library and Bookings Child Protection – KCSIE Update First Aid Update (School Nurse) Learning Support Referrals	All Staff
September 2016 (2)	Child Protection Training (3 year statutory update) All staff completed Graffham training Level 1 and 2 WRAP training	All Teaching and Support Staff
September 2016- September 2017	IoE Research Group	10 Staff
October 2016 (10 <sup>th</sup> and 18 <sup>th</sup> )	Anaphylaxis training	Selected Staff
October 2016	Teaching & Learning IoE presentations to staff	Twilight Teachmeet
October 2016	Co-curricular: Running a School Trip	Twilight Teachmeet
November 2016 (3 <sup>rd</sup> )	Anaphylaxis training	Selected Staff
November 2016	Pastoral: Child Protection Case Studies	Twilight Teachmeet
January 2017 (Staff Day)	First Aid Update (Concussion) Critical Incident Training Fire Awareness Training (3 year statutory update)  Teaching and Learning: Academic Departments organised their own inset for staff.	All Staff     All Teaching Staff
January 2017 – March 2017 (in Department Meetings)	Fire Safety Training	Departments
January 2017 (18 <sup>th</sup> , 23 <sup>rd</sup> )	Anaphylaxis training	Selected Staff
February 2017 (1 <sup>st</sup> , 2 <sup>nd</sup> )	Anaphylaxis training	Selected Staff
January 2017	Twilight INSET: Body Language Mike Carter	Selected Staff
February 2017	Pastoral Care: Bullying	Twilight Teachmeet
March 2017 (2 <sup>nd</sup> , 8 <sup>th</sup> , 13 <sup>th</sup> , 22 <sup>nd</sup> )	Anaphylaxis training	Selected Staff
April 2017 (Staff Day)	Critical Incident Update Child Protection Update Health and Safety Update First Aid Update	All Staff

May 2017	Pastoral Care: Pastoral Case Studies	Twilight Teachmeet
May 2017	Twilight INSET: Bereavement	Selected staff
May 2017	Teaching & Learning: Assessment	Twilight Teachmeet
May 2017	Youth Mental Health First Aid Course (MHFA England) (2 Day)	5 staff
May 2017	Inset on Educational Technology	All Staff
June 2017	Co-curricular: Risk Assessments for School Trips	Twilight Teachmeet

#### 1. Medical Training

- The School Nurse provides regular updates on Staff Days – with a focus on anaphylaxis, asthma, epilepsy, diabetes. Further training is provided in advertised drop-in sessions.
- 26 member of staff are First Aid Trained.
- Nearly all staff who are involved in Games have undertaken concussion awareness training.
- Records of training are maintained by the School Nurse.

#### 2. Mental Health First Aid Training (MHFA)

- All Staff completed MHFA Training in April 2015
- Thirty-five staff have completed the two-day Youth Mental Health First Aid Course

#### 3. Independent Schools Qualification in Academic Management (HMCPD)

- Nine staff have completed *ISQAM since 2013*. Two staff are currently undertaking the qualification

#### 4. Child Protection Training

- All teaching staff are Level 2 trained (Graffham Consulting).
- All support staff are Level 1 trained (Graffham Consulting).
- Twelve staff have received WRAP training.
- The DSL and DDSLs are Level 3 trained.

A detailed log of training is maintained and regularly checked by the DSL and the Lead Governor for Safeguarding

### Pastoral

#### 1. Encourage boys to grow in confidence and self-esteem.

- OG and First Form are now separate entities.
- An OG and First Form Council has been established.
- Pupil led assemblies are beginning to take place in year group and main School assemblies.
- A very successful LGBT+ Society has been established.
- Our PSHE programme is continually revised to adapt to changing needs and circumstances. An array of speakers have given talks on resilience, mindfulness, living with HIV, organ donation, mental health, masculinity, pornography, drugs and alcohol, banter, anti-bullying etc.

#### 2. Develop our Pastoral information programme for parents.

- The Parents' Forum is up and running, with talks on pornography, mental health, e-safety and associated issues of bullying and sexting.
- Positive relationship with CSLG and Friends of CLS are well established in sharing ideas for speakers and topics of interest to parents. Pastoral concerns is now a standing item on the Friends of CLS agenda at each of their meetings.

3. Update Pastoral Policies.
  - Pastoral handbook has been rewritten and redesigned.
  - Anti-bullying handbook has been produced and shared with parents and pupils.
  - Anti-bullying policy has been reviewed and updated.
  - Anti-bullying policy poster reviewed and updated.
  - Behaviour policy has been reviewed.
  - Search and Confiscation Policy has been reviewed.
  - Drugs and Alcohol Policy has been reviewed.
  - Attendance Policy has been reviewed.
  - Child Protection and Safeguarding policy has been reviewed.
  - Safeguarding and child protection processes are fully compliant. The CoL inspection in September praised the School for having a strong culture of safeguarding awareness and recommended that we share good practice. CBS now inspects other London day schools and works with her opposite numbers in other schools to share best practice.
  
4. Enhance our capacity for Pastoral mentoring and support.
  - Senior boys are now trained as mentors for younger boys.
  - “MyConcern” has been trialled and is ready to launch in September for reporting and monitoring safeguarding concerns.
  - Heads of Year have been allocated more time for pastoral work.
  - A new Counsellor has been employed so we now have a five day a week provision.
  
5. Review our Pastoral and Safeguarding practices.
  - Registration processes have been reviewed and amended.
  - Adherence to Children Missing in Education guidance – A positive relationship with the Children Missing in Education officer has been established and we are working with him and Education Officers in Local Authorities to track and monitor pupils missing from school. We have a data sharing agreement with CoL.
  - A positive relationship with CoL police has been built up, particularly with regard to tackling some recreational drug use outside school and educating and supporting those taking part in this, as well as dealing with social media issues.
  - Continued relationship with Dr Richard Graham, technology addiction expert and consultant adolescent psychiatrist. He works with us in an advisory capacity regarding use of technology and the effect on young minds.
  - Positive relationships with mental health practitioners – counsellors and coaches to provide additional services to the pupils as well as advice for staff.
  - Our newly appointed Physiotherapist in the PE Department/Medical Centre is proving to be a huge asset; he provides support to boys with dyspraxia and organisational difficulties as well as offering his expertise in fitness and training advice.
  - As well as the bullying log and vulnerable children log, we are now tracking rewards and sanctions received against the SEN lists.
  
6. Establish clear ways of working with the Chapel Royal Choir.
  - A Director of Music Chapel Royal has been appointed to take up post in September 2017.
  - Employed a new Director of Music, Chapel Royal. Plans are underway to recruit a Music Administrator and Choir Supervisor.
  - We are continuing to build relationships with Buckingham Palace and the Lord Chamberlain’s Office in preparation for overseeing the Chapel Royal choir from September 2017.



## Targets 2017-2018

### **Pastoral**

1. Develop our PSHE programme and expand provision to ensure boys are better equipped to deal with life inside and outside School:
  - Continue to develop a programme of “education for life” which will benefit pupils as they prepare to leave home and school.
  - Continue to develop the programme of PSHE that is delivered through form time.
  - Refine our overarching plan for assemblies across the year such that key themes are always included to support the delivery of PSHE.
  - Increase pupil participation (particularly younger pupils) in the PSHE programme: determining content, leading assemblies, offering pastoral mentoring etc.
  - Extend the use of external experts in the delivery of PSHE.
2. Educate parents more explicitly in a range of pastoral issues:
  - Continue to promote the Parents’ Forum and engage high quality speakers on a variety of topics – drugs, alcohol, mental health, resilience, well-being, bullying, etc.
  - Use the Parent Portal to post the Pastoral Handbook and information on particular areas of pastoral concern.
  - Continue to evaluate the provision of Spiritual, Moral, Social and Cultural (SMSC):
    - Produce a fully worked and publicised cross-curricular policy.
    - Capitalise on the success of the LGBT+ society to find ways to continue to foster diversity and inclusion within the School community.
3. Review structures and procedures within our pastoral care and pastoral support in order to see the pupils flourish:
  - Continue to audit the success of the current level of pastoral support for boys who struggle academically or who underachieve.
  - Continue to track SEN against sanctions, rewards and the Vulnerable Children and Bullying logs.
  - Better support the achievement of Bursary boys with the appointment of a Bursary Coordinator.
  - Look at ways of developing case conferences to engage all relevant professionals (including Counsellors) in conversations about levels of support.
  - Look at more ways to provide time within the school day for boys to “talk” and “disclose”, including, perhaps, setting up “support groups”.
  - Increase training for staff in handling difficult conversations with parents and boys especially concerning race and the “banter” culture.
4. Promote opportunities for leadership and “followership”:
  - Create further opportunities for younger pupils to develop leadership skills, providing opportunities for as many boys as possible to gain recognition for taking on new responsibilities.
  - Encourage and develop a greater sense of teamwork and “followership” in forms, Houses, teams, groups, and committees.
5. Review the overall pastoral structure; our provision and pastoral tracking:
  - Work with the three Counsellors to provide resilience and flexibility in the Counselling Service – coaching, mediation and group work as well as one-to-one sessions.
  - Assess the use of a Coaching Service within the School.
  - Continue to embed peer counselling to run alongside academic mentoring.
  - Set up an anti-bullying council.
6. Digital Devices:
  - Continue to research the impact of digital devices on mental health and sleep.
  - Introduce a “ban” on mobile phone and device use in OG to Second Form.

- Continue to educate pupils and parents on e-safety, social media use, cyber bullying, sexting and other issues arising from use of developing technologies.
- Review policies on Acceptable Use, Social Media and E-Safety.

### **Co-curricular**

1. Manage staff transition
  - Ensure the Acting Assistant Head – Co-curricular is supported in the role.
2. Trips and Visits
  - Implement a new risk assessment procedure to bring trips and visits protocols in line with standardised CoL format.
  - Adopt Wisepay for all school trips.
  - Adopt uniform budgetary procedures for all residential/overseas trips.
3. Research and develop an electronic calendar:
  - Continue to develop and rationalise the on-line, dynamic calendar. Explore options to merge iSAMS and SOCS (used by PE Department)
4. Sustain and develop the excellent work of the PE and Games Department at CLS:
  - Enhance the provision of training for non-specialists.
  - Encourage wider participation in the Games programme from non-specialists.
  - Devise plans for facilities redevelopment.
5. Maximise the potential of the CCF, Community Service (CSO) and DofE:
  - Continue to enhance the CSO programme, further cementing the links created by the Head of CSO and developing the programme of training for academic and pastoral mentors.
  - Incorporate Music, Drama and Sport explicitly into the CSO programme
  - Devise and implement an action plan for Duke of Edinburgh, in light of the external audit of our activities and processes.
  - Continue to support CSO, CCF and DofE with appropriate level of staffing.
6. School Charity:
  - Support the new Charity Co-ordinator to ensure the School Charity continues to retain the profile and success of previous years.
7. Consider ways of improving pupil participation in the Creative Arts:
  - Develop the newly established House Drama competition.
  - Develop the assemblies schedule to show-case pupil achievements.
  - Look at developing engagement in creative activities through the new Digital Studio.
8. Other (not in original grid)
  - Further evaluation of the House System and possible reform (with Senior Housemaster).
  - Development of a Lower School Speaker programme.
  - Vehicle and driving provision – train staff to meet new standards.
  - Explore methods of ensuring significant engagement from ALL pupils in the co-curricular programme.
  - Ensure the website best reflects the extent of co-curricular provision.

### **Staff Development**

1. Manage staff transition
  - Ensure the Assistant Head – Teaching and Learning is supported in the role.
2. Enhance the three year plan which underpins training and CPD for teaching staff:
  - Continue to target CPD to support the aims of the Strategic Plan and cover statutory obligations.

3. Continue to audit participation and effectiveness of current CPD opportunities and encourage staff engagement:
  - Review of INSET.
  - Complete bi-annual questionnaire from staff.
  - Implement a programme of support for teachers beyond their NQT year.
  - Continue to embed our partnership with the IoE.
  - Incorporate the staff CPD Library into the School Library.
  - Formalise Induction procedures for staff who join mid-way through the year.
4. Draw on the expertise of the support staff in making provision for staff training:
  - Establish what expertise support staff would be willing to share as part of training
5. Continue to provide a first class induction programme for NQTs:
  - Enhance the ISTIP Induction Programme, with a particular focus on Teaching and Learning.
  - Consider additional requirements for NQT induction.
6. Continue to strengthen the relationship between CLS and HMC Professional Development (HMCPD):
  - Continued involvement in the piloting of the HMCPD Pastoral Qualification, including Level 2.
7. Develop the Appraisal system for teaching staff so that it offers a fuller assessment of staff contributions and sets clear targets for training and career progression:

### **Outreach**

1. Nurture our current links including regular invitations to other CoL schools to attend events.
  - Continue to offer Oxbridge support, conferences, talks and support for staff in CoL schools.
  - Further plans for collaboration with the CoL Freeman's School in offering partnership opportunities across the MAT, including the possibility of a residential conference for teachers in August 2018.
  - Host conferences for students in Biology, Religion and Philosophy and Economics.
2. IntoUniversity - Develop a more systematised approach to the training and recruiting of boys and to placing and tracking their progress.
3. Project Rousseau - Host a second visit to London and take a group of boys to New York / Eastern Seaboard universities.
4. Bentworth - Maintain our successful relationship with the School.

### **Curriculum**

1. Evaluate and fine-tune the new Appraisal documentation including questionnaires and lesson observation forms, to encourage self-reflective practice.
2. Develop clearer systems for work scrutiny.
3. Investigate best practice in use of hand-held devices in teaching.
4. Embed the use of Firefly as an educational resource and VLE.
5. Review stretch and challenge in schemes of work so that the brightest pupils are being offered opportunities to extend their thinking.
6. Extend staff engagement in action research.

## 4. Digital Strategy Report

### 1. Introduction

The advance of technology across all functions of School life has seen the need to divide our response as outlined below. The whole structure is overseen by a Digital Strategy Group committee, with working groups comprising teaching/support staff, pupils, parents, and Governors as appropriate, reporting on each area.

- Systems
  - Teaching and Learning
  - Communications
  - Pastoral
  - Training
- A great deal of work has already been undertaken to ensure that our ambitions can be properly resourced and supported at all levels.
  - Work will continue to ensure that our IT policies are harmonised with those of the CoL and with educational industry standards.
    - Our policies and procedures have to be consistent with reasonable use of digital devices and emerging technologies.
    - The emphasis on safeguarding both for our pupils and staff in the digital arena is essential through balanced, well thought through policies, practices and procedures. These are currently under review.
    - Regular review is important in view of the pace of technological advance.
  - The overriding aim of our digital strategy remains that IT should neither be the driving force, nor the limiting factor in what we do at CLS. Our digital strategy should:
    - Enable those who wish to embrace digital resources and support those who may feel more intimidated by the rate of advance in this field.
    - Address the balance of digital distraction versus digital advantage.
    - Engage and provide support for off-syllabus but cross-curricular digital creativity.

### 2. IT Structure

The restructuring of the IT team over the past three years is now complete. In summary we have separated IT Development from IT Support so that both are given proper time and space for their different needs:

- The IT Development team is focused on the strategic development of systems, data, and media. It comprises:
  - The IT Manager, Joe Matthews in a recently elevated role to oversee the day to day operations while also sitting on the Digital Strategy Group committee.
  - The IT Data Manager, Matthew Hart, overseeing the integration of the various databases and providing the ability to code/interface our systems to optimise the advantages and lower costs of industry standard solutions to meet the specific needs of the School.
  - The IT Media Manager, Tom Kelly, overseeing the rapidly growing field of digital media resources in support of teaching & learning, our marketing needs, and both internal and external communications.
- The IT Support team is focused on day to day operations, the help desk and reactive support:
  - A team of four IT technicians to meet the systems, audio visual, reprographic and digital content/media needs of the School.

The advantages of this structure:

- Recognition that IT development requires planning and structured project work, in contrast to the fast and furious environment of a reactive support office.

- Resilience is provided by ensuring that each team works in close support of each other.
- Recognition that there is a different approach to the technical and logical demands of IT systems, as opposed to the more digitally creative aspects of IT development

### 3. Vision

The team is now ready to support a number of burgeoning functions within the School:

- A more dynamic Marketing & Communications function.
- An IT structure that supports the vision to:
  - Enable staff and pupils to produce digital content to support:
    - Teaching & learning.
    - Dynamic digital platforms to showcase the School's achievements, whether through portals, the website, social media, eSignage, or regular publications.
    - New initiatives with outside organisations such as:
      - TEDx
      - Adobe
      - The Young Film Academy
      - Google
      - Microsoft

In this, we are Taking advantage of our proximity to each of these company's development teams and the 'Silicon Roundabout'; and recognising/harnessing their need to work closely with the educational sector to develop their own fields - a symbiosis that may involve technical-in-residence posts / internships

### 4. eSecurity

The challenge of protecting our network and data in an online landscape of more and more sophisticated threats: ransomware, phishing attacks, viruses and malware in general.

- We protect our systems through a combination of:
  - An enterprise level firewall, to prevent most attacks from reaching our network.
  - Anti-virus/malware software (Sophos) on individual work stations.
  - A schedule of upgrades and patches ensuring that we adopt the latest and most secure operating systems.
  - Staff training and awareness of the more and more sophisticated and focused threats (see **Appendix 3** 'Ransomware/malware's advice to staff).
- We are reviewing and working with the CoL IS department and Freeman's School in order to ensure that we are taking advantage of industry-wide best practice.
- We also network with other London day schools: Alleyn's, Hampton, Kingston Grammar School, as well as ThinkIT, in order to keep abreast of developments and take advantage of the security and speed of recovery (following denial of service. offered by distributed servers and cloud storage in order to address business continuity and resilience.

### 5. Marketing & Communications

Structures are now in place for the School to approach its marketing and communications needs in a dynamic and forward thinking manner:

- Delivering news and information through the appropriate channels, to the appropriate audiences, in an accurate and timely manner.
- Celebrating our achievements.
- Promoting our events

- Roles have been established and repositioned to manage a news desk function and to coordinate our resources. These are:
  - Marketing & Communications Administrator, Georgina Berry.
  - IT Media Manager, Tom Kelly.
  - IT Media Technician, Toby Sheldon.
  - News Coordinator, (allowed teaching position) Ben Pollard
- We are undergoing a publications review to inform our communications strategy.
- We have developed the following additional resources:
  - A website to showcase our top-drawer digital content, with the primary audience of prospective parents.
  - A social media strategy embracing Twitter, Instagram, Youtube and Facebook.
  - Portals for staff, pupils, parents and Governors.
  - A digital studio for digital content creation and training.

#### 6. Budget for Marketing & Communications

This has not, in the past, been explicitly recognised and we are currently analysing past expenditure, future needs in order to provide clarity.



**REGULATORY COMPLIANCE INSPECTION**

**CITY OF LONDON SCHOOL**

**MAY 2017**



## School's details

<b>School</b>	City of London School			
<b>DfE Number</b>	201/6007			
<b>Address</b>	City of London School 107 Queen Victoria Street London EC4V 3AL			
<b>Telephone number</b>	020 36806300			
<b>Email address</b>	enquiries@cityoflondonschool.org.uk			
<b>Headteacher</b>	Mrs Sarah Fletcher			
<b>Chair of governors</b>	Mr Ian Seaton			
<b>Age range</b>	10 to 18			
<b>Number of pupils on roll</b>	927			
	<b>Boys</b>	927	<b>Girls</b>	0
	<b>Seniors</b>	602	<b>Sixth Form</b>	281
	<b>Juniors</b>	44		
<b>Pupils' ability</b>	Nationally standardised test data provided by the school indicate that the ability of the pupils on entry is well above average.			
<b>Pupils' needs</b>	The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 124. No pupil has a statement of special educational needs or an education, health and care (EHC) plan. They require support with various specific learning difficulties. One hundred and forty-five pupils have English as an additional language (EAL), twelve of whom receive additional support.			
<b>History of the school</b>	The school was founded in 1442 for the benefit of boys in the locality. Under the management of the City of London Corporation, a purpose-built school was opened in Milk Street in 1837 and a larger site was secured on Victoria Embankment in 1882. The school moved to in its current location in 1986.			
<b>Ownership and governing structure</b>	The school is overseen by a board of eleven governors, appointed by the City of London Corporation and five co-opted governors.			



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<b>School structure</b>	The school is organised on a year group structure with pupils normally entering at Year 6, Year 7, Year 9 and Year 12.
<b>Other useful information</b>	<p>All the choristers of the Chapel Royal, and most choristers of the Temple Church, are pupils with scholarships.</p> <p>The school's playing fields are situated at Grove Park, a thirty minutes' drive south of the main school site.</p>
<b>Inspection dates</b>	4 to 5 May 2017

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## PREFACE

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school’s most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any unmet standards and any qualitative concerns identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards.** The standards represent minimum requirements and judgements are given either as met or not met. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#).

## SUMMARY EVALUATION

The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and associated requirements, and no further action is required as a result of this inspection.

### PART 1

#### Quality of education provided

At GCSE in the years 2014 to 2015, performance has been well above the national average for maintained schools. Results are above the national average for maintained selective schools.

In the sixth form, A-level results in the years 2014 to 2015 have been well above the national average for maintained schools and above the national average for sixth formers in maintained selective schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

**The standards relating to the quality of education [paragraphs 1–4] are met.**

### PART 2

#### Spiritual, moral, social and cultural development of pupils

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

### PART 3

#### Welfare, health and safety of pupils

Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

**The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

## **PART 4**

### **Suitability of staff, supply staff, and proprietors**

The school makes appropriate checks to ensure the suitability of staff, supply staff, and proprietors and a register is kept as required.

**The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

## **PART 5**

### **Premises of and accommodation at schools**

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6**

### **Provision of information**

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

**The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7**

### **Manner in which complaints are handled**

Parental complaints, if any, are handled effectively through a three-stage process (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8**

### **Quality of leadership in and management of schools**

The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met and they actively promote the well-being of the pupils.

**The standard relating to leadership and management of the school [paragraph 34] is met.**

## ABOUT THE INSPECTION

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of governors. They observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### Inspectors

Mr Ian Carter

Reporting inspector

Mr Stuart Williams

Compliance team inspector (Director of compliance, HMC school)

# Agenda Item 9b

Surname	First Name	Department	Organising Body	INSET
Stevenson	Coco	Classics	Safeguarding and Social Media Independent Schools Conference	Safeguarding and Social Media Independent Schools Conference
Pile	James	Classics	The Exams Office	National Exams Officer Conference
Fenton	Joe	Religion & Philosophy	HMC Professional Development	Preparing for Senior Leadership
McArdle	James	Classics	RSC Stratford-Upon-Avon	RSC Summer School
Longhurst	Lucy	English	King's College London	Training day for PGCE mentors
Robinson	Tom	Biology	St Albans School	Forum on Education
DiStefano-Power	Andrea	Learning Support	How to: Academy	How to Have a Good Day - Harness the Power of Behavioural Science to Transform Your Working Life
Wallace	Sarah	Religion & Philosophy	Hodder Education	Teaching the new OCR GCSE Religious Studies Specification
Hill	Victoria	PHSE	CDI	National Career Guidance Show
Dharamshi	Rahim	Chemistry	iSAMS	iSAMS Timetable Manager Training
Wacey	Mark	Economics	iSAMS	Timetable Manager (1 day course)
Silcock	Brendan	Sport	British Mountaineering Council	Climbing Wall Award - Training
McCarthy	Philippa	Chemistry	HMCPD	Preparing for Senior Leadership
McBroon	Andrew	History and Politics	ISI Consultancy	Policies Workshop
Wallace	Sarah	Religion & Philosophy	OCR	Get Going: First teaching from 2016: OCR new GCSE Religious Studies
Giannarou	Angelina	Religion & Philosophy	OCR	Get Going: First teaching from 2016: OCR new GCSE Religious Studies
Wacey	Mark	Economics	Hodder Education	Teaching difficult topics in Edexcel A level economics
Longhurst	Lucy	English	Oron	Transforming Teaching and Learning
Pile	James	Classics	The Exams Office	2017 The Exams Office Conference
Jones	Julia	Music	Royal Academy of Music	Historical Performance Masterclass with Rachel Podger - Violin
Weare	Kate	Religion & Philosophy	Osiris Educational	Teaching and Learning Conference 2017
Kerr	Matt	Sport	Tavistock and Portman	Understanding development: Adolescence
Cleary	Niamh	Art & Design	Pearson	Edexcel GCSE Art and Design: Understanding Assessment and Delivery (2009)
Kerr	Matt	Sport	Westminster Education Forum	Growing up digital
Harrison	Paul	Music	HMC	HMC Directors of Music meeting - Cheltenham College
Riggs	Richard	English	How to: Academy	A Verb's Eye View of the English Language
Gill	Allison	Art & Design	Great Oaks Education	Contextual Studies and Essay Writing at A Level

Bilcliffe	Martin	Learning Support	How to: Academy	How to Remember
Davies	Ollie	Geography	Creative education	Effective teaching of GIS in KS3-5
Ralph	Susy	IT & Computing	Veale Washtrough Vizards	Data Protection in Independent Schools
Wood	Alex	Physics	CLEAPSS	Health and Safety management
Ralph	Susy	IT & Computing	Veale Washtrough Vizards	Update for Independent Schools Seminar
Ralph	Susy	IT & Computing	St John's Ambulance	First Aid at Work Requalification
DiStefano-Power	Andrea	Learning Support	How to: Academy	A Verb's Eye View of the English Language
Weare	Kate	Religion & Philosophy	Osrifs Educational	Talk Less Teaching
Cornwell	Neil	Sport	St John's Ambulance	First Aid at Work (requalification)
Saunt	Katherine	History and Politics	Cambridge Pre U	Cambridge Pre-U History (9769) - Introductory Training
Santry	Jono	Sport	E-Quailias	SBT Training - Day 1
Fountainne	Alice	Learning Support	Communicate-Ed	Supporting Students with Asperger's Syndrome
Boyle	Jo	Learning Support	Internal - Youth MHFA	Mental Health First Aid Course
Davies	Ollie	Geography	Creative Education	Effective teaching of GIS in KS 3-5
Jones	Julia	Music	Royal College of Music	Horn Masterclass with Stefan Dohr, Principal Horn, Berlin Philharmonic Orchestra
McCarthy	Philippa	Chemistry	Pearson Edexcel	Getting Ready to Teach the revised Chemistry (GCSE specification)
Hudson	Nick	PHSE	National Conference on Sex and Relationships Education for Primary CIE	Sex & Relationships Education National Conference
Robinson	Alicia	Modern Languages	Hampton School	Pre-U Spanish CIE
Stevenson	Coco	Classics	KeyNote Educational	Hampton School's Digital Wellbeing Conference
Stevenson	Coco	Classics	KeyNote Educational	New and Innovative Ways to Prevent Bullying
Bubb	Matthew	Sport	Basketball England	Basketball England Level 1 Coach Course
Ralph	Susy	IT & Computing	Veale Washtrough Vizards	Data Protection in Independent Schools
Riggs	Richard	English	Edexcel	A Level English Literature: Coursework Marking Training - Paper 4 (2015)
Gill	Allison	Art & Design	Chelsea College of Art	Critical Theory in Contemporary Art
Wallace	Sarah	Religion & Philosophy	King's College London	Mentor Training Session
Kerr	Matt	Sport	COL	Safeguarding and Social Media in Independent Schools
Etelson	Paul	Modern Languages	CIE	Cambridge Pre-U French - Introductory Training
MacDonagh	Antrae	IT & Computing	King Edward VI School	ICT Conference 2017



Silvester	Joe	Religion & Philosophy	ISI Consultancy	Policy Writing & Review
Mackrell	Robin	Physics	OCR	A Focus on the Practical Endorsement for Year 13
Boyle	Jo	Learning Support	City People	CEN First Aid - 3 Days
McBroom	Andrew	History and Politics	Graffham Consulting	Level 3 Safeguarding and Child Protection for Designated Persons Course
Fountainne	Alice	Learning Support	Communicate-Ed	The Equality Act 2010 and Examination Access Arrangements for General Qualifications
Richard	Riggs	English	Edexcel	Edexcel A Level English Literature: Coursework Marking Training - Paper 4 (2015)
MacDonagh	Anitre	IT & Computing	Codio	Introduction to Web Development
Boyle	Jo	Learning Support	Boarding Schools' Association (BSA) 4th Floor 134 Buckingham Palace Kingson Grammar School	Sports Injury Workshop Trinity meeting
Wood	Alex	Physics	HMC Academic Deputies	Academic Deputies Conference
Murphy	Noeleen	History and Politics	Tavistock Centre	Why Do Human Beings Make Art?
DiStefano-Power	Andrea	Learning Support	English and Media Centre	Child Language & Language Change for AQA
Richard	Riggs	English	HMC Professional Development	ISOAM Day 1 Training
Dawson	George	Chemistry	St. John's Ambulance	First Aid at Work (initial)
McCallan	Emma	Mathematics	HMC/GSA	Universities Admissions Conference
Webb	Chris	Economics	Communicate-ed	Training for invigilators in exams for general qualifications / Training readers, scribes, invigilator
Marcell	Jessica	Learning Support	Society for Co-operation in Russian and Soviet Studies	Russian Language Seminar
Allwright	Peter	Modern Languages	HMC	ISOAM Level 1 (42a) Day 1 course
Brown	Simon	History and Politics	Osir's Educational	Teaching and Learning Conference 2017
Weare	Kate	Religion & Philosophy	Regional Training Agency	Implementing Access Arrangements
Marcell	Jessica	Learning Support	Turning Earth	Wheel Throwing
Cleary	Niamh	Art & Design	COL	Safeguarding and Social Media in Independent Schools
Brookes	Richard	Chemistry	Fulham FC	Strength and Conditioning CPD
Santry	Jono	Sport	UCAS	Competitive Admissions
Crowther	James	History and Politics	Guardian Masterclasses	Developing your presence, power and influence: An evening class with Dr Compton Locke
DiStefano-Power	Andrea	Learning Support	Hodder education	The New Edexcel Politics Specification for September 2017
Crowther	James	History and Politics	St. John's Ambulance	First Aid at Work requalification course
Ralph	Susy	IT & Computing	London South Bank University, Academy of Sport	Level 1 Football Coaching
Jordan Ortiz	Juan	Sport		

Hudson	Catherine	Mathematics	Duke of Edinburgh	Expedition Assessors Course
Saunt	Katherine	History and Politics	Hodder Education	Getting Ready to Teach the New Edexcel Politics: UK Government and Politics and Political Ideas
Hudson	Nick	English	Oisins Educational	Mindsels
Cleary	Niamh	Art & Design	Maze Hill Pottery	Pottery training course
Wacey	Mark	Economics	Hodder Education	Preparing Students for the New Edexcel A-level Economics Exam
Ciechanowcz	Marta	Modern Languages	DICE languag school in Salamanca	Curso de Perfeccionamiento para Profesores de Espanol (advanced Spanish for Spanish Teachers)
Hill	Victoria	PHSE	Claire Gilbert: Haberdashers Askes School for Girls	Overseas University Advisors Discussion Forum
Lucy	Susy	IT & Computing	Veale Washrough Vizards	Data Protection in Independent Schools
Hill	Victoria	PHSE	Student World	The Huddle
Molteni	Kirsty	History and Politics	Hodder Education	American Politics Update
Kerr	Matt	Sport	Hyper Island	Understanding group and leader
DiStefano-Power	Andrea	Learning Support	ISC	ISC SEND Annual Conference
Longhurst	Lucy	English	Oisins Educational	Keeping the focus inside the black box: Using assessment to improve progress and practice
McArdle	James	Classics	KeyNote Educational	GCSE Latin Autumn 2016 Conference (6653 NEW)
Browne	Geoff	Biology	St Albans School	Building and maintaining effective learning relationships
Allwright	Peter	Modern Languages	Society for Co-operation in Russian and Soviet Studies	Russian Language Seminar
Davies	Ollie	Geography	HMC	Course for experienced heads of department
Silcock	Brendan	Physical Education	Duke of Edinburgh	Expedition Supervisors Course
Everard-Pennell	Matthew	Chemistry	St John's Ambulance	First Aid at Work (Initial)
Gregory	Malcolm	CCF Contingent Commander	St John's Ambulance	First Aid at Work (requalification)
Ireland	Kate	Learning Support	Research Autism	Practical Strategies for dealing with stress in autism
Webb	Chris	Economics	UCAS	Inspiring Choices and Progression to HE
Emerson	Ian	German and French	Bristol University	Bristol University Day for Heads of Sixth Form and HE Advisors
Webb	Chris	Economics	Bristol University	Bristol University Day for Heads of Sixth Form and HE Advisors
Chamberlain	Robert	Groundsman	St John's Ambulance	First Aid at Work (requalification)
Fletcher	Sarah	Head	Graffam Consulting	Child Protection
Chataway	Matthew	History and Politics	St John's Ambulance	First Aid at Work (Initial)
Dowler	Gerald	French and Spanish	St John's Ambulance	First Aid at Work (Initial)

Darya	Ladi	Senior Administrator	St John's Ambulance	First Aid at Work (Initial)
Ireland	Kate	Learning Support	The Open College Network/Concept Training Claire Gilbert; Haberdashers Askes School for Girls Independent Schools Teacher Induction Panel	Autism Spectrum - Next Steps US Discussion Forum
Hill	Victoria	Careers	Independent Schools Teacher Induction Panel	Induction Tutor Training
Bracken	Andrew	History and Politics	Isitp	Isitp induction tutor training
Broadhurst	Ben	Maths	Isitp	US Personal Statement Workshop
Hill	Victoria	Careers	A List Education	Tackling Low Level Disruptive Behaviour
Wallace	Sarah	Religion and Philosophy	Creative Education	Cracking the Tech Careers Code
Hill	Victoria	Careers	Central Careers Hub	NQT Reg fee Induction
Stanley	Hermione	Physics	Isitp	NQT Reg fee Induction
Gollek	Susanne	Maths	Isitp	NQT Reg fee Induction
Millard	James	History and Politics	Isitp	NQT Reg fee Induction
Dugdale	Ian	Art	St John's Ambulance	First Aid at Work (Initial)
Silvester	Joe	Religion and Philosophy	IOE	IOE R&D Conference
De Stacpoole	Jane	Learning Support	Learning-Works	National Dyscalculia/Maths Learning Difficulties Conference
MacDonagh	Anitire	IT and Computing	Department for Education	Education ICT 2016
Slicock	Brendan	Physical Education	St. John's Ambulance	First Aid at Work (requalification)
Patel	Cami	Receptionist	St. John's Ambulance	First Aid at Work (Initial)
Berry	Georgina	Receptionist	St. John's Ambulance	First Aid at Work (Initial)
Bracken	Andrew	History and Politics	St. John's Ambulance	First Aid at Work (Initial)
Billcliffe	Martin	Learning Support	Communicate-ed	Examination access arrangements training
Di Stefano Power	Andrea	Learning Support	Communicate-ed	Examination access arrangements training
Fountainne	Alice	Learning Support	Communicate-ed	Examination access arrangements training
De Stacpoole	Jane	Learning Support	Communicate-ed	Examination access arrangements training
Robinson	Alicia	French and Spanish	SRTS Oxford Uni link	Sir R Taylor Society Annual Conference
Edmundson	Robin	French and Spanish	SRTS Oxford Uni link	Sir R Taylor Society Annual Conference
Rogers	Kevin	Chemistry	COA	COA Conference Focus on Medicine
Robinson	Thomas	Biology	HMC Professional Development	ISOAM London Cluster (2)
Halford	Eleanor	School Nurse	Practice Development UK Ltd	PDUKAR04 - Minor Injury Essentials

Halford	Eleanor	School Nurse	Practice Development UK Ltd	Minor Injuries Essentials
Halford	Eleanor	School Nurse	Regional Training Agency	Writing an effective Mental Health policy for your School
Ciechanowicz	Marta	French and Spanish	RTA	New Exam Officers and Administrators planning and preparation 2016/17
Wallace	Sarah	Religion and Philosophy	Hudder Education	Teaching the New OCR Religious Studies Specification
Murphy	Noleen	History and Politics	Inside Government	The 5th Annual Conference: School Evaluation Using Data to Improve School Standards
Brookes	Richard	Chemistry	Westminster Education Forum	The Future for Independent Schools in England
Emerson	Ian	German and French	Regional Training Agency	Mental Health for Sixth Form Staff
Apaloo	Chris	Physical Education	HMC Professional Development	Pastoral Leadership
Swann	Steve	Classics	HMC Professional Development	Pastoral Leadership
Halford	Eleanor	School Nurse	Anaphylaxis Campaign	Anaphylaxis Campaign Healthcare Professionals Conference

## Ransomware/phishing/data security - Advice given to staff:

- No organisation is invulnerable and we cannot afford to be complacent. The DfE has highlighted a wave of attempts to extort money from independent schools through ransomware.
- The School has three main measures in place:
  - An enterprise level Firewall that prevents most malware and viruses from reaching our network.
  - Sophos antivirus software on our workstations to capture threats locally.
  - A programme of regular software updates and security patches (these have ordinarily been undertaken over holidays and weekends, but we are now applying these more immediately).
- Phishing. In view that ransomware is spread through email phishing attacks, the most important and effective protection is staff awareness of this:
  - Always check the authenticity of a sender by checking the sender's email address. If an email says it is from Joe Matthews, for example, and contains links or downloads ('click bait'), check the email address and if it is not an '@cityoflondonschool.org.uk' address, delete the email or contact him first if you remain suspicious. You can check an email address either by clicking, or hovering over the sender's address, eg: **From: Joe Matthews**).
  - Even if the sender's email address appears authentic, be suspicious if it contains links or downloads.
  - Similarly, be alert to suspicious suffixes, eg: *bt.info* (instead of *bt.com*) or *..@mail.paypal.com* or *.info* etc (instead of *..@paypal.com*).
  - Phishing scams attempt to concentrate on and masquerade as senior roles in an organisation. So, an email with links/downloads from the Head, Bursar or Finance Office, for example, should be scrutinised before following the links. Again, check the actual sender email address before actioning the email and contact the sender if in doubt.
  - Do not follow links, or download files without being sure that they are genuine.
  - If in doubt, ask: the sender, if they are available; or the IT Dept.
- Additional measures:
  - The School is adopting Microsoft Windows 10 in view of its enhanced security features. You will notice this in the Staff Quiet Room and staff Dept Common Rooms first.
  - We are also bringing forward our research into adopting Microsoft Office 365 for the same reason and enhanced resilience.
  - We have started a programme of recalling School-issued laptops in order to upgrade them to the latest security systems.
- At home: back up your computer and important files regularly.
- Devices: ensure you install iOS/Android updates regularly.
- Further to Sarah's comment this morning, I would like to highlight the huge effort of our IT Team and Joe Matthews in particular. Many of the measures are put in place during weekends to avoid disruption to our systems. Our Team are also a very strong security measure for the School in their own right.
  - In view that some of the anti-ransomware patches/upgrades are quite major ones, we need to install these during working hours to ensure that we have technical support from the suppliers (not available out-of-hours). This may unfortunately mean a higher level of disruption than we would like, for which we apologise in advance. We shall balance this with the risk of a successful attack.
  - In view of the heightened level of threat, please make sure that you read Joe's, or IT Department emails, and take the appropriate action.

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