



Education Board

Date: THURSDAY, 28 APRIL 2022
Time: 10.00 am
Venue: HYBRID PUBLIC MEETING (ACCESSIBLE REMOTELY)

Members:

Tijs Broeke	Alderman Sir William Russell
Alderman Sir Peter Estlin	Benjamin Murphy
Caroline Haines	Deputy Philip Woodhouse
Alderman Robert Howard	Rachel Bower
Alderman & Sheriff Nicholas Lyons	Tim Campbell
	Deborah Knight
	Mary Robey

MEMBERSHIP IS SUBJECT TO ELECTION AT THE COURT OF COMMON COUNCIL ON 21 APRIL 2022.

Enquiries: Polly Dunn
polly.dunn@cityoflondon.gov.uk

Accessing the virtual public meeting

Members of the public can observe this public meeting at the below link:

<https://youtu.be/T7ECKPWAGyg>

This meeting will be a hybrid virtual meeting and therefore will not solely take place in a physical location. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

John Barradell
Town Clerk and Chief Executive

AGENDA

NB: Certain matters for information have been marked * and will be taken without discussion, unless a Member indicates that they have questions or comments prior to the start of the meeting. These information items have been collated in a supplementary agenda pack and circulated separately.

Part 1 - Public Agenda

Governance

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 FOLLOW)**
To receive the Order of the Court of Common Council dated 21 April 2022, appointing the Board and setting its Terms of Reference.

For Information

4. **ELECTION OF CHAIR**
To elect a Chair in accordance with Standing Order No. 29.

For Decision

5. **ELECTION OF DEPUTY CHAIR**
To elect a Deputy Chair in accordance with Standing Order No. 30.

For Decision

6. **CHAIR'S WELCOME**
The Chair to be heard.

7. **APPOINTMENT OF SUB-COMMITTEES 2022/23**
Report of the Town Clerk.

For Decision
(Pages 7 - 10)

8. **PUBLIC MINUTES**
To agree the public minutes and summary of the meeting held on 3 February 2022.
For Decision
(Pages 11 - 20)
9. **OUTSTANDING ACTIONS***
Report of the Town Clerk.
For Information
10. **COVID-19 UPDATE**
The Director of Community and Children's Services to be heard.
For Information
(Verbal Report)
11. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS ANNUAL ACTION PLAN 2022/23**
Report of the Director of Community and Children's Services.
For Decision
(Pages 21 - 36)
12. **DCCS BUSINESS PLAN FOR 2022/23**
Report of the Director of Community and Children's Services.
For Information
(Pages 37 - 46)
- Education**
13. **GOVERNOR TRAINING RECOMMENDATIONS AND GOVERNOR APPOINTMENT UPDATE**
Report of the Director of Community and Children's Services.
For Decision
(Pages 47 - 64)
14. **CITY SCHOOLS PARTNERSHIPS UPDATE**
Report of the the Heads of the three City of London Independent Schools.
For Discussion
(Pages 65 - 152)

15. **CITY JUNIOR SCHOOL UPDATE***
Report of the Head of City Junior School.

For Information

16. **ENVIRONMENTAL OUTDOOR LEARNING UPDATE, INCLUDING PLATINUM JUBILEE CELEBRATIONS***
Report of the Director of Community and Children's Services.

For Information

Cultural & Creative Learning

17. **EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE***
Report of the Director of Community and Children's Services.

For Information

Skills

18. **LONDON CAREERS FESTIVAL, INCLUDING DETAILS OF CULTURE DAY**
The Director of Community and Children's Services to be heard.

For Information
(Verbal Report)

19. **CONNECTING COMMUNITIES UPDATE***
Report of the Director of Community and Children's Services.

For Information

20. **REPORT ON ACTION TAKEN***
Report of the Town Clerk.

For Information

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

22. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT**

23. **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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act

For Decision

Part 2 - Non-Public Agenda

24. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 3 February 2022.

For Decision
(Pages 153 - 156)

25. **NON-PUBLIC OUTSTANDING ACTIONS***

Report of the Town Clerk.

For Information

26. **CHAIRS' UPDATE**

The Chairs of the City of London Independent Schools and Board of Trustees of the City of London Academies Trust to be heard.

For Information
(Verbal Report)

27. **UPDATE ON RESETTLEMENT GUESTS**

The Director of Community and Children's Services to be heard.

For Information
(Verbal Report)

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

29. **ANY OTHER BUSINESS THAT THE CHAIR CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

Confidential

30. **UPDATE ON THE TOM REVIEW OF ASES**
The Director of Community and Children's Services to be heard.

For Information
(Verbal Report)

Agenda Item 7

Committee(s): Education Board	Dated: 28 April 2022
Subject: Appointment of Sub-Committees 2022/23	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	N/A
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: The Town Clerk	For Decision
Report author: Kerry Nicholls, Committee and Member Services Officer	

Summary

This report outlines the terms of reference and composition of the Nominations Sub-Committee and invites the Education Board to appoint this Sub Committee and its membership.

Recommendation(s)

That the Education Board,

- Review and approve the proposed terms of reference and composition of the Nominations Sub-Committee for the 2022/23 municipal year; and,
- Appoint two Members of the Education Board to the Nominations Sub-Committee, at least one of whom will be a Court of Common Council Member, to serve alongside the Chair and Deputy Chair of the Education Board.

Main Report

Background

1. The first meeting of each City of London Corporation Committee and Board of each municipal year provides an opportunity to establish any sub-committees that Members consider are necessary for the Board or Committee to carry out its functions.
2. To date the Education Board has chosen to appoint a Nominations Sub-Committee and an Education Charity Sub-Committee. It is proposed to reconvene the Nominations Sub-Committee for the 2022/23 municipal year.

Nominations Sub (Education Board) Committee

3. The Nominations Sub (Education Board) Committee is responsible for reviewing the skills of Education Board Members and recommending to the Education Board the appointment of external Members in the event of any vacancies arising among external Members on the Board as well as to make recommendations to the Education Board on the appointment, where relevant, of Sponsor Trustees to the City of London Academies Trust
4. For the 2022/23 municipal year, it is proposed that the Nominations Sub-Committee undertake a Skills Audit of the Education Board in Spring 2022, with a view to making a recommendation to the Education Board with regard to the appointment of a Sponsor Trustee to the City of London Academies Trust, for which is currently a vacancy. It is further anticipated that up to two vacancies for external Members of the Education Board will arise during the 2022/23 municipal year and the Skills Audit will support recruitment to any such vacancies.
5. The composition of the Sub-Committee comprises the Chairman and Deputy Chairman of the Education Board and up to two further Members of the Education Board, at least one of whom will be a Court of Common Council Member. Whilst a Co-opted Member may serve on the Sub-Committee, they are excluded from any discussions concerning their own reappointment (Appendix 1)

Appendices

Appendix 1 – Terms of Reference of the Nominations Sub (Education Board) Committee.

Kerry Nicholls

Town Clerk's Department

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**Nominations Sub (Education Board) Committee
Terms of Reference**

Constitution

- Chairman and Deputy Chairman of the Education Board.
- Up to two further Members of the Education Board at least one of whom will be a Court of Common Council Member

Quorum

- Any three members.

Terms of Reference

- Review the skills audit of the Education Board's membership and identify areas in which the Board would benefit from the addition of expertise;
- Review supporting statements from interested parties who wish to be considered as external members of the Education Board;
- Review the process of advertising, reviewing and shortlisting applications from interested parties who wish to be considered as external members of the Education Board, reporting to the Education Board in due course for approval;
- Make recommendations on the appointment of external candidates to the Education Board;
- Make recommendations to the Education Board on the appointment, where relevant, of Sponsor Trustees to the City of London Academies Trust.

2021/22 Membership

Caroline Haines

Deputy Philip Woodhouse

Alderman Sir Peter Estlin

Mary Robey

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EDUCATION BOARD

Thursday, 3 February 2022

Minutes of the meeting of the Education Board held at Guildhall at 10.00 am

Present

Members:

Caroline Haines (Chair)	Benjamin Murphy
Deputy Philip Woodhouse (Deputy Chair)	Ruby Sayed
Randall Anderson	Rachel Bower
Alderman Robert Howard	Deborah Knight
Shravan Joshi	Mary Robey
Alderman Nicholas Lyons	

In Attendance

Officers:

Joseph Anstee	- Town Clerk's Department
Rhiannon Leary	- Town Clerk's Department
Sarah Phillips	- Town Clerk's Department
Andrew Buckingham	- Town Clerk's Department
Emily Rimington	- Comptroller and City Solicitor's Department
Catherine McGovern	- Department of Community & Children's Services
Scott Caizley	- Department of Community & Children's Services
Ejay Deroy	- Department of Community & Children's Services
Vasima Patel	- Department of Community & Children's Services
Teresa Shortland	- Department of Community & Children's Services
Torri Stewart	- Department of Community & Children's Services
Gwen Rhys	- Department of Community & Children's Services
Richa Sagar	- Department of Community & Children's Services
Mohammed Alam Begi	- Department of Community & Children's Services
Rachel Thompson	- Head of City Junior School
Charles Griffiths	- City Junior School

Also in attendance

Tim Levene	
Peter Bennett	
Mark Emmerson	City of London Academies Trust
Sharon Ament	Museum of London
Frazer Swift	Museum of London
Beth Crosland	Museum of London

1. APOLOGIES

Apologies for absence were received from Tijs Broeke, Alderman Sir Peter Estlin and Alderman Sir William Russell.

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

There were no declarations.

3. **PUBLIC MINUTES**

The public minutes and summary of the meeting held on 3 December 2021 were approved as a correct record.

RESOLVED, that the public minutes and summary of the meeting held on 3 December 2021 be approved as a correct record.

MATTERS ARISING

- The Deputy Chair asked if it was possible to provide a link to the Youth-Led Environmental Updates (p9, paragraph 6) on the Livery Committee website;
- The Deputy Chair advised that the Head of the Outward Bound Trust was keen to connect with City Schools and to present to the Board.

The Chair noted that there was a date in the diary to discuss the above points.

- The question was posed whether it would be possible to look at a wider community of schools to assist with the Afghan students (page 11) or boarding places at City Schools, also adding that there was further provision across the Livery schools which could be assessed for opportunities;
- A Member advised that the older age groups had been more challenging to place, particularly in light of the fact that there was very little available housing for larger families; however, work was ongoing.
- Members heard that some Afghan families in Edgware and Kensington had been given less than one day's notice of removal from their temporary accommodation.
- An Officer noted that despite other external pressures, families with children were settling well within the schools. Some children were being placed in lower age groups due to language barriers; however, this should not continue on a long-term basis.
- A Member commented that a large student accommodation development had been approved at Snow Hill and queried whether this could be co-ordinated to create availability for the Further Education Afghan students.

The Chair noted that all comments would be followed up upon the return of Anne Bamford, Strategic Education and Skills Director, to the Corporation following a period of leave and thanked officers in the Community and Children's Services Department for their work so far in this area.

4. **PUBLIC OUTSTANDING ACTIONS**

Members received a report of the Town Clerk regarding the Board's outstanding actions:

A Member asked why the second action on the list remained on hold until the Governance review had concluded, given it was their understanding that the review had in fact already concluded.

The Chair noted the comment and agreed to follow up upon the return of the Strategic Education and Skills Director.

RESOLVED, that:
the report be noted.

5. CO-OPTED MEMBER TERM EXTENSION/NOMINATIONS

Members heard an update from the Chair regarding Co-Opted Member Term Nominations/Extension.

The Chair commented that the Nominations Committee had recommended that the appointment process for the external Member vacancy be postponed until after the Court of Common Council elections had taken place on 24 March 2022, and sought the Board's approval for this, which was agreed.

RESOLVED, that:
the external Member position be retained by Mary Robey until the Court of Common Council elections had taken place on 24 March 2022.

6. COVID-19 UPDATE

Members heard an oral update of the Director of Community and Children's Services.

All schools remained open for face-to-face teaching, although some had experienced outbreaks of COVID within their staff teams, with Highbury Grove school experiencing a significant level of staff sickness. Members heard that there was an escalating number of student absences and expressed concern at the report that families were allowing students to take time off despite being well enough to attend school. There had also been a national reduction in school attendance dropping from 95% to 88% as evidenced by data received in January 2022. There wasn't sufficient data on persistent absence available on a national basis to permit wider conclusions to be extrapolated; however, another Member was able to advise that City Schools had not seen a similar fall in attendance. The Board was advised that measures were being taken to increase attendance, with local authorities being pressured to push for higher-level interventions. Relevant safeguarding concerns were being communicated and elective home education was being reported where necessary.

A Member asked what the financial impact had been on schools during the current phase of the pandemic. In response, Officers advised that there had been a very significant financial impact, despite a degree of government support, which would be available for further analysis once budget evaluation meetings had taken place, as well as planning and forecasting meetings at the beginning of the next term.

The Chair extended the Board's grateful thanks to all staff working in schools during this difficult time and discussed the possibility of using strategic funding from September 2022 to provide assistance where it was most needed.

RESOLVED, that:
the report be noted.

**7. EDUCATION, CULTURAL AND CREATIVE LEARNING AND SKILLS
2020/21 ANNUAL REPORT**

Members received a report of the Director of Community and Children's Services regarding the Education, Cultural and Creative Learning Skills 2020/21 Annual Report. The Chair introduced the item and advised that governance would be a key priority going forward.

Despite the impact of COVID a significant amount of activity had taken place, including a drop in permanent exclusions from eighteen pupils in 2018/19 to one in 2020/21, which was welcomed by all present. Further to this, arising from the Alternative Provision available, the current cohort of Year 11s had all completed their studies with all students in education, employment or training (NEET).

Governors were encouraged to complete all Governor training sessions following low attendance at a recent safeguarding training course and the importance of Governors completing statutory training every two years was highlighted. Comment was made, however, that Governors in daytime employment may find it difficult to take time off to attend in-person daytime meetings. In response to a question posed by a Member, officers advised that some courses were recorded and made available to Governors, but that sessions such as safeguarding could not be recorded due to the sensitive nature of the conversations. Slides and other reference material was however always made available, and two additional Members of CoL staff were now on board and would provide support with training sessions. A query was put as to whether such reference material was circulated to the clerks of governing bodies, who were in a better position than the Chairs of Boards to disseminate the information to their governors.

The Chair welcomed the news that additional funding had been secured for adult education services, as detailed on p29 of the report and commended those involved for their work in obtaining this.

RESOLVED, that:

- i) the report be noted;
- ii) consideration be given to holding Safeguarding training sessions during the evening, to facilitate those Members who found it difficult to attend daytime sessions due to full-time employment;
- iii) that training invitations for Governors be sent to clerks for circulation, as well as individual Governors.

8. **REVIEW EDUCATION BOARD BUDGET UPDATE**

Members received a joint report of the Director of Community and Children's Services and the Chamberlain concerning the Education Board Budget Update.

There had been a small overspend of £6,000 against an overall budget of £2.5 million, and work to reduce this overspend was ongoing.

RESOLVED, that:
the report be noted.

9. **EDUCATION CULTURAL AND CREATIVE LEARNING AND SKILLS UPDATE**

Members noted a report of the Director of Community and Children's Services regarding the Educational, Cultural and Creative Learning and Skills Update.

A City Schools Conference celebrating 150 years of State Education in England (partnered with the Foundation for Educational Development) had taken place in the Livery Hall, Guildhall, in November 2021, with very positive feedback received, although sadly the City Schools Concert had been cancelled due to COVID concerns. Discussions had taken place which included future plans, developing frameworks, equality and inclusion and 'sustaining excellent education', followed by an opportunity to network informally. A Chess Tournament was scheduled to take place on 23 February 2022.

The Chair noted that a Social Mobility Breakfast Briefing (organised by the Education Unit and CoLAT) would take place on Friday 13 May at 08:30am. All Members were encouraged to sign up to attend.

RESOLVED, that:
the report be noted.

10. **TACKLING RACISM TASKFORCE ACTION PLAN**

Members received a report of the Director of Community and Children's Services regarding the Tackling Racism Taskforce Action Plan and noted that further information would be reported to the next meeting.

RESOLVED, that:
the report be noted.

11. **GOVERNOR APPOINTMENTS UPDATE**

Members received a report of the Director of Community and Children's Services regarding the Governor Appointments Update.

Those present noted movement in Newham Collegiate Sixth form (NCS) and as well as a number of vacancies in the City of London Academies Trust's local governing bodies and commented that April may be a good time to communicate the elected Member vacancies given the Court of Common Council elections scheduled to take place on 24 March 2022. The Deputy Chair suggested that the Livery website, which received a high level of traffic, would be a good place to advertise vacancies.

There followed a discussion about the recruitment process, with Members agreeing that there should be a focus on diversity when recruiting for governor positions.

RESOLVED, that:
the report be noted.

12. CITY PREMIUM GRANT UPDATE - JANUARY

Members received a report of the Director of Community and Children's Services regarding the City Premium Grant Update – January.

RESOLVED, that:
the report be noted.

13. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) STRATEGY

The Board received a report of the Director of Community and Children's Services regarding the Special Educational Needs and Disability (SEND) Strategy, 50% of which had now been delivered. Oversight and governance of the strategy was retained by the SEND Programme Board, a partnership board which was representative of the statutory agencies as well as having representatives from the parent forum and independent bodies. Throughout the pandemic – including lockdowns – children included in the strategy remained supported by staff. Recent work carried out during the summer term had involved the SEND Advisor visiting all 18 schools in total, which had had the benefit of revitalising the SENCO network.

RESOLVED, that:
the report be noted.

14. CULTURAL MILE LEARNING (CML) CASE FOR INVESTMENT 2022/23

Members considered a report of the Director of the Museum of London concerning the Culture Mile Learning (CML) Case for Investment 2022/23. The Director of the Museum of London introduced the item and noted that the recommendation of the report was a request for funding for work taking place 2022/23.

Members discussed the information in the report and commented that the assistance with the Afghan Refugee programme demonstrated a flexible use of funds and adaptability from the team. It was noted that the 2022/23 programme was to be split into two key areas: Creative Curriculum – with dedicated work being carried out on de-colonising the curriculum – and Social Mobility, with an aim to expand the work experience opportunities with more longer-term placements, especially for vulnerable young people. It was planned to seek grant funding to support additional workstreams from a range of funders including Arts Council England.

The Chair asked why the School Visit Fund referred to an allocation of £16,000 when it had previously totalled at £52,000. Officers clarified that the sum of £16,000 was the annual allocation for grants, with an additional £14,000

allocated for staffing. The standard amount received each year was £30,000 but there had been funds carried forward from previous years, including for the COVID period. Members queried why 66% of the budget had been allocated to staffing with only £82,000 allocated to the projects themselves and it was confirmed that staff leveraged the funds and the contributions from the wider networks combined, meaning the budget was amplified when looking at the resources used.

Members sought clarification as to whether CML was a part of the CoL Corporation, or if it acted as an independent body. In response, the Board heard that CML was a network which delivered projects and had been set up by the Corporation, but which was not formally constituted: its funding was sourced from a strong partnership with the Corporation, as well as other partners and external funds. Another Member asked if consideration had been given to seeking involvement from Livery Companies to assist with funding or community engagement for some projects and it was advised that whilst these channels hadn't previously been investigated, this proposal had merit and would be explored with the Livery in the near future.

The Chair commented that only £32,000 had been allocated for school-based projects and sought further explanation on the use of these funds. In response, Members heard that this related to the social mobility work underway; whilst both the work experience programme and the mentoring programme included school-aged children whilst older children were also enrolled. Additionally, the 'Fusion Futures' project was aimed entirely at Key Stage 5.

Members concluded that, in light of the lack of clarity on certain aspects of the report, additional explanation for several budget allocations would be required before any decision could be made.

RESOLVED, that:

the Board agree to delegate authority to the Town Clerk in consultation with the Chair and Deputy Chair to approve funding for Culture Mile Learning for the 2022/23 financial year, subsequent to receipt of the requested additional information.

15. LONDON CAREERS FESTIVAL

Members received an update from the Director of Community and Children's Services regarding the London Careers Festival.

The London Careers Festival was due to take place from 20 June–1 July 2022: a virtual festival was scheduled to take place from 20–25 June 2022 whilst a physical festival would run from 27-29 June, with an additional day of activities scheduled to take place on 1 July. The festival would be centred around the Guildhall complex and would be tailored to different age groups throughout:

- Monday 27 June for students aged 16+;
- Tuesday 28 June for secondary students;
- Wednesday 29 June for primary students;
- Friday 1 July for apprentices.

The Chair encouraged the Board to promote the festival as widely as possible through social media outlets and business networks and advised that a further update would be brought to the April Board meeting.

RESOLVED, that:
the report be noted.

16. REPORT OF CONNECTING COMMUNITIES (LIVERY)

Members received an update from the Director of Community and Children's Services regarding Connecting Communities (Livery): the programme was funded by a total budget of £18M and would operate for 18 months across 12 London boroughs. The programme's goal was to support adults aged 18 or over who were not in education, training or employment to gain the skills they needed to secure sustainable work. Training on the software package which was vital to this work was scheduled for the Connecting Communities team. The programme included work to support Afghan refugees, with visits made to refugee accommodation to discuss the options available. Training providers, such as City and Guilds, as well as other partner organisations such as Livery Companies, were involved and working closely on the project.

Following a query from a Member in terms of how success would be measured, the Board heard that measurable targets were built into the contract and programme and that the software in use monitored these results. The Board was advised that outcomes were clearly related to sustainable employment, meaning a minimum of 6 months' work.

RESOLVED, that:
the report be noted.

17. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There were no questions.

18. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no items of urgent business.

19. 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 Paragraph 3 of Part I of Schedule 12A of the Local Government Act.

20. NON-PUBLIC MINUTES

The non-public minutes and summary of the meeting held on 3 December 2021 were approved as a correct record.

21. NON-PUBLIC OUTSTANDING ACTIONS

Members received a report of the Town Clerk relative to the Board's non-public outstanding actions.

22. CITY JUNIOR SCHOOL

The Board received a report of the Head of City Junior School.

23. **ACADEMIES BUILDINGS AND EXPANSION PROGRAMME UPDATE**
Members received a report of the Director of Community and Children's Services.
24. **CHAIRS' UPDATE**
Members received oral updates from the Chairs of the City Junior School, City of London Academies Trust, the City of London Freeman School, the City of London School and the City of London School for Girls.
25. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
There were none.
26. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE COMMITTEE AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was none.

The meeting ended at 1.01 pm

Chairman

Contact Officer: Rhiannon Leary
rhiannon.leary@cityoflondon.gov.uk

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Committee(s)	Dated:
Education Board	28/04/2022
Subject: Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	2, 3, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	Education Board Budget
Has this Funding Source been agreed with the Chamberlain’s Department?	Y
Report of: Director of Community & Children’s Services	For Decision
Report author: Anne Bamford, Strategic Education and Skills Director	

Summary

Members are asked to approve the annual Action Plan to deliver the Education, Cultural and Creative Learning and Skills Strategies over the 2022/23 academic year in **Appendix 1**.

Recommendation(s)

Members are asked to:

- Approve the annual Action Plan for the 2022/23 academic year in **Appendix 1** which contains the key programmes and focus of activity to be delivered over the year to meet the aims and outcomes of the Education, Cultural and Creative Learning and Skills Strategies.
- Note the annually recurring actions outlined in **Appendix 2** which are the ‘core business’ actions delivered each academic year.

Main Report

Background

1. The Education Board has oversight over three City Corporation strategies: The Education Strategy, The Skills Strategy and The Cultural and Creative Learning Strategy, running from 2019-2023. Prior to each academic year, an Annual Action Plan for these strategies with aligned budget is presented to the Education Board. An Annual Impact Report is then presented at each November meeting which reports on the outcomes and impact of delivering the Action Plan over the previous academic year.
2. The three strategies are due to be reviewed and reconceptualised following the 2022-23 academic year and the new strategies will begin to be implemented from the 2023-24 academic year. As this is therefore the last year of implementation, the remaining outcomes to be addressed have all been incorporated into this Action Plan.

3. In addition, the 2022-23 Action Plan also introduces an additional focus on the areas of youth, parental and community engagement and environmental learning across the three strategy areas.
4. It should be noted that the City of London Corporation Budget Year runs from April to March, while the academic year runs from September to July and so the budget allocated to the actions and Key Performance Indicators will be proportionately allocated across the two financial years.

Current Position

5. Each year, the Education Unit review progress against the delivery of the Education Board's three strategies and plans for the following year. This involves identifying the priority actions and programmes of activity for the year ahead.
6. For each priority action, budget and outcomes and key performance indicators have been attributed.

Proposals

7. For the 2021/22 academic year, the Action Plan in **Appendix 1** focuses on the following programmes of activity:
 - a. Ensuring clarity of purpose and transparency in funding, partnerships and reporting so that delivery of the strategies is focused on impact.
 - b. Implementing an enhanced funding system linked directly to reportable outcomes and impacts in line with the recommendations that arose from the review of school funding, including the introduction of funding for partnership and strategic projects across the Family of Schools.
 - c. Supporting programmes and initiatives which engage greater youth/learner voice and agency, working with parents, carers and families in learning, and greater business and community engagement in learning programmes.
 - d. Supporting programmes and initiatives which promote greater environmental awareness including awareness of climate change, biodiversity, circular economy, zero waste and green principles of construction and activity.
 - e. Supporting schools to ensure that education develops the whole child, with a priority around mental health and wellbeing and initiatives which support young people with special educational needs and disabilities.
 - f. Providing clear and delineated access routes for talented learners into next steps, including in the creative arts.
 - g. Using labour market intelligence and partnerships with businesses and liveries to inform work-related and skills learning initiatives.
 - h. Forging greater mutually beneficial collaborations between education and enterprise.
 - i. Renewed efforts to connect schools with cultural organisations and professionals in the arts, creative and cultural sectors to develop skills, with a focus on how these sites can be used to enliven the curriculum, widen pupils' experiences, and build a rich and extended learning offer.
 - j. Ensuring that the Adult and Community Learning and apprenticeships effectively respond to Government skills policies and funding changes for the benefit of adult learners and apprentices.

- k. Building a consistent work experience offer that is accessible that enables experience of the world of work at the different stages of learning.
 - l. A cross-departmental review has been conducted of all our partnerships to ensure a strategic and proactive approach.
 - m. Continuing to build on knowledge exchange and partnership working between the City Corporation's organisations and external partners.
 - n. To effectively deliver a robust skills hub offer through Connecting Communities to reach people over 18 years of age in London who are not currently in full-time work or education with relevant and supportive learning and employment opportunities to enrich their lives and promote flourishing.
8. Additionally, there are core areas of business which are recurring actions each year and appear on every annual Action Plan. These are outlined separately in **Appendix 2**.
9. The Action Plan shows the alignment between the overarching strategic goal, the high-level actions (which represent programmes of work), the activities delivered over the year, the budget and the outcomes which will be reported against in the Impact Report submitted in November 2023.

Options

10. The Education Board have the following options:
- a. Approve the 2022/23 annual Action Plan in Appendix 1 and note the annually recurring actions in Appendix 2.
 - b. Approve the Action Plan subject to amendments.
 - c. Not approve the Action Plan.

Key Data

11. Each year in the Autumn Term, Members of the Education Board receive an annual report on the impact of the Action Plan for the previous academic year. The annual report includes data and narrative on the primary outputs, outcomes and impacts of Education Board funded initiatives and partnerships. Subject to data returns, the Education Board will receive the annual impact report for the 2022/23 academic year in November 2023.

Corporate & Strategic Implications

12. Strategic implications

The Action Plan sets out the targeted actions to occur to deliver the key outcomes of the Education, Cultural and Creative Learning and Skills Strategies (2019-23) which are cross-Corporation strategies approved by the Court of Common Council on 7 March 2019. The Strategies are approved to support the delivery of outcomes 2, 3, 8, 9, 10 of the Corporate Plan.

Several actions in the 2022/23 Action Plan also deliver key priorities for the Social Mobility Strategy 2018/28; Skills Strategy 2019/23; Climate Action Strategy 2020-2027;

Culture Mile Strategy 2018/28 and Culture Strategy 2018/22 (although this is soon to expire and be renewed).

13. Financial implications

As the Action Plan follows the academic year and not the financial year, Members should note that the budget alignment is across both the 2022/23 (September 2022 to March 2023) and 2023/24 (April 2023 to August 2023) financial years. The budget alignment is based on the itemised budget for the 2022/23 financial year approved by the Education Board at their meeting on 3 December 2021 and assumes that the overall budget envelope will be sustained in the 2023/24 financial year.

14. Resource implications

As in previous years, the Action Plan will be delivered through a combination of Education Strategy Unit staff, grant-funds to education and cultural organisations, externally commissioned services and leveraging action through partnership working. The Strategic Education and Skills Director monitors resource across the service. External resources are also applied to deliver programmes where there are possibilities to do so. The Education Strategy Unit has effectively leveraged additional funding to support the Action Plan through European grants.

15. Equalities implications

The Public Sector Equality Duty under Section 149 of the Equalities Act 2010 does not strictly apply as a matter of law to the City Corporation's City's Cash functions. However, it has been the Corporation's practice to have regard to those principles across all its functions. The proposals in this report comply with the City Corporation's Public Sector principles of the Equality Duty Act 2010 as they seek to have a positive impact on staff and pupils in the City sponsored academies, learners accessing programmes delivered by Culture Mile Learning, and staff and learners of the Adult Skills and Education Service with proactive actions to positively benefit learners from ethnic minority backgrounds, who have special educational needs and disabilities (SEND), and are at risk of educational disadvantage for other reasons such as background, family income and personal circumstances.

16. No immediate Legal, Risk, Climate or Security implications identified.

Conclusion

17. Members are asked to approve the Annual Action Plan for academic year 2022/23, note the annually recurring actions, and note that the outcomes and impact of the delivery of the Action Plan will be reported to the Education Board in November 2023.

Appendices

- **Appendix 1** – Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23 - Priority Actions and Programmes

- **Appendix 2** - Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23 – Annually Recurring Actions

Anne Bamford

Strategic Education and Skills Director

Department of Community and Children's Services

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Appendix 1 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23¹ - Priority Actions and Programmes

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
<p>Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive (E)</p> <p>Education is safe, inclusive, supportive, and empowering for all (E)</p>	<p>Harness individual talents, enabling pupils to flourish as innovative, confident, and creative individuals</p> <p>Encourage the Family of Schools to work together to deliver a shared ethos for excellence</p>	<p>Deliver a robust City Premium Grant (CPG) funding and evaluation process for 2022/23 including the implementation of the new funding model including 1) City Premium Grant: Disadvantaged Pupils Grant. 2) City Premium Grant: Partnerships Grant.3) City Premium Grant: Strategic Grant</p>	<p>£1.414K + £384K Partnership + £384K Strategic</p>	<ul style="list-style-type: none"> • The process for applying for CPG is transparent • The CPG is linked to outcomes and impacts • Reporting is clear and robust • Schools work in a more collaborative and impactful manner around addressing needs and innovations • Grant funding is 100% aligned with effective interventions
	<p>Establish a framework of clear accountability, challenge, and support Proactively drive and celebrate equality of opportunity to promote social mobility and inclusion</p>	<p>Ensure that the CPG is transparent and linked directly to both impact and value for money by introducing the ImpactEd online system for applications, updates on progress, outcomes, impact tracking and reporting.</p>		<ul style="list-style-type: none"> • Rigorous application and implementation processes are in place • The activity instigated through the CPG is providing trackable impact to pupils and teachers and represents best use of the funds and value for money, including external benchmarking
		<p>Support sixth forms to work collaboratively as a system to deliver a high-quality, broad, and balanced offer</p>	<p>Staffing</p>	<ul style="list-style-type: none"> • An outstanding Sixth Form offer across the Family of Schools
		<p>A model for a pupil alumni network across the family of schools is developed to enable more effective support to schools including in governance and succession planning school</p>	<p>£1K</p>	<ul style="list-style-type: none"> • Strong governance frameworks and appointment processes are in place • Strong partnership and collaboration across the Family of Schools

¹ The Action Plan and budget allocations align with the 2022/23 academic year (September 2022 to August 2023)

² 2022/23 academic year budget not including staffing and general team costs (e.g., subsistence, training, printing, etc.)

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
		Toolkits of resources are developed to support programmes in schools that engage parents and families in pupils' learning	Staff	<ul style="list-style-type: none"> Schools have in place systems to promote closer working with and support for families Families feel a valued part of the school community and support pupils' learning
		Toolkits of resources are developed to support programmes in schools that engage pupils and youth voice more fully in learning and to Amplify, develop and support youth voice and decision-making in activities across the three Strategies	Staff	<ul style="list-style-type: none"> Education Board has annual youth representative standing item from learners across the Family of Schools
		Ensure the progress of SEND pupils through supporting a more robust SEND network	Staff + £5	<ul style="list-style-type: none"> Progress of SEND pupils in schools is at least as great as the progress made by pupils without SEND Schools to ensure that education develops the whole child, with a priority around mental health and wellbeing and initiatives which support young people with special educational needs and disabilities
		Reduce the levels of persistent absence in secondary schools	Staff	<ul style="list-style-type: none"> Persistent absence rates in secondary schools are below 10% and on a further declining trajectory Scrutiny meetings examine persistent absences and progression pathways for pupils 100% destination progression pathways for pupils (i.e., no NEET pupils)
		Conduct a cross-departmental review of all our partnerships to ensure a strategic and proactive approach	Staff	<ul style="list-style-type: none"> A live database of partners has been created FindFusion is being used frequently as the primary source of

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
Page 28		Build on knowledge exchange and partnership working between the City Corporation's organisations and external partners		information and is generating more relationships and collaborations between education, cultural and creative organisations, and enterprise
		Support the whole child and provide clear access routes via our network of partners		
		Renew efforts to connect schools with cultural organisations and professionals in the arts, creative and cultural sectors by better leveraging our cultural partners	Staff +CML	<ul style="list-style-type: none"> All pupils in the Family of Schools engage in at least three external or partnership culture and creative experiences per year
		Facilitate the Family of Schools to develop a shared framework of success	Staff	<ul style="list-style-type: none"> The Headteachers use their forum to develop and maintain this ethos
		Supporting programmes and initiatives which promote greater environmental awareness including awareness of climate change, biodiversity, circular economy, zero waste and green principles of construction and activity	£10K	<ul style="list-style-type: none"> Pupils in the Family of Schools complete actions aimed at reducing climate change and promoting biodiversity and zero waste
		Enhance record keeping ensuring that governor vacancies and filled promptly and that governors complete statutory training	£3K	<ul style="list-style-type: none"> Schools have completed and trained governing bodies. Strong governance frameworks and appointment processes are in place
There is high quality exposure to the world of work at all stages of education to enable learners to make informed career choices (S)	<p>Ensure a comprehensive strategy for skills development and careers support is delivered in the Family of Schools</p> <p>Establish an education to business 'hub' to deliver a coordinated programme of work placements for pupils</p>	<p>Deliver a robust skills hub offer through Connecting Communities to reach people over 18 years of age in London who are not currently in full-time work or education with relevant and supportive learning and employment opportunities to enrich their lives and promote flourishing</p> <p>Create a school-to-school and education-to-enterprise hub to support collaboration in work-related learning and skills curriculum and projects, access to work experiences</p>	<p>£670K³</p> <p>£27K⁴</p>	<ul style="list-style-type: none"> Apprenticeship opportunities are promoted A consistent work experience offer is accessible that enables experience of the world of work at the different stages of learning Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal

³ Money provided as a grant from ESF and GLA via Central London Forward

⁴ Money provided as a grant from Erasmus

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
	<p>and teachers in the Family of Schools</p> <p>Provide high quality exposure to creative and cultural industries</p>	<p>opportunities, and, training and employment opportunities, including:</p> <ul style="list-style-type: none"> • Building on the Livery Skills Initiative to catalyse projects across fusion skills, vocational pathways, work-related learning, and apprenticeships • Using labour market information and industry research to target partnerships in areas of need • Engaging self-employed professionals and solopreneurs to feature in all work-related learning projects • Forging greater mutually beneficial collaborations between education and enterprise 	£60K for the London Careers Festival	<p>connections to businesses and work placements are well-planned and ensure pupils are engaged in interesting tasks and get experience that they can apply when they start looking for employment</p> <ul style="list-style-type: none"> • Self-employment and ‘solopreneurs’ trends are reflected in work experience offers • London Career Festival connects students with employers from a range of sectors. • A co-created programme supports career development in the Family of Schools. • Connecting Communities is reaching learners from diverse backgrounds • The Family of Schools acknowledge skills development as integral to pursuing the outcome of becoming outstanding schools. • Connecting Communities are engaging with and using Find Fusion to source and share opportunities
		<p>Audit that schools have required published careers information and regularly scrutinise implementation and impact</p>	Staff	<ul style="list-style-type: none"> • A comprehensive careers strategy is delivered to all pupils in the Family of Schools • Use pupil destination data is used to inform projects across the Skills Strategy

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
<p>High-quality adult education, training and apprenticeships transform the lives of adult learners (S)</p>	<p>Develop innovative approaches to teaching industry-relevant courses and apprenticeships</p>	<p>To re-examine the structure, programmes, and courses (both internally delivered and commissioned) in the light of the qualification reforms to ensure that these are high quality, relevant, needed, and future ready</p>	<p>£10K</p>	<ul style="list-style-type: none"> • Effective use is made of labour market intelligence to increase the choices for learners • There is evidence of high levels of lifelong learning
	<p>Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing</p>	<p>Develop a fusion skills programme for apprentices</p>	<p>£5K</p>	<ul style="list-style-type: none"> • Graduating apprentices can show positive impact in fusion skills growth
	<p>Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage</p>	<p>Review planning and resource allocation so that ASES provides exceptional value for money while ensuring a closer alignment to strategic priorities</p>	<p>Staff</p>	<ul style="list-style-type: none"> • More granular data collection gives CoL rich insight into the value for money of its provision, including the cost of delivering individual courses and opportunities to increase specific learner group contributions to these • Increased financial reporting and monitoring of spend
		<p>Prepare for an Ofsted inspection of adult and community learning and apprenticeships</p>	<p>Staff + £5K</p>	<ul style="list-style-type: none"> • ASES successfully delivers apprenticeships for the City of London Corporation and others • ASES provides provocative and dynamic learning environments where learners are challenged • Apprenticeship completion rates remain above 95% • There is 100% destination and progression pathway for apprentices • ASES is an outstanding adult education, training, and apprenticeship provider • There is effective use of ITC in teaching, learning and assessment

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
		<p>Improved management and structure of the Service provision for Adult and Community Learning and Apprentices including:</p> <ul style="list-style-type: none"> Enhanced data collection at an individual learner level including learner outcome and satisfaction Developing a clear theory of change for the service which links the strategic aims with the specific courses on offer and build in a co-production phase in curriculum design Joined up working with other departments in CoL 	Staff	<ul style="list-style-type: none"> The Service is clearly linked to the vision of CoL, the needs of the residents and learners and hence the offer provided Through collection of individual learner outcomes and satisfaction data, the service is improving its understanding of its impact on learners and is more strategic about curriculum design Adult and Community Learning and apprenticeships effectively respond to Government skills policies and funding changes for the benefit of adult learners and apprentices
<p>Page 34</p> <p>There are accessible opportunities for pupils to access the learning opportunities that the City's cultural, heritage and environmental assets offer (C)</p> <p>Children and young people are empowered to reach their full potential in and through the arts (C)</p>	<p>Create connected routes for pupils and teachers to access Culture Mile Learning</p> <p>Deliver a distinctive education and skills offer</p> <p>Deepen and enrich cultural experiences for learners inspiring them to discover their creative potential and love the arts and culture</p>	<p>Expand on the success of the Cultural CPD Programme for teachers making best use of cultural partners' expertise in fusion skills development and responding to needs of learners</p>	CML ⁵	<ul style="list-style-type: none"> Culture Mile Learning partners offer a learning programme to pupils to develop fusion skills Teachers are informed of and confident in developing fusion skills in the classroom
		<p>Collaborate with schools and cultural partners to ensure that teaching with cultural artefacts and working alongside creative practitioners enables pupils to develop oracy skills</p>	CML	<ul style="list-style-type: none"> Pupils are confident with their oracy skills

⁵ CML receive £248,000 from the Education Board budget

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
				<ul style="list-style-type: none"> • Cultural artefacts and experiences are used routinely to enhance teaching and learning in classrooms
Page 32		Review curriculum and talent pathways, ensuring there are access routes into further opportunities, building on from music review to include visual and other performing arts	Staff	<ul style="list-style-type: none"> • A programme has been co-created with partners in the creative and cultural industries and the Family of Schools to expand arts and cultural provision in the learning offer. • There are clear and delineated access routes into further opportunities • There is an ambitious programme for progressive music and performing arts education • Pupils in the Family of Schools participate in cultural decision-making
		Expand the knowledge of opportunities for careers in the creative industries and beyond.	CML	<ul style="list-style-type: none"> • CML delivers programmes with businesses in the creative and cultural industries to better connect young learners to careers in the creative and cultural sectors
<p>Learning experiences promote the development of 21st century fusion skills (E, S, C)</p> <p>The Strategies have strong strategic oversight and delivery is focused on impact (E, S, C)</p>	<p>Build an applied research and knowledge exchange culture</p> <p>Improve the ways we design, deliver, monitor, and evaluate actions so that delivery is focused on impact</p> <p>Explore opportunities to expand the City's education</p>	Build on knowledge exchange and partnership working internally and externally.	Staff	<ul style="list-style-type: none"> • A review across departments of fusion partnerships is complete • A strategic approach to partnerships and opportunities for growth exists and is communicated • The EdEn Hub (Erasmus+) project is successfully completed • The Connecting Communities (ESF and GLA funded) is on track to successfully complete its targets and plans are underway for a sustainable hub

Overarching strategic goals	Strategic aims	Priority actions and programmes	Budget ²	Expected outcomes
	portfolio and its influence on education throughout London, nationally and internationally			<ul style="list-style-type: none"> Refine approaches to monitoring, evaluation, and annual reporting
		Support programmes and initiatives which promote greater environmental awareness	Staff	<ul style="list-style-type: none"> Progressive Environmental and Outdoor Learning programmes are available for the Family of Schools
		Amplify and support fusion skills through participation in and leadership of national/international projects and research	Staff	<ul style="list-style-type: none"> Lead partners in the OECD's Education 2030 work regarding fusion skills Lead Partners in FED's development of a long-term vision for education policy in England, including Chairing the Equalities and Access group

Appendix 2 – Education, Cultural and Creative Learning and Skills Annual Action Plan 2022/23 – Annually Recurring Actions

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget⁶	Expected outcomes
Pupils in the Family of Schools have access to transformative education, enabling them to achieve their potential, flourish and thrive (E) Education is safe, inclusive, supportive, and empowering for (E)	Harness individual talents, enabling pupils to flourish as innovative, confident, and creative individuals	Enhance, amplify, and communicate learning opportunities which develop pupils’ academic and fusion skills, including maintaining and growing the Find Fusion platform	Staffing	<ul style="list-style-type: none"> Provocative and dynamic learning environments exist, and classroom lessons inspire and challenge pupils Pupils are stretched, building on their prior achievement
		Support events for pupils to develop fusion skills	10k	
	Model educational exceptionalism beyond Ofsted ‘Outstanding’	Annually collect, monitor, and report on school performance, school performance, safeguarding and finance data	£1K	<ul style="list-style-type: none"> Data collection is used to ensure pupils make exceptional progress Exclusions are at zero Lifelong learning is evidenced by leaders, teachers, and pupils
		Report Ofsted inspections to the Education Board		
		Deliver at least school visits/impact visits to all academies		
		Deliver forums for Headteachers and Chairs of Governors and annual City Schools’ Conference		
	Deliver academic excellence and innovative approaches to teaching and learning	Deliver a governor training programme to ensure that governors are up to date with latest statutory requirements and good practice	Staffing	<ul style="list-style-type: none"> There is clarity of roles and training for governors and governors are up to date with the latest statutory requirements and good practice There is clear focus and vision in being part of the Family of Schools
		Develop and maintain partnership working between the Family of Schools such as through support to shared projects and through the termly School Partnerships Forum	10k	
	Establish a framework of clear accountability, challenge, and support Proactively drive and celebrate equality of opportunity	Annually monitor place planning to ensure that school places are being provided in areas of need	Staffing	<ul style="list-style-type: none"> School places are provided in areas of need and reaching target communities There is improvement in the progress of pupils at risk of educational disadvantage
		Annually monitor and report on school admission arrangements to ensure schools are reaching the target communities		
Annual safeguarding monitoring meeting for all academies and offered to other schools in the Family of Schools				
Ensure that the health, safety, and welfare of pupils are of paramount importance	Support the annual CoLAT AGM	Staffing	<ul style="list-style-type: none"> There is good MAT Sponsor governance in place 	
	Deliver a termly Skills Forum for the Family of Schools	£1K	<ul style="list-style-type: none"> All pupils hear from and be inspired by employers and apprentices 	
There is high quality exposure to the world of work at all	Ensure a comprehensive strategy for skills	Deliver work-related learning projects linking learners to the world of work		£20K

⁶ 2020/21 academic year budget not including staffing and general team costs (e.g., subsistence, training, printing, etc.)

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget ⁶	Expected outcomes	
stages of education to enable learners to make informed career choices (S)	development and careers support	Communicate careers opportunities in the arts and cultural sectors to the Family of Schools		<ul style="list-style-type: none"> • Good quality work experience placements are open to all pupils • Pupils are exposed to professionals working in creative and cultural industries 	
	Link learning at all stages of education with real-world application	Promote high quality work experience placements for pupils in the Family of Schools through collaboration with HR, internal and external partners, the Livery Companies and using Find Fusion as the showcase platform			
	Deliver academic excellence in teaching, learning and knowledge exchange as well as the resources and services to promote wellbeing	Provide opportunities for learners to be co-creators in their learning and improve the learning experiences and outcomes of learners impacted by disadvantage	Successfully deliver apprenticeships for the City of London Corporation and others	ASES Budget	<ul style="list-style-type: none"> • ASES is an outstanding adult education, training, and apprenticeship provider • ASES drive and celebrate equality of opportunity through a proactive approach to promoting social mobility and inclusion • The number of BAME learners is increased to 20% • ASES use a model of learner-led peer-to-peer mentoring and collaboration
			Annually monitor and report on apprenticeship completion rates, remaining above 95%		
			Annually monitor and report on destination and progression pathways, remaining at 100%		
			Ensure that learners are stretched so that they build on prior achievement and study at higher levels		
			Embed effective End Point Assessment		
			Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities		
			Ensure an increase in the uptake of adult education courses including by City of London residents with a minimum of 800 individual learners enrolled in courses.		
			Meet the needs of digitally excluded learners and engage them via non-digital means where necessary		
increase the proportion of apprentices from Black, Asian, and Minority Ethnic (BAME) backgrounds to 20%					
There are accessible opportunities for pupils to access the learning opportunities that the City's cultural, heritage and environmental assets offer (C)	Create connected routes for pupils and teachers to access Culture Mile Learning	Deliver a robust and impact-based grant funding and evaluation process to Culture Mile Learning (CML)	248k	<ul style="list-style-type: none"> • Culture Mile Learning partners offer a learning programme to develop fusion skills • Culture Mile Learning is communicated in an inclusive manner 	
		Through Culture Mile Learning, deliver the Culture Mile School Visits Fund to provide disadvantaged learners across London with access to Culture Mile Learning experiences	See CML		
	Develop relationships with other local Cultural Education Partnerships and cultural	Deliver training on cultural learning for disadvantaged and vulnerable learners	1k		
		Deliver a Cultural and Creative Learning Forum three times per year			

Overarching strategic goal	High-level strategic action	Annually reoccurring activities	Budget ⁶	Expected outcomes
Children and young people are empowered to reach their full potential in and through the arts (C)	destinations to join-up resources, deliver shared ambitions, and maximise benefits	Deliver a hub for school-to-school collaboration in cultural and creative learning and arts curriculum and projects	15K	<ul style="list-style-type: none"> • There is a Lead Cultural and Creative Learning Governor and Staff member in each of the Family of Schools
	Ensure all learners receive high quality and continuous education in and through the arts	Support grass-roots cultural and arts initiatives	10k	<ul style="list-style-type: none"> • Pupils participate in cultural decision-making • Pupils access cultural experiences
		Support arts events for pupils in the Family of Schools, e.g., Schools' Concert and Art Exhibition		

Committee:	Date:
Community and Children’s Services – For Decision Culture, Heritage and Libraries – For Information Education Board – For Information	18/02/2022 16/05/2022 28/04/2022
Subject: Draft DCCS Business Plan for 2022/23	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	1,2,3,4
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Andrew Carter, Director, Community and Children’s Services	For Approval
Report author: Ellie Ward, Head of Strategy and Performance	

Summary

This report presents for approval the Business Plan for the Department of Community and Children’s Services for 2022/23.

Recommendation

The committee is recommended to:

- i) Note the factors taken into consideration in compiling the Department of Community and Children’s Services Business Plan; and
- ii) Approve, subject to the incorporation of any changes sought by this Committee, the departmental Business Plan for Community and Children’s Services for 2022/23 (or the elements therein that fall within this committee’s Terms of Reference).

Main Report

Background

1. Business Plans for 2022/23 are being presented based on current departmental structures. These will be adjusted, alongside budgets, when any changes to these structures are implemented.
2. Business Planning will be reviewed as part of the Target Operating Model. Any proposed changes will be shared and agreed prior to implementation in future planning cycles. For 2022-2023 Business Plans, we have adopted the same templates and approach from 2020-2021.

Current Position

3. Business Plans are aligned to departments, so all financial information presented within the Business Plan reflects the departmental budget rather than the Committee budget.
4. All elements of the Business Plan presented are relevant to this committee apart from reference to libraries which are relevant to the Culture, Heritage and Libraries Committee.

Proposal

5. The draft high-level summary Business Plan for Community and Children's Services is presented at **Appendix 1**.

Key Data

6. Key data is presented within the draft high-level summary Business Plan for Community and Children's Services is presented at **Appendix 1**.

Corporate & Strategic Implications

7. Strategic implications – Strategic priorities and commitments are expressed in **Appendix 1**.
8. Financial implications – The draft high-level summary Business Plan at **Appendix 1** has been drawn up on the basis of a 6% reduction in the departmental budget compared to 202/22. This is to support the achievement of an overall budget reduction of 12%.
9. Risk implications – Key risks managed by the department and their flightpaths are included in the draft high-level summary Business Plan at **Appendix 1**.
10. Resource implications – Any changes to resources will be identified and delivered through the move to the Target Operating Model.

11. Equalities implications – The strategic commitments and actions outlined in this headline business plan are designed to improve outcomes for protected characteristic groups. Where any new services or initiatives are developed, Equality Impact Assessments are carried out as part of the process to inform their develop and consider their impact on different groups.
12. Climate Implications – The Department is committed to taking action to contribute to delivery of the Climate Change Action Plan. A major workstream is to deliver a number of housing projects, as set out in the Climate Change Action plan, to reduce the City Corporation’s carbon footprint.
13. Security implications – Actions highlighted in the headline business plan contribute to the departmental objective that people of all ages and all background live in safe communities, our homes are safe and well maintained and that our estates are protected from hard and the corporate priority that people are safe and feel safe.

Conclusion

14. This report presents the draft high-level summary Business Plan for 2022/23 for Community and Children’s Services. This committee is recommended to approve it in respect of the elements relevant to its Terms of Reference (listed in paragraph 4).

Appendices

- Appendix 1 – Draft High-level summary Business Plan 2022/23 for Community and Children’s Services.

Ellie Ward

Head of Strategy and Performance

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Our aims and objectives are...

Safe – People of all ages live in safe communities; our homes are safe and well maintained and our estates are protected from harm

Potential – People of all ages are prepared to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work

Independence, Involvement and Choice – People of all ages can live independently, play a role in their communities and exercise choice over their services

Health and Wellbeing – People of all ages enjoy good mental and physical wellbeing

Community – People of all ages feel part of, engaged with and able to shape their community

The Corporate Plan outcomes we have a direct impact on are...

- Outcome 1 – People are safe and feel safe
- Outcome 2 – People enjoy good health and wellbeing
- Outcome 3 – People have equal opportunities to enrich their lives and reach their full potential
- Outcome 4 – Communities are cohesive and have the facilities they need

Our major workstreams this year will be... (not in priority order)

- **Supporting the City Corporation's ambition to reach Net Zero carbon emissions** through carbon reductions on our housing estates
- **Achieving excellence for our vulnerable service users** by working with our partners and wider health system to support their needs
- **Continued Public Health Response** to the Covid-19 pandemic
- **Developing and supporting community resilience** as we recover from the pandemic by improving the health and wellbeing of all our communities in the Square Mile
- **Children, young people and their families recover from the pandemic** through targeted intervention, youth provision and collaboration with schools
- **Delivering a Children and Young People's Plan** through a collaboration effort with our partners
- **Influencing wider health and social care system** to ensure City of London needs are recognised and met
- **Providing a safe environment** for our residents, communities, workers and visitors
- **Prioritising delivery** in order to efficiently manage increased demand and need within departmental budgets

What's changed since last year...

- **Implemented the new Target Operating Model (TOM) for DCCS** ensuring our services are fit for the future
- **Supported communities to remain resilient during the Covid-19 pandemic** including supporting Clinically Extremely Vulnerable residents shielding from the pandemic and support with shopping and medication
- **Delivered a new Community Centre in Aldgate** and planned how to maximise services to the local community
- **Tackled digital exclusion in the Square Mile** by providing Wi-Fi dongles and laptops to help low-income residents get online
- **Deployed a practice to reduce trauma** through a Sleep Improvement Programme for our UASC Looked After Children
- **Developed new strategies** including a SEND strategy, libraries strategy and sufficiency strategy to meet the needs of our Looked After Children

Our Impact

In 2021/22 we:

- Delivered reductions in fuel poverty through installation of windows and or new doors and heating systems on our social housing estates
- Delivered increased value for money through joining the Commissioning Alliance framework for children's placements
- Opened the new City of London Academy school, City of London Primary Academy Islington

In 2022/23 we will:

- Continue to support NHS Covid-19 & other vaccination programmes
- Review local MASH process considering the incoming Pan-London changes
- Continue to deliver efficiency savings through our commissioning activity
- Continue to focus on Covid-19 outbreak monitoring and public health messaging
- Recommission our leisure services to ensure value for money
- Explore new working cultures and ways of delivering services within the TOM and post the Covid-19 pandemic

Strategic Commitments

From a range of our Departmental Strategies

- The Square Mile is free from VAWG and is a place that is safe for everyone to live, work and learn
- Preparing people to flourish in a rapidly changing world through exceptional education, cultural and creative learning and skills which link to the world of work
- Working together to develop a whole system, all age approach to mental health in City and Hackney
- Providing the interventions, services and cross-sectoral partnerships to tackle the causes and impacts of homelessness in the Square Mile, and to deliver the range of effective and rapid responses necessary to secure a sustainable end to homelessness
- Developing, maintaining and managing quality homes on estates people are proud to live on, where our residents will flourish, and through which we support our communities and economy to thrive
- Ensuring that there is real integration of health, social, community and voluntary services that understand and support our carers to thrive, both in their individual ambitions and in their caring role
- Our aim is to provide an inclusive and safe environment where children and young people with SEND can learn, achieve and participate in activities with other children and young people.

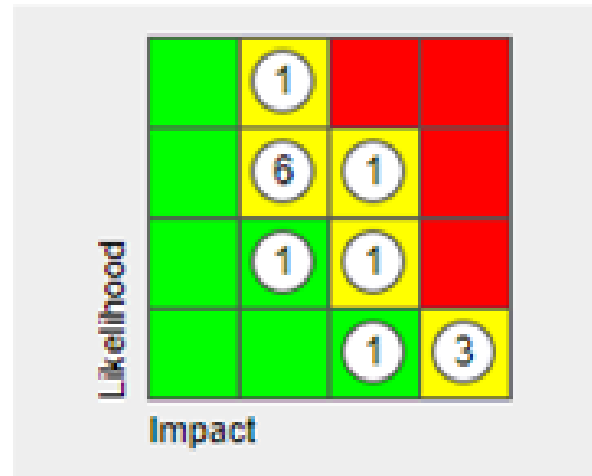
From strategies currently under review :

- Working in partnership to achieve longer, happier, healthier lives in the City of London (*Joint Health and Wellbeing Strategy*)
- Working in partnership to provide a safe, inclusive and supportive environment where all our children and young people, regardless of background and circumstance, feel like they belong (*Children and Young People's Plan*)

Plans and Actions in 2022/23

Plan	Due
Implement the City Corporation's Net Zero Carbon Action Plan for its Social Housing Estates and the Barbican Residential Estate	Ongoing
Deliver a new High Support Hostel and City Assessment Centre for rough sleepers	Q4 2023
Deliver opportunities and services with the voluntary and community sector linked to the new Community Centre	Ongoing
Implement a new Strengths Based Practice Approach for Adult Social Care	Q2 2022
Expand the Virtual School Headteacher role to include all children with a Social Worker	2022
Targeted marketing campaigns to encourage increased use by all library customers and specifically, City Workers	Ongoing
Finalise and implement the Children and Young People's Plan 2022-25	Q3 2022
Prepare the implementation of the revised City Premium Grant Funding	Q3 2022
Renew Safer City Partnership Strategic Plan	Q3 2022
Finalise Health and Wellbeing Strategy	Q3

Key Risks



12 Amber
2 Green

Total 14

Risk	Score
Safeguarding (Corporate Risk)	8

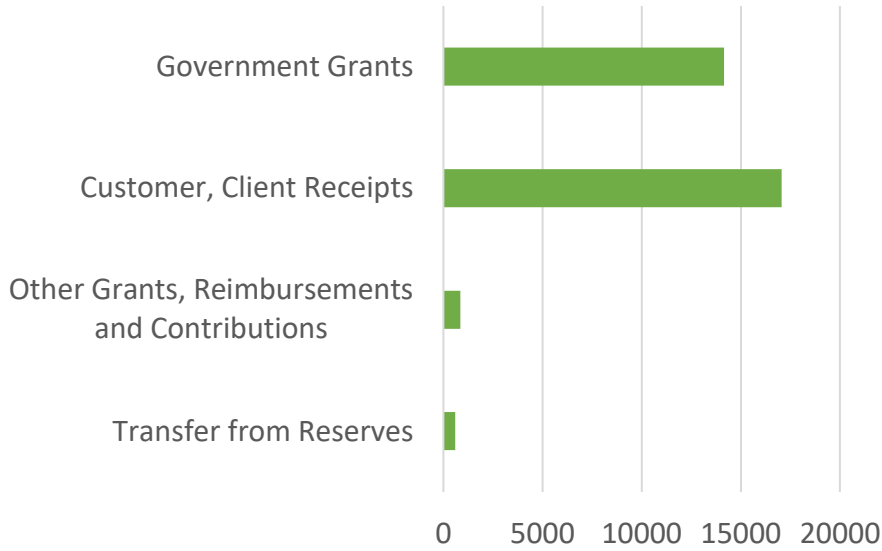
Key Performance Indicators

KPI	Current Performance (Q2 21/22)	Direction of Travel/Target
All City sponsored academies achieve and maintain good or outstanding OfSTED ratings	100%	Maintain
Proportion of EHC plans completed for SEND children within 20 weeks timeframe	100% (end of 20/21)	Maintain
Children in need: >1 year but <2 years	0%	N/A
Number and proportion of people deemed 'living on the streets'	52	Decrease
Adult Social Care service user and carer reported quality of life (survey outcome) n.b. this is only collected every 2 years	7.5 (carers) 19.3 (users)	Increase
Number and percentage of adults referred for safeguarding (such as abuse or neglect) whose expressed outcomes are fully or partly met	100%	Maintain
Increase in average energy efficiency rating for our housing stock	65	Increase
Blocks of flats with a valid and up to date fire risk assessments	100%	Maintain

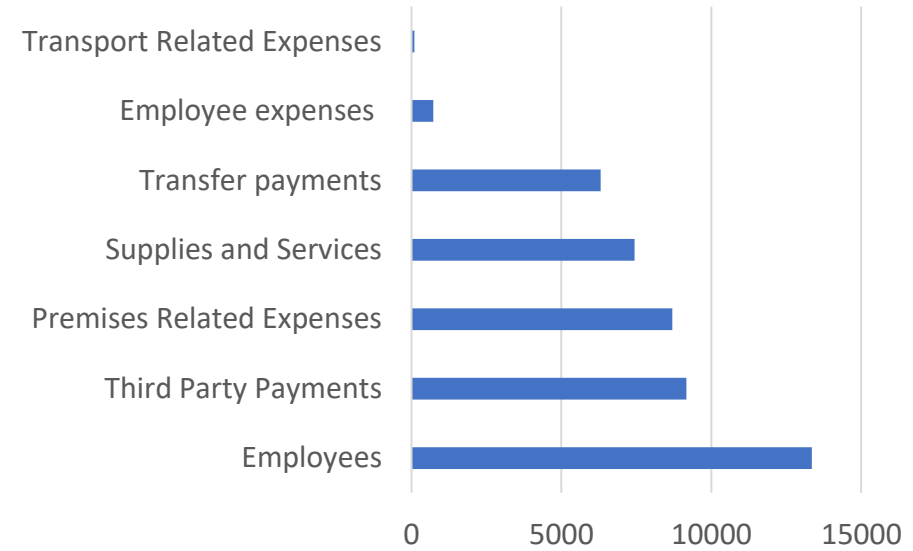
Our E D & I self assessment score

Monitoring and use of data and information	2
Completing Equality Analysis (EQIA) and tackling discrimination and barriers to inclusion	3
Target setting and mainstreaming equalities into performance systems	2
Using procurement and commissioning to achieve equality and cohesion targets	3
Engagement and partnership	2
Employment and training	3

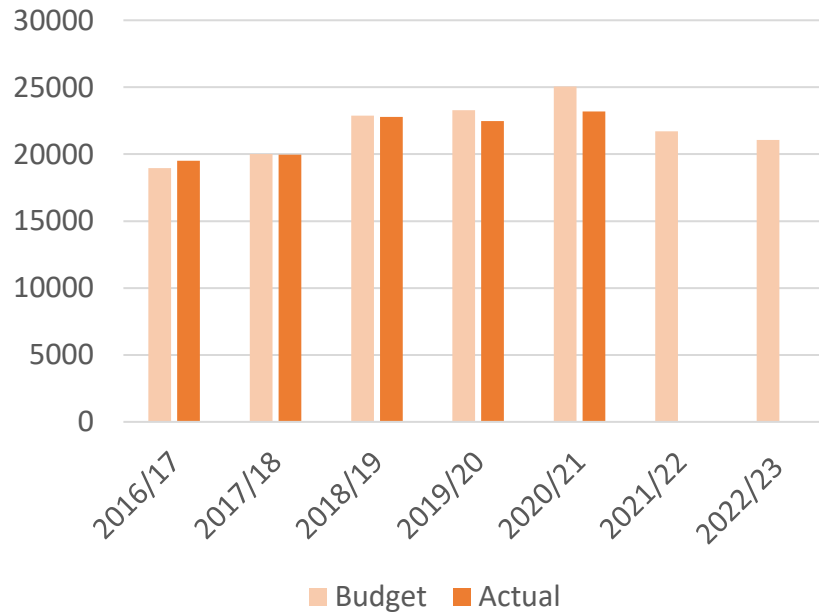
Where our money comes from (£,000)



Where our money is spent (£,000)



Budget vs Actual (£,000)



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Committee(s) Education Board	Dated: 28/04/2022
Subject: Governor Training Recommendations and Governor Appointment Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	2, 3, 8 & 10
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Director of Community and Children's Services	For Decision
Report author(s): Scott Caizley, Lead Policy Officer	

Summary

The report asks Members to note the appointments of governors to the Local Governing Bodies of City of London Academies Trust. The report also asks Members to endorse recommendations which encourages governors across the City Family of Schools to attend statutory training and for clerks to ensure appropriate records of governor training are regularly monitored and updated.

Recommendation(s)

Members are asked to:

- Note the City of London Academies Trust (CoLAT) Board of Trustees ratified new appointments to Local Governing Bodies (LGBs) at their meeting on 17 March 2022, as detailed in paragraph 2 of the report.
- Endorse the recommendation which encourages governors across the City Family of Schools to complete training every two years in our three statutory areas.
- Endorse the recommendation which require clerks across the City Family of Schools to keep appropriate records of governor training for the governing body and that these are regularly monitored and updated.

Main Report

Background

1. As per the Sponsorship Agreement with the City of London Academies Trust (CoLAT), the Education Board approve the appointment of Chairs to Local Governing Bodies (LGBs) and are consulted on governor vacancies and are notified of governor appointments. The current governing body membership of the City Family of Schools is attached in **Appendix One**.

Appointment and vacancies of governors to CoLAT LGBs

2. At the CoLAT Board of Trustees (BoT) meeting on 17 March 2022, the following governing body appointments were ratified:
 - The appointment of Sonja Shah-Williams as a Governor at City of London Primary Academy Islington
 - The appointment of Minesh Talati as a Governor at Newham Collegiate Sixth Form College
 - The appointment of Jamiu Owolabi Adeleke as a Governor at Newham Collegiate Sixth Form College
 - The appointment of James Bounds as a Staff Governor at Newham Collegiate Sixth Form College
 - The appointment of AFM Saiful Islam as a Parent Governor at Newham Collegiate Sixth Form College
 - The appointment of Janette Junghaus as a Parent Governor at Newham Collegiate Sixth Form College

Under the CoLAT standard terms of reference of LGBs, newly ratified governors serve 4-year terms aligning with the academic year.

Governor Training

3. The Education Board have strategic oversight of the delivery of the City Corporation's Education, Cultural and Creative Learning and Skills 2019-23 Strategies. Goal six of the Education Strategy commits to ensuring that there is strong strategic oversight of education and that delivery is focused on impact. One of the key outcomes under this goal is to provide training for governors and to ensure governors are up to date with latest statutory requirements and good practice.
4. The role of a governor is central to the strategic leadership of the school and ensuring that its pupils have an exceptional education which prepares them to flourish and thrive. It is outlined in the City Family of Schools New Governors' Induction Pack (Appendix 2) that all governors are required to attend training to perform the role successfully, including training in three areas: (1) understanding and analysing school data; (2) scrutinising school budgets and (3) ensuring effective safeguarding policies and practices in the school.

National Guidance and Best Practice on Training

5. The Department for Education (DfE) Governance Handbook¹ outlines the following considerations for Academy Trusts and Maintained Schools in relation to training and development:
 - a) All boards are responsible for identifying the induction and other ongoing training and development they need – including for those with specific responsibilities such as the lead on safeguarding.
 - b) As part of induction and continuous development, effective boards encourage everyone involved in governance, especially those new to their role, to make the most of the resources, guidance and training available to develop their knowledge and skills.
 - c) The board's code of conduct should set an ethos of professionalism and high expectations of everyone involved in governance, including an expectation that they undertake whatever training or development activity is needed to fill any gaps in the skills they have to contribute to effective governance. Importantly, this includes their ability to understand and interpret educational and financial performance data.
 - d) Boards should consider giving the vice-chair or another individual on the board a specific responsibility for enabling every person to develop the skills they need to be effective. Rather than simply track attendance at training and development courses, with administrative and advisory support from the professional clerk, this person would be responsible for ensuring that everyone on the board develops their skills to make an active and valuable contribution board.
 - e) If, in the view of the board, an individual fails persistently to undertake the training or development they need to contribute effectively to the board, then they are likely to be in breach of the board's code of conduct.
6. The DfE Governance Handbook recommends that clerks fulfil administrative and advisory responsibilities which includes tracking attendance at training and development courses. Such recommendations are also included in the DfE Clerking Competency Framework² which recommends clerks to maintain a record of skills audits and the training that has been undertaken to help the board keep its skills up-to-date and build its capacity.
7. The Education Inspection Framework sets out how Ofsted inspects maintained schools, academies and non-association independent schools. Under the section of Leadership and Management, Ofsted state how inspectors will make judgement on the effectiveness of leadership and management by evaluating the extent to which:
 - Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.

¹ [Governance Handbook 2019 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

² [Department for Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners.

Current position

7. At its meeting on 1 July 2021, Members approved the annual action plan to deliver the Education, Cultural and Creative Learning and Skills Strategies over the 2021/22 academic year (Appendix 3). One of the expected outcomes of the annual reoccurring activities is to deliver a governor training programme to ensure that governors are up to date with latest statutory requirements and good practice. The expected outcome for this is to ensure there is clarity of roles and training for governors and that governors are up to date with the latest statutory requirements. This is also included in the 2022/23 Action plan presented to the meeting of this Board.
8. Training in the three core areas is provided free of charge by the Education Strategy Unit and is open to all governors across the City Family of Schools. Additional training is also offered on topics of relevance for governors or requested by governors including safer recruitment training, mental health first aid training, difficult conversation training, suicide prevention and other areas.
9. At its meeting on 3 February 2022 Members were updated with an Annual Report which provided a succinct summary on the impact of activities from the 2020/21 Academic Year. The report outlined that some governor training sessions were not well attended and made note of the importance of attendance, especially in the statutory areas.

Recommendations for decision

10. In line with national guidance and best practice, governors should access Education Strategic Unit provided training in Safeguarding, School Finance and School Performance. These are the training requirements and governors are encouraged to have refresher training in these three areas every two years.
11. In line with national guidance and best practice, governing boards should nominate a governor on the board to have the specific responsibility to ensure their governing boards are trained in the three required areas and that this is recorded in a single record by the Clerk and readily available for scrutiny and oversight..
12. For clerks to ensure appropriate records of governor training are held for the governing body and that these are monitored to ensure that governors are up to date with the statutory requirements.
13. For Clerks to work with the Chair of Governors to ensure that any newly appointed governors undertake their required training in a timely fashion and that longer serving governors undertake their refresher training every two years.

13. For statutory training requirements to be included in Governor Handbooks across the City Family of Schools.
14. For training requirements to be clearly outlined during the recruitment and induction of governors to ensure that governors are fully aware of their obligations in regard to training.

Options

14. The Education Board have the following options:
 - a. Approve the recommendations
 - b. Approve the recommendations subject to amendments

Corporate & Strategic Implications

15. Supporting good and effective governance practices across the Family of Schools is aligned the following strategies and plans:
 - The City Corporation's Corporate Plan 2018-23
 - The Education 2019-23 Strategy

Conclusion

16. This report updates Members on new governor appointments and asks Members to endorse recommendations for governors across the City Family of Schools to attend statutory training and for clerks to ensure appropriate records of governor training regularly monitored and updated.

Appendix

Appendix 1: Governor Appointments Update

Appendix 2: Sample Governors Induction Pack

Scott Caizley

Lead Policy Officer

Department of Community and Children's Services

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Appendix 1 – Governor Appointments Update

City Corporation Family of Schools - Governing Body Membership

City of London Academies Trust (04504128):

Name	Basis of Appointment	Term of Office
VACANT	Education Board appointee	VACANT
Rehana Ameer	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 12 January 2023
Edward Benzecry	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 March 2023
Tijs Broeke (Chair)	Policy and Resources Committee appointee	4 years expiring 1 May 2023
Roy Blackwell	Education Board appointee	4 years expiring 13 January 2024
Lucas Green	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 26 January 2024
Dawn Elliott	Co-opted Trustee (appointed by Board of Trustees)	4 years expiring 8 July 2024
Benjamin Murphy	Policy and Resources Committee appointee	4 years expiring 18 November 2025
Alderman Robert Howard	Education Board appointee	4 years expiring September 2024
Professor Richard Verrall	Co-opted Trustee (appointed by the Board of Trustees)	4 years expiring January 2025
Caroline Haines	Education Board appointee	Ex officio

City of London Academies Trust (04504128) Academies:¹

City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Mary Robey (Chair)	Appointed by the Trust Board	4 years expiring July 2024
Paul Barry	Appointed by the Trust Board	4 years expiring August 2023
Sarah Matthias	Appointed by the Trust Board	4 years expiring December 2023
Sonja Shah-Williams	Appointed by the Trust Board	4 years expiring March 2026
Bethan Ferguson	Parent Governor (elected)	4 years expiring June 2024
Dr Steven Berryman	Appointed by the Trust Board	4 years expiring September 2024
Georgia Dehn	Parent Governor (elected)	4 years expiring December 2024

¹ The Trust appoints all members of the LGB in consultation with the City Corporation, with the exception of the Chair who is appointed with the approval of the Education Board. The Trust's Articles of Association require that there are at least two parent governors on each LGB.

Tim Gittins	Appointed by the Trust Board	4 years expiring December 2024
Alexandra Tsoi	Staff Governor (Teaching)	4 years expiring Sept 2025
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Aaron Spencer	Staff Governor (non-teaching)	4 years expiring September 2025

Southwark Local Governing Body²

Name	Appointed as	Term of Office
Shavran Joshi, Chair	Appointed by the Trust Board	4 years expiring 30 August 2023
Hilda Cheong, Vice Chair	Parent Governor (elected) Redriff	4 year expiring 3 June 2022
Caroline Addy	Trust Governor	4 years expiring 17 January 2025
Keith Bottomley, CC	Appointed by the Trust Board	4 years expiring 19 January 2026
Elaine Davis	Appointed by the Trust Board	4 years expiring 18 March 2025
Gurjeet Marway	Parent Governor CoLA	4 years expiring 23 March 2026
Nihar Mehta	Appointed by the Trust Board	4 years expiring 30 August 2023
Jane Stokes	Community Governor (Vice Chair Galleywall LGA)	4 years expiring 16 November 2024
Antony Smyth	Appointed by the Trust Board	4 years expiring 18 March 2025
Leanne Werner	Appointed by the Trust Board	4 years expiring 30 August 2023
Mike Baxter	Principal CoLA S – Ex Officio	During term of office as Principal of City of London Academy, Southwark
Charlotte Heath and Joanna James	Co Head teachers Redriff – Ex Officio	During term of office as Head teacher of Redriff Primary School
Sarah Parbhu	Head teacher Galleywall – Ex Officio	During term of office as Head teacher of Galleywall Primary School
Vacancy	Trust Governor	
Vacancy	Parent Governor Redriff	
Vacancy	Parent Governor Galleywall	
Vacancy	Staff governor	
Vacancy	Staff governor	

City of London Academy Shoreditch Park³

Name	Basis of Appointment	Term of Office
Alderman Robert Howard, Chair	Appointed by the Trust Board	4 years expiring July 2024
Veronica Wadley	Appointed by the Trust Board	4 years expiring July 2023
Ryan Shorthouse	Appointed by the Trust Board	4 years expiring July 2024
Rita Krishna	Appointed by the Trust Board	4 years expiring July 2024

²The Southwark LGB is a joint LGB for The City of London Academy Southwark, Redriff Primary School, City of London Academy and Galleywall Primary, City of London Academy.

³ Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

Kam Adams	Appointed by the Trust Board	4 years expiring July 2024
Barbara Hamilton	Appointed by the Trust Board	4 years expiring July 2024
Josephine Tupman	Appointed by the Trust Board	4 years expiring July 2024
Jonathan McIntosh	Parent Governor (elected)	4 years expiring July 2025
Amaka Iloyana	Staff Governor (Non-Teaching)	4 years expiring in October 2024
Thomas Kibling	Parent Governor (elected)	4 years expiring July 2025
Holly Arles	Principal – Ex officio	During term of office as Principal
VACANT	Staff Governor (Teaching)	VACANT

City of London Academy Highgate Hill⁴

Name	Basis of Appointment	Term of Office
Roy Blackwell (Chair)	Appointed by the Trust Board	4 years expiring August 2024
Shireen Fraser	Appointed by the Trust Board	4 years expiring August 2023
Kristin Baumgartner	Appointed by the Trust Board	4 years expiring August 2024
Josh Burton	Appointed by the Trust Board	4 years expiring August 2024
Julie Robinson	Appointed by the Trust Board	4 years expiring August 2024
Simon Turner	Appointed by the Trust Board	4 years expiring August 2024
Peter Bremner	Teaching staff governor	4 years expiring August 2024
Sandra Jenner	Appointed by the Trust Board	4 years expiring August 2025
Prince Genuh	Principal – Ex officio	During term of office as Principal
VACANT	Appointed by the Trust Board	VACANT
VACANT	Non-teaching Staff Governor	VACANT
VACANT	Parent Governor	VACANT
VACANT	Parent Governor	VACANT

⁴Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

Name	Basis of Appointment	Term of Office
Martin Jermyn (Chair)	Appointed by the Trust Board	4 years expiring August 2024
Claire Tunley	Trust Board Appointee	4 years expiring December 2022
Nick Worsley	Trust Board Appointee	4 years expiring December 2022
Cllr Joe Caluori	Appointed by the Trust Board	4 years expiring August 2025
Maggie Elliott	Appointed by the Trust Board	4 years expiring August 2025
Colette Bowe	Appointed by the Trust Board	4 years expiring August 2025
Anisha Radia	Appointed by the Trust Board	4 years expiring May 2025
Ria Holzerlandt	Parent Governor	4 years expiring February 2025
Ahlisha Tucker	Parent Governor	4 years expiring December 2025
Louise Furgason	Non-teaching staff governor	4 years expiring February 2025
Serina Bingham	Teaching Staff Governor	4 years expiring July 2025
Nicholas Durack	Co-opted	4 years expiring August 2025
Aimee Lyall	Principal – Ex officio	During term of office as Principal
VACANT	Appointed by the Trust Board	VACANT
VACANT	Appointed by the Trust Board	VACANT
VACANT	Appointed by the Trust Board	VACANT

Newham Collegiate Sixth Form College

Name	Basis of Appointment	Term of Office
Caroline Haines (Chair)	Appointed by the Trust Board	3 years expiring 31 December 2021
Minesh Talati	Appointed by the Trust Board	4 years expiring February 2026
Jamiu Owolabi Adeleke	Appointed by the Trust Board	4 years expiring March 2026
James Bounds	Staff Governor (Teaching)	4 years expiring February 2026
AFM Saiful Islam	Parent Governor	4 years expiring January 2026
Janette Junghaus	Appointed by the Trust Board	4 years expiring March 2022
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022
Christine Nunn	Staff Governor (Non-Teaching)	3 years expiring 27 September 2022
Simon Beck	Appointed by the Trust Board	4 years expiring October 2022
Andriea Vamadevan	Appointed by the Trust Board	4 years expiring December 2023
Catherine Danner	Appointed by the Trust Board	4 years expiring December 2023
Anna Foreshaw	Appointed by the Trust Board	4 years expiring December 2023

⁵ LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

Nadia Forde	Appointed by the Trust Board	4 years expiring April 2024
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal

City of London Academy Islington⁶

Name	Basis of Appointment	Term of Office
Russell Wilmer (Chair)	Appointed by the Trust Board	4 Years expires 31 August 2025
Ron Zeghibe	Appointed by the Trust Board	4 Years expiring 31 st August 2025
Eric Sorensen	Appointed by the Trust Board	4 Years expiring 31 st August 2022
Ruth Johal	Staff Governor (Non-teaching)	4 years expiring 31 August 2023
Cllr Vivien Cutler	Appointed by the Trust Board	4 Years expiring 31 August 2023
Reema Khan	Appointed by the Trust Board	4 years expiring 20 May 2024
Hafiza Patel	Appointed by the Trust Board	4 years expiring 31 August 2024
Professor Sanowar Khan	Appointed by the Trust Board	4 years expiring 31 August 2024
Peter Laurie	Appointed by the Trust Board	4 years expiring 31 August 2024
Samantha Hobbs	Parent Governor	4 years expiring May 2025
Akbarur Rahman	Parent Governor	4 years expiring May 2025
Sonia Jacob	Principal	During term of appointment as Principal
VACANT	Appointed by the Trust Board	VACANT
VACANT	Teaching staff	VACANT
VACANT	Staff Governor	VACANT

The City Academy, Hackney⁷

Name	Basis of Appointment	Term of Office
Oleander Agbetu	Parent Governor	4 years expires 11 July 2025
Mark Essex	Appointed by the Trust Board	4 years expired 26 September 2025
VACANT	Appointed by the Trust Board	VACANT
Olu Ladega	Staff Governor (Non-teaching)	4 years expiring 30 November 2025
Darren Thompson	Appointed by the Trust Board	4 years expiring 29 September 2023
VACANT	Appointed by the Trust Board	VACANT

⁶ Part of the City of London Academies Trust effective from 1 September 2020

⁷ Part of the City of London Academies Trust effective from 1 September 2020

Aniqa Begum	Staff Governor	4 years expiring 25 January 2026
Hannah Cool	Appointed by the Trust Board	4 years expiring 15 December 2025
Nasir Uddin	Parent Governor	4 years expiring 15 March 2026
Stephen Hall	Appointed by the Trust Board	4 years expiring 15 December 2024
Toby Skales	Appointed by the Trust Board	4 years expiring 15 December 2024
Simran Sarkaria	Appointed by the Trust Board	4 years expiring 15 December 2024
Randall Anderson, CC (Chair)	Appointed by the Trust Board	4 years expiring 16 July 2025
Kamaru Adams	Appointed by the Trust Board	4 years expiring 15 June 2025
Mark Malcolm	Principal	During term of office as Principal

Independent Schools

City of London School

Governor	Basis of Appointment	Current Term Ends
Nicholas Bensted-Smith (Ex-Officio)	Ex officio (Chairman of the Board of the CLSG)	(term subject to Chairmanship of CLSG)
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of CLFS)	(term subject to Chairmanship of CLFS)
James Thomson	Commoner	4 years expiring April 2022
The Rt Hon The Lord Mayor Vincent Keaveny	Alderman	1 year expiring April 2022
Rosie Gill (Co-Opted)	Co-Opted	4 years expiring June 2022
Ronel Lehmann (Co-Opted)	Co-Opted	4 years expiring June 2022
Ian Seaton	Commoner	4 years expiring July 2022
Marianne Fredericks	Commoner	4 years expiring July 2023
Andrew Jones	Co-Opted	4 years expiring July 2023
Lesley Cartmell	Co-Opted	4 years expiring July 2023
Deputy Robert Merrett	Commoner	2 years expiring July 2023
Paul Madden (Co-Opted)	Co-Opted	4 years expiring June 2024
Dominic Christian	Commoner	4 years expiring July 2024
David Woodgate	Co-Opted	4 Years expiring June 2025
Timi Dorgu	Co-Opted	4 Years expiring June 2025
Tim Levene (Chair)	Commoner	4 years expiring July 2025
Alexander Barr	Commoner	4 years expiring July 2025
Deputy Keith Bottomley (Deputy Chair)	Commoner	4 years expiring July 2025
Edward Lord OBE JP, Deputy	Commoner	4 years expiring July 2025

City of London School for Girls

Governor	Basis of Appointment	Current Term Ends
Deputy Philip Woodhouse (Ex-Officio)	Ex officio (Chairman of the Board of the CLFS)	(term linked to Chairmanship of CLFS)

Tim Levene (Ex-officio)	Ex officio (Chairman of the Board of the CLS)	(term linked to Chairmanship of CLS)
Nick Bensted-Smith (Chair)	Commoner	4 years expiring July 2022
Peter Gordon Bennett (Deputy Chair)	Commoner	3 years expiring July 2022
Mark Bostock	Commoner	3 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	3 years expiring Oct 2022
Alderman Prem Goyal OBE	Alderman	4 years expiring April 2023
Randall Anderson	Commoner	4 years expiring July 2023
Dr Stephanie K Ellington (Co-Opted)	Co-Opted	4 years expiring July 2024
Elizabeth Phillips (Co-Opted)	Co-Opted	4 years expiring July 2024
Rehana Ameer	Commoner	4 years expiring July 2024
Deputy Richard Regan	Commoner	4 years expiring July 2024
Shravan Joshi	Commoner	4 years expiring July 2024
Alderman Robert Howard	Alderman	4 years expiring April 2025
Mark James	Co-Opted	4 years expiring June 2025
Mary Durcan	Commoner	4 years expiring July 2025
Del Cooke	Co-Opted	4 years expiring Sept 2025
1x Co-opted Vacancy	Board of Governors to appoint	VACANT
6 x Common Councillor Vacancy		VACANT

City of London Freeman's School

Governor	Basis of Appointment	Current Term Ends
Tim Levene (Ex-Officio)	Ex Officio (Chairman of the Board of CLS)	(term subject to Chairmanship of CLS)
Nicholas Bensted-Smith (Ex-Officio)	Ex Officio (Chairman of the Board of CLSG)	(term subject to Chairmanship of CLSG)
Alderman Robert Howard	Alderman	1 year expiring April 2022
Alderman David Graves	Alderman	1 year expiring April 2022
Deputy Philip Woodhouse (Chair)	Commoner	4 years expiring July 2022
Tracey Graham	Commoner	3 years expiring 2022
Deputy Elizabeth Regula	Commoner	4 years expiring July 2022
Nicholas Goddard (Co-Opted)	Co-Opted	1 year expiring February 2023
Andrew McMillan (Co-Opted)	Co-Opted	4 years expiring February 2023
Cllr Chris Townsend (Co-Opted)	Co-Opted	4 years expiring February 2023

Lady Gillian Yarrow (Co-Opted)	Co-Opted	4 years expiring February 2023
John Bennett	Commoner	4 years expiring July 2023
Deputy Kevin Everett	Commoner	4 years expiring July 2023
Michael Hudson (Deputy Chair)	Commoner	4 years expiring July 2023
Graham Packham	Commoner	4 years expiring July 2024
Deputy Roger Chadwick	Commoner	4 years expiring July 2025
8 x Common Councillor vacancies	CCC to appoint	VACANT
3 x Co-opted Vacancy	Board of Governors to appoint	VACANT

Local Authority Maintained School

The Aldgate School

Name	Appointed By	Term of Office
Jacqueline Greenlees	The Portal Trust	8 years expiring 6 September 2021
David Williams	The Portal Trust	8 years expiring 7 September 2021
Sally Moore	London Diocesan Board for Schools	4 years expiring 30 September 2021
Isabell Culpan	Parent Governor	4 years expiring March 2022
Zarina Lawley	Parent Governor	4 years expiring March 2022
Beverley Ryan	Deanery	4 years expiring June 2022
Munsur Ali	LA Governor	4 years expiring 8 January 2023
Matt Piper (Chair)	St Botolph Aldgate	8 years expiring 31 June 2023
Jonathan Webb	Co-opted Governor	4 years expiring 3 December 2023
Farah Lavin	Staff Governor	4 years expiring 17 October 2024
Anwar Akhtar	The Portal Trust	4 years expiring 28 April 2025
The Revd. Laura Jørgensen	Ex Officio The Rector, St Botolph Aldgate	While Rector of St Botolph's Church
Ms A Allan	Headteacher	During term of office as Headteacher
VACANCY	The Portal Trust	

Governors Induction Pack

A warm welcome to the City of London Family of Schools. Thank you for the time, skills and experience you will offer as governor to [school name]. The role of a governor is central to the strategic leadership of the school and ensuring that its pupils have an exceptional education which prepares them to flourish and thrive. This Induction Pack provides an overview of your role and what it means to be a governor of a school in the City of London Family of Schools. We look forward to working with you.

What it means to be a governor?

The purpose of governance is to provide a confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. Governors enable their school to run as effectively as possible, working alongside senior leaders and supporting teachers to provide exceptional education to all pupils. The Governing Body should be as diverse as the school community it serves with a mix of governors from a range of professional and cultural backgrounds, and bringing a range of skills, experience and ideas.

All Governing Bodies, no matter what type of school, have three core functions:

- ❖ Ensuring clarity of vision, ethos and strategic direction
- ❖ Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- ❖ Overseeing the financial performance of the organisation and making sure its money is well spent

To perform these functions, all governors are required to:

- Attend governing body meetings (virtually or face-to-face) to contribute to strategic discussions and decision-making and provide advice when appropriate between meetings
- Hold the senior leaders to account by monitoring the school's performance. This includes the educational performance of all pupils, the progress of vulnerable and disadvantaged pupils, the implementation of the school improvement/school development plan, the application of school policies and procedures, staff performance management and the school's budget
- Ensure the school staff have the resources and support they require to do their jobs well
- Serve on panels when required, including for the recruitment and performance management of headteachers, exclusion panels, appeals and grievances
- Attend training to perform the role successfully, including training in understanding and analysing school data, scrutinising school budgets, and ensuring effective safeguarding policies and practices in the school

Skills and experience

Each governor brings a unique set of skills and experiences, developed through their own personal and professional lives, which complement the Governing Body and enables it to perform its functions successfully. There also may be certain skills and experience that you have that you want to bring to the governing body for example Diversity or Creativity and Culture. We have a firm belief that Governing Bodies benefit from volunteers with a combination skills and experience in education, business, finance, community involvement, safeguarding, culture and the arts.

Effective governance is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.

¹ Department for Education. [Governance Handbook \(March 2019\)](#)


3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities.
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.

Essential as basic requirements for all governors/trustees:	Essential as basic requirements across the Governing Body:
<ul style="list-style-type: none"> ❖ Commitment to improving education for all pupils ❖ Ability to work in a professional manner as part of a team and take collective responsibility for decisions ❖ Willingness to learn ❖ Commitment to the school’s vision and ethos ❖ Commitment to safeguarding ❖ Basic literacy and numeracy skills ❖ Basic IT skills (i.e. word processing and email) 	<ul style="list-style-type: none"> ❖ Understanding and/or experience of governance ❖ Experience of being a board member in another sector or a governor/trustee in another school ❖ Vision and strategic planning ❖ Holding the headteacher to account ❖ Challenge decisions ❖ Financial oversight ❖ Knowing your school and community


Strategy and Vision: Education, Cultural & Creative Learning and Skills

[School name] is within the City of London Corporation’s Family of Schools which includes the City Corporation’s local authority-maintained school, sponsored academies and independent schools. The City Corporation’s vision for the Family of Schools is outlined in its tripartite of strategies: The Education Strategy, The Cultural & Creative Learning Strategy and The Skills Strategy. Whilst standing alone as three distinct strategic areas, these strategies overlap and interconnect to deliver one vision for the City Corporation and its Family of Schools:

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

 [The Education Strategy 2019-23](#) focuses on ensuring that pupils in the Family of Schools have access to transformative and inclusive education which enables them to flourish and to reach their potential.

[The Cultural and Creative Learning Strategy 2019-2023](#) commits to enabling all pupils to have enriched education through high quality and systematic access to the City's cultural, heritage and environmental assets.

 [The Skills Strategy 2019-2023](#) represents the Corporation's commitment to enable lifelong learning, supporting citizens to reach their full potential and contribute to a diverse workforce.



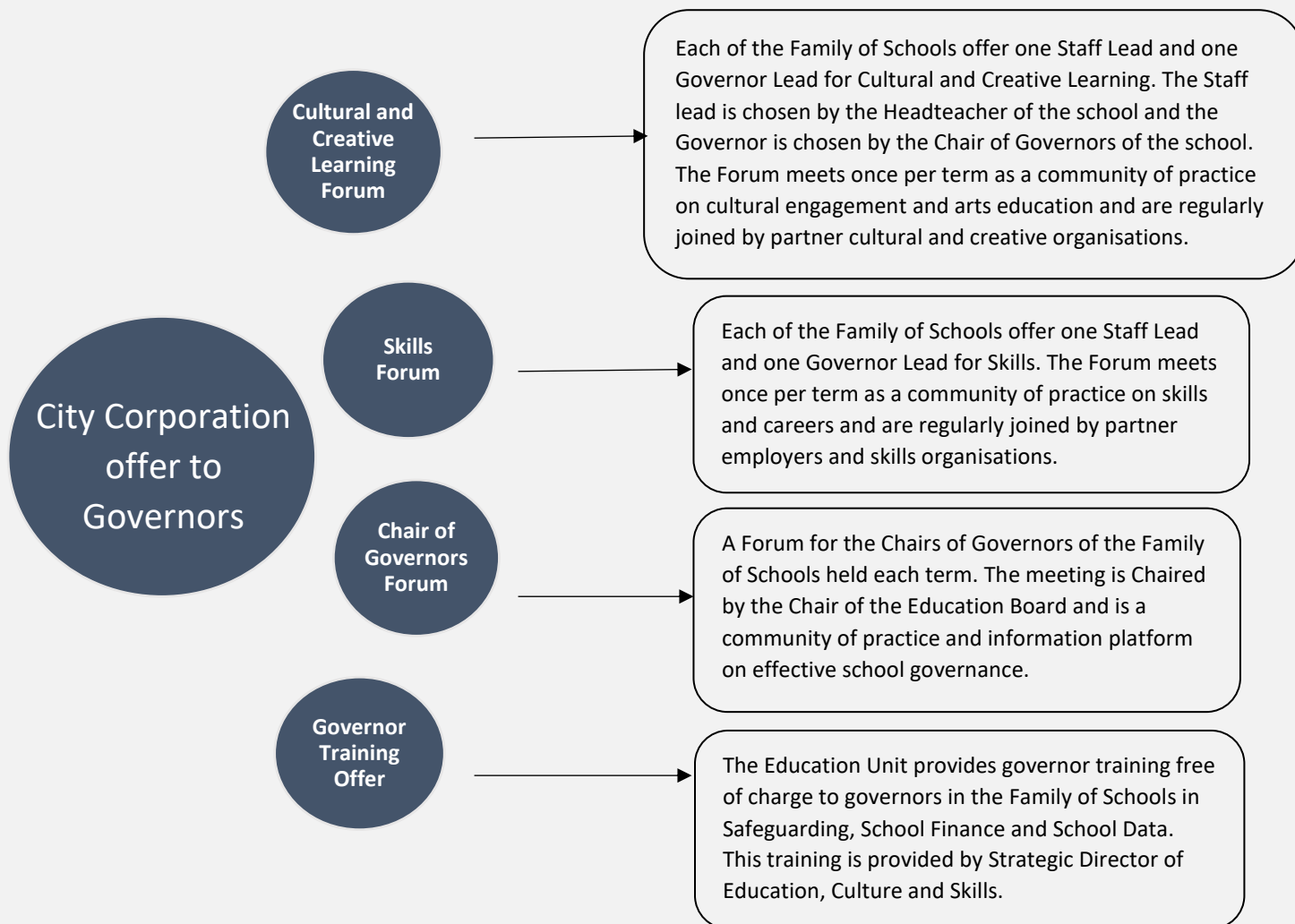
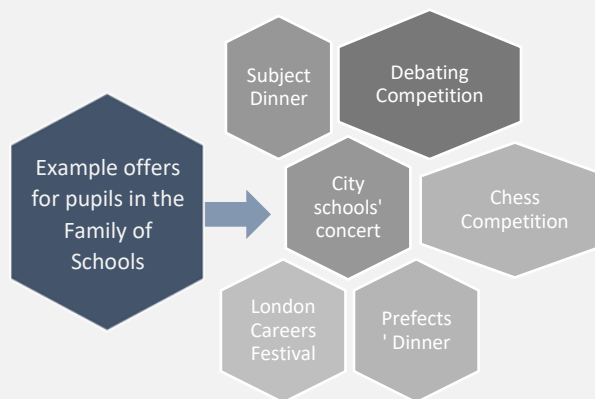
Partnerships across the Family of School

The Family of Schools work in close partnership with each other and benefit from the many opportunities afforded by the City of London including: Forums for School Leaders including Headteachers, Chairs of Governors and Designated Safeguarding Leads; Network meetings for link governors and staff for Skills and Careers and Cultural and Creative Learning; a calendar of events for pupils and staff over the academic year; as well as additional training and support packages on key educational themes including pupil, staff and family wellbeing, safeguarding, broad and balanced curriculum, fusion skills and links to the world of work.

² National Governors' Association (NGA). [Model governor description.](#)

The Family of Schools are committed to:

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



The City of London Academies Trust

The [City of London Academies Trust](#) (CoLAT) is a Multi-Academy Trust of ten schools and is sponsored by the [City of London Corporation](#). CoLAT is overseen by a Board of Trustees with delegated authority for the strategic running of individual schools to Local Governing Bodies. CoLAT is driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people it serves. It seeks to drive excellence in examination results, standards of behaviour, sporting and creative achievements, development of fusion skills as well as the behavioural values of politeness, self-discipline, and compassion.

Information about the school

Appendix 1- [Education, Culture and Creative Learning and Skills overview](#)

Appendix 2- [The City of London Corporation Education Strategy overview](#)

Committee(s)	Dated:
Board of Governors of the City of London Freeman’s School Education Board	4 March 2022 28 April 2022
Subject: CLFS Partnerships Update	Public
Which outcomes in the City Corporation’s Corporate Plan does this proposal aim to impact directly?	1 d); 2 a), b), c), d);3 a), b), c), d); 4 a), b).
Does this proposal require extra revenue and/or capital spending?	N
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain’s Department?	N/A
Report of: Roland Martin, Headmaster	For Information
Report author: Catherine Bennett, Community and Partnerships Officer	

Summary

This paper outlines:

- a) Partnership work with schools
- b) Charitable work undertaken by the school community
- c) Other community and partnership successes
- d) Future collaborations and events currently being planned

This report aims to provide a comprehensive account of the extent to which the school engages with schools, charities, and other organisations, along with events planned for 2022.

Recommendation(s)

Members are asked to:

1. Note the contents of this report

Background

In 2008-9, the Board of Governors requested that the Headmaster provide an annual account of its charitable and community activities that could be considered as advancing ‘public benefit’. Although the City of London Freeman’s School is not a charity itself and is therefore not bound by the ‘public benefit’ test that applies to fee-paying schools which are, the Governors have rightly expressed a clear desire to monitor the School’s public benefit, partnership and community activities, given the charitable origins and founding ethos of the School. Given the pressure that the independent schools’ sector is under politically (nationally and internally at Guildhall), community and partnership work is especially important.

Partnership work, supporting the community and bursary provision are key strands in the School’s Mission Statement, *Learn, Lead and Make a Difference*. Whilst Covid-19

continued to impact on many partnership initiatives during 2021, the Freeman's community were able to move a number of events online, which removed any geographical limitations normally encountered when planning joint working with other schools and organisations.

Main Report

Partnership work with schools

1. 'In person' events with other schools were not able to go ahead for most of the year, however with some creative thinking events were moved online where practicable, working with a total of 29 state and independent schools during 2021. There has been a notable increase in partnership work with a local state secondary school, The Beacon, which will continue to grow over the coming year. The Partnership Forum meetings with all City of London schools and other City organisations have continued to provide an extremely useful forum for the sharing of knowledge and resources.

Name of School (S=State, I=Independent)	Details of activity
Epsom Primary (S), Walton-on-the-Hill Primary (S), West Ashted Primary (S)	<p>Freemen's Music Partnership</p> <p>Weekly pre-recorded lessons produced by Old-Free employed in Music Department, continued to be shared with 200 pupils at three local primary schools during the spring and summer terms, resulting in combined digital performances at the end of each term. An original percussion-only piece titled 'Heliosphere' was produced in March and the song 'One World To Share' was performed in June, during Refugee Week. The Music Partnership featured in the annual ISC Celebrating Partnerships Report for 2021.</p>
City of London (I), City of London School for Girls (I), The Beacon (S)	<p>Strength In Numbers - online maths support</p> <p>Sixth form volunteers from Freeman's, CLS, CLSG and The Beacon provided weekly online maths support to younger students at The Beacon. Over 70 calls took place during the summer and autumn terms.</p>
Rosebery (S), The Beacon (S)	<p>Virtual Model United Nations Conference</p> <p>Over 60 students from Freeman's, Rosebery and The Beacon came together (via Teams) to represent their country's views in a wide range of debates. Each committee was co-chaired by Freeman's students who attend the weekly MUN club and Year 12 students who organised the Conference as part of their Free Minds programme.</p>
	Careers, Education and Gap Convention

Glyn (S), Godalming College (S), Heathlands (S), Howard of Effingham (S), Merston Park (S), Reeds (I), Reigate College (S), Reigate Grammar (I), Rosebery (S), St Andrew's (S), St John's (I), St Teresa's (I)	Approximately 80 students from 12 local state and independent schools (in addition to 100 students from Freeman's) attended the annual CEG Convention at Freeman's in November. Students enjoyed talks from Bath University about the admissions process, a talk from ALPS (Association of Learning Providers in Surrey) about apprenticeships, as well as over 40 stands representing universities, along with representatives from industry.
Blenheim High (S), City of London (I), Donhead Prep (I), The Beacon (S), Wallace Fields Infant (S), West Ashted Primary (S), Whitgift (I)	Developing Leadership Through Partnership (DLTP) Eight state and independent schools (including Freeman's) are taking part in the launch of a new programme established by Freeman's, providing school to school improvement through collaboration and sharing good practice. A middle leader from each school takes part in a project focussing on a tricky topic at another school. The host school benefits from an external review on an area they would like addressed, whilst the project lead gains valuable leadership skills and experience in another school setting. The programme will re-start in September 2022 with a new list of topics to be addressed.
City of London School for Girls (I), Ardingly (I)	Freeman's Shakespeare Conference took place (virtually) in April, involving three external keynote speakers and presentations given by staff and students from all three schools.
The Beacon (S), Glyn (S)	Weekly online and in-school tutorials provided to a dozen sixth form students to help develop their mathematics skills and prepare them for entrance exams used by several of the UK's top universities. One to one support was also provided to help a student prepare for an Oxford interview.
The Beacon (S)	Parents and staff donated 30 laptops and tablets which were distributed to The Beacon School families struggling to access home learning during lockdown.
The Beacon (S)	Virtual Model United Nations after school club involved students from The Beacon as well as Freeman's own pupils.
St Giles' Infant (S)	St Giles' selected £400 worth of books, resulting from commission generated by a Scholastic book fair at Freeman's.
Putney High (I)	Virtual mock trial involving students from both schools.
City of London Academy Islington (S)	Students took part in Freeman's Dance Show.
Francis Holland Sloane Square (I)	Shared knowledge and experiences re bursary processes and the Royal SpringBoard programme.
Rosebery (S)	A level Drama students attended a dress rehearsal for Freeman's production of 'Road'.
The Greville Primary (S)	Teacher delivered a talk about Islam to Year 5 pupils.
Ballard (I)	Teacher taught lessons to cover staff illness.

Charitable work undertaken by the school community

2. Weekly Enrichment sessions involving students helping in care homes and local schools was severely restricted last year, with only a limited amount of activity re-starting in September.
3. Some of the main community activities undertaken by the school:

Name of organisation	Details of activity
Air Ambulance - Kent, Surrey & Sussex	66kg of crisp packets collected to raise funds. Crisp packets are used in the construction of new park benches.
Care4Calais	Freemen's community donated clothes, food and toiletries.
Comic Relief, Donate4 Refugees, Muscular Dystrophy UK	Fundraising across the school raised a total of £1300.
Concern Worldwide	Ration Challenge involved a group of teachers eating Syrian refugee rations for five days, raised £5851.
Eastside Young Leaders Academy (EYLA)	Freemen's boarding students (in receipt of a bursary), visited EYLA to talk to young people about boarding life at Freemen's.
Farmington Institute (Oxford)	Teacher conducted a research project on teaching philosophy of science and gave a presentation at their annual conference.
Griffin Court Care Home	Group of students visited Griffin Court on a weekly basis as part of Enrichment, from September onwards.
Harrison's Fund (Duchenne Muscular Dystrophy)	Student organised a virtual summer concert involving students and family members, which raised £1444.
King's College London	Teacher ran a training session for PGCE Biology students.
Medecins Sans Frontieres	Over 50 students participated in the Missing Maps project, as part of Enrichment. The project maps the most vulnerable parts of the world for the benefit of MSF, The Red Cross and local people.
Momentum Children's Charity	Money remaining from last year's PPE fundraising campaign (£1820), plus other fundraising by the Junior School, resulted in a donation of £2880, to be used by the charity in their work at Epsom Hospital.
Reigate & Banstead Women's Aid	80 books and 20 chocolate selection boxes donated by sixth form students were given to the local women's refuge as presents for children in the refuge over Christmas.
Surrey and SW London Butterfly Conservation	Junior School homework club participated in butterfly monitoring for the i-record program.
Surrey Police	Junior School homework club decorated gingerbread for the local police station.

Walton Heath Manor Residential Home	Students exchanged letters with care home residents. A group of students provided (socially distanced) entertainment in their garden during the summer term.
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4. Ongoing voluntary commitments by staff included:

Name of organisation	Details of activity undertaken by member of staff
Ashted Parish	Provided meals for new families and families with pastoral need.
Bevendean School	Provided 'Thoughtful Thursday' cakes and gifts for staff wellbeing initiative.
Bevendean School	Made costumes for school show.
Leatherhead Community Fridge	Volunteered whilst furloughed.
Malden Wanderers cricket club	Umpire and coach U15 and U11 teams.
Marymount International School, Paris	Trustee and Chair of Estates & Security Committee. Member of Centenary planning committee.
National Tutoring Programme	Teacher provided tutoring as part of the Government scheme.
Princess Alice Hospice	Compassionate Neighbour - provided support to person in their final months.
Royal National Children's SpringBoard Foundation	Teacher ran London Marathon to raise £1695 for RNCSF.
St Barnabas Church, Epsom	Musical director and a worship leader.
St Giles' Church, Ashted	Leads services and/or gives sermon on a regular basis.
St Giles' Infant School	School Governor.
St Peter's Catholic Primary School	Coach at weekly netball club.
St Phillips Church, Norbury	Trustee and voluntary chaperone for the boys' choir.
The Scout Association	Cub Leader.

Other community and partnership successes

Counterpoint

- An evaluation report was published by Achievement for All in April 2021, following the end of the two-year pilot programme. The Deputy Head of our Counterpoint partner primary school Walton-on-the-Hill, was quoted in the report saying, *“Overall, I think the project has been fantastic and the links we have made with the lead school (Freemen’s) is hopefully something we can foster and develop in the less tumultuous years to come. Having a strong partnership with a school like that affords an amazing opportunity for staff development and to further enhance our current curriculum offer. Hopefully, we can give back as much as we gain.”* The school relationships initially established via Counterpoint have continued during 2021, with further joint working planned for 2022.

Royal National Children's SpringBoard Foundation

6. Full boarding bursaries for students from disadvantaged backgrounds in inner-city London continue to be provided, via the SpringBoard Foundation. Four SpringBoard students benefitted from a Freeman's education during 2020-21, with one student leaving in July to study Medicine at Cambridge University.

Sue Thomson Foundation (STF)

7. The Sue Thomson Foundation provided a full boarding sixth form bursary for a student coming from inner-city London with a disadvantaged background, during 2020-21. The Foundation increased their funding in September 2021 to provide an additional full boarding bursary for a new Year 12 student, with a similar background. STF has recently agreed to increase their bursary funding further, to cover a day pupil from a disadvantaged background who lives locally, in addition to maintaining funding for two full boarding students in the sixth form.

Bursaries

8. The number of students in receipt of significant bursaries has remained similar to previous years. 2.87% of students in 2021/22, in comparison to 3% in 2020/21, and 2.56% in 2019/20. Following very positive feedback from Livery Companies after Christmas 2020, students in receipt of a Livery Company bursary once again sent Christmas cards to the Livery Companies early in December.

Duke of Edinburgh's Award

9. A total of 159 students achieved awards during 2020/21, either directly through the school or via the Combined Cadet Force. 121 students gained a Bronze award (artificially inflated by the previous year's cohort whose expeditions were delayed by Covid), 33 Silver and 5 Gold.

10. The completed awards represent approximately:

- 3175 hours of voluntary service
- 2880 hours of physical activity
- 2880 hours of learning new skills
- 722 days on expedition
- 25 days of other residential activities (Gold only)

11. A large number of students decided to continue from Bronze to Silver, and Silver to Gold, with a total of 103 students currently working towards Bronze, 73 Silver and 26 towards Gold.

Combined Cadet Force (CCF)

12. Freeman's employs a full-time Contingent Commander, who leads a CCF unit involving students from Freeman's and Glyn schools, predominantly based at Freeman's.
13. The contingent comprises 136 cadets in total: 106 cadets and 10 members of staff from Freeman's and 30 cadets and 4 staff members from Glyn.

Future collaborations and events currently being planned

Teaching and Learning network

14. The Junior and Senior School Teaching and Learning Leads visited City of London School and City of London School for Girls in November, to observe lessons and share best practice. A return visit is planned before Easter. Staff from Tiffin School visited Freeman's in January, with the Freeman's Teaching Leads paying a return visit to Tiffin during March. Further visits are planned with other schools, typically one visit per half term, in order to share knowledge and build valuable teaching and learning networks.

Sports festivals for local primary schools

15. A Year 2 athletics festival involving three local primary schools is planned for the summer term, the intention being to run the event on an annual basis.
16. The Games staff are organising a Year 5 football tournament for local primary schools, taking place in the autumn term, which will also continue on an annual basis.

My Life Story – a joint project with St Giles' Church

17. A new project will be introduced as an option for Year 12 Enrichment in September, whereby a group of students will each meet with an older person on a weekly basis, to capture their Life Story, which will be published in a book. A celebration afternoon tea will conclude the project, bringing together students, the older people and their families, to share extracts from the books.

Post-GCSE volunteering in local primary schools

18. Replicating a project run by City of London School for Girls during summer 2021, Year 11 students will be given the opportunity to volunteer for a week in local primary schools following the completion of their GCSE exams.

Appendices

Nil.

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Twitter: @FreemensCAP

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Working in Partnership

2021

Our partnerships in numbers

£84,601 raised for charity Switchback in 2021 by the pupil-led Charity Appeal.

90% of pupils actively involved in raising money for the Charity Appeal.

Over 6,000 hours voluntary service invested by pupils in 2021.

300+ pupils actively involved each week in community service projects.

300+ pupils from London schools visiting CLS each week through partnership relationships.

60+ pupils in the Junior Sixth Form volunteering for IntoUniversity.

65 pupils attend CLS who receive a full-fees means-tested bursary.

81 pupils receive a means-tested bursary covering a portion of their fees.

Our economic impact

£1,361,000
Total fee-remission assistance to families of CLS pupils.

£9,115,718
Total savings to UK taxpayers as a result of pupils attending CLS.

£7,871,074
Total amount of UK tax supported by CLS activities.

£24,937,196
Total sum contributed to UK GDP.

£14,608,349
Total sum contributed to City of London GDP.

402 jobs
supported by the CLS supply chain.

£65,650
Value of the external use of our facilities by charitable organisations.

Source: ISC Economic Impact Assessment Tool



Foreword

In another year of disruption to education and society, I am delighted to be able to share with you the Partnership Report for City of London School for 2021. The pandemic notwithstanding, our partnership work continues to go from strength to strength, aligning ever more clearly with our ethos, and preparing our pupils to go out into the world as kind, aware and ready individuals.

Over the past year, we have particularly developed our relationships with the City of London Family of Schools, co-ordinating – in conjunction with City of London School for Girls – a termly Partnership Forum. We see enormous value in collaboration and the sharing of best practice across our community of teachers and learners: the benefits of this have been seen in, amongst other areas, music, careers, sustainability, numeracy and literacy.

More widely, this report will give you a flavour of our partnership work with a range of broader organisations, including IntoUniversity and Eastside Young Leaders' Academy, who we are so pleased be able to welcome to our site on a weekly basis from September 2021. It is a source of great pride that our relationship with IntoUniversity was recently recognised in a national ISC report as an example of valuable partnership.

I hope that you enjoy the contents of this report. Should you have any questions, or any thoughts as to how our work in this essential area can develop in the years to come, please do not hesitate to contact our Director of Partnership, Laura Hynes. She would be delighted to hear from you.

Alan Bird

Head

City of London Family of Schools

The City of London Corporation has one maintained primary school, eight sponsored academies as part of the City of London Academies Trust, and two co-sponsored academies in neighbouring boroughs. It also supports three independent schools. In its pursuit of educational excellence, the City of London Corporation has drawn these schools together, collectively known as the City of London Family of Schools. These schools are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations of the City Schools'.

The City of London Family of Schools:

- The Aldgate School
(formerly Sir John Cass's Foundation Primary)
- Galleywall Primary,
City of London Academy
- Redriff Primary, City of London Academy
- City of London Primary Academy, Islington
- City of London Academy, Southwark
- City of London Academy, Highgate Hill
- City of London Academy, Highbury Grove
- Newham Collegiate Sixth Form,
City of London Academy
- The City Academy, Hackney
- The City of London Academy, Islington
- City of London School
- City of London School for Girls
- City of London Freemen's School
- The Guildhall School of Music & Drama

"Partnership working is a very positive experience for everyone involved – headteachers, teachers, governors, parents and of course the pupils. Partnership provides the best possible opportunity for schools to enhance learning and ensure all children succeed. It encourages children to be comfortable in the company of anyone – and at ease in wider society. The Family of Schools are sharing experience and expertise in leadership, teaching and learning, the curriculum and school support. There is much we learn through collaboration and this can be in any field including sports, the arts, teacher development, social and emotional wellbeing, careers education, holiday and after school activities, and a range of school subjects. We are delighted to have schools working together around safeguarding, governor training, oracy, the environment, mathematics, university preparation, visual arts and music to name a few of the many areas of partnership working."

Professor Anne Bamford, OBE

Strategic Director of Education and Culture, City of London Corporation



The Partnership Forum

In September 2020, City of London School (CLS) and City of London School for Girls (CLSG) launched the City of London Partnership Forum to bring together colleagues from across the Family of Schools in termly meetings.

These meetings allow for partnership opportunities to be shared and requested and also ensure that our partnership work is responsive, meaningful and relevant.

We are delighted that the Partnership Forum is now in its second year and are proud of the pioneering and exciting work achieved through this termly discussion of needs and opportunities. The Partnership Forum aims to be a mechanism to enable pupils and staff to learn from and collaborate with each other across the diverse and impressive range of school contexts which form the Family of Schools.

This year we have collaborated with the Family of Schools in the following ways:

- » Significant support for pupils attending Newham Collegiate Sixth Form Centre and COLA Southwark, who are applying to North American universities.
- » Individual interview support and guidance for pupils aspiring to Oxbridge and medical schools for pupils from the Family of Schools.
- » Higher Education and careers events attended by pupils from across the Family of Schools.
- » Linklaters Careers Webinar attended by 120 pupils.
- » Subject networking at Key Stage 2 in Geography focusing on curriculum, assessment and the sharing of best practice
- » Extensive work with Redriff Primary School and The Aldgate School, which included Mandarin teaching, virtual reading clubs and resource generation.
- » The Head Librarian at CLS has worked with a range of schools to promote and celebrate reading.
- » Launching seasonal art and music workshops for the Family of Schools, led by the Director of Music at CLS.
- » Mock COP climate conference, attended by 50 pupils from the Family of Schools.

CASE STUDY

Linklaters

11 schools

Linklaters

Following the success of our Communications Webinar in partnership with Linklaters in Autumn 2020, in January 2021 we were fortunate to be joined by five early career lawyers and a senior recruiter who talked about their routes into law. The panel of expert speakers gave invaluable advice about preparing for applications to careers in the city.

129 participants

69 questions posed

We are delighted that 11 schools participated with 129 individual participants. The high level of engagement from attendees, and the range of the 69 questions asked, was testament to the value with which our pupils viewed the event. We look forward to continuing our partnership with Linklaters to enable pupils from across the Family of Schools to benefit from their insight and expertise.

“At the webinar it was interesting to hear from lots of different people about their experiences, and it was comforting to know that they did not have a clear plan about which career they aspired to, and that there are so many opportunities to try different paths.”

Participating pupil



CASE STUDY

Maths Partnership Forum

We are proud to have been closely involved with the launch of the City of London Family of Schools Maths Partnership Forum, enabling the close collaboration of colleagues from across the Family of Schools with a focus on curriculum and leadership in Maths. This group enables Cross-Phase as well as primary and secondary specific

dialogue to take place, facilitating a rich exchange of ideas, led by Caroline Sharp (Assistant Headteacher, Redriff Primary School). We look forward to hosting future sessions of the Maths Partnership Forum and are excited by the potential for teacher partnership work in this core area of the curriculum.

CASE STUDY

Mock COP Climate Conference

In November, CLS and CLSG organised a Mock COP for nearly 50 pupils from the Family of Schools, including COLA Highbury Grove, COLA Southwark and Newham Collegiate Sixth Form Centre.

The Mock COP was arranged to help pupils gain a better understanding of the challenges that many countries have with becoming more ecologically viable. The event began with a presentation from the Chief Climate Officer of the City of London Corporation, which detailed the City's climate action plan, including the target of net-zero emissions by 2040, 10 years ahead of the official UK Government schedule.

Participants were allocated a country and tasks included preparing and giving headline statements to the whole conference, debating key issues raised in the headline statements and voting on resolutions proposed after further discussions in groups.

The engagement of the pupils was fabulous, and they left with a powerful message from the organisers: *'Find your voice and discover your power'*.



“The pupils had a wonderful time and got a great deal from this experience - thanks very much for organising it”

James Bounds
Newham Collegiate Sixth Form Centre

“It helped me, and other pupils, understand the perspectives of different countries and their national interests with regard to tackling climate change”

Roman
Pupil at City of London School



Charity Appeal

The values of social responsibility and individual contribution to the lives of others are priorities which are fundamental to our pupils and to our staff at CLS. Our annual Charity Appeal is testament to this valued aspect of school life and this year, pupils continued to support Switchback which conducts important and inspiring work supporting young offenders to alter course and change their role in and relationship with society after prison.

Total raised since Sept 2019

£84,601

SWITCHBACK



The Charity Committee

The annual Charity Appeal is run entirely by the a committee of Junior Sixth (Year 12) pupils, who plan and deliver a range of initiatives and events. The Committee also works hard to ensure the democratically chosen charity's message is shared with the School community. We were delighted to welcome in, on a number of occasions, representatives from Switchback to talk about the brilliant work they do.



We are proud of our fundraising efforts in recent years:



2016-17

£78,079



2017-18

£84,062



2018-19

£69,232

Fundraising

In what was a challenging year for fundraising, pupils demonstrated great agility in their efforts to raise money. During the Lockdown, online quizzes, online auctions, and virtual Cit-Ed lectures proved popular, as did a Q&A with Alison Dawney (CEO of Switchback). There was great relief that 'normal' events such as the Sponsored Walk and the Sponsored Row were possible.

Contribution of Staff

CLS staff make a significant contribution to the Charity Appeal, both supporting the pupils in their fundraising endeavours, but also undertaking their own challenges to support the cause. For example, Mr Bracken (Head of History and Politics) ran the London Marathon raising in excess of £2,000



Switchback is proud to be a partner of CLS. We are blown away by the enthusiasm of staff and pupils through every layer of the School to truly engage with our work. CLS understands the value of raising funds for Switchback as an independent charity, but beyond that there is a real consideration of the shared humanity of young Londoners forging their way in the world. Humanity and generosity shine through our relationship with CLS from educational assemblies to sharing of facilities and inventive lockdown fundraising. We really hope to continue our relationship in the long-term so that together, we can help more young Londoners build stable, rewarding lives they can be proud of.

Alison Dawney
Founder and CEO, Switchback

Community Service and Volunteering

A significant part of a CLS education is contribution to our local community via the Community Service Organisation, volunteering as part of the Duke of Edinburgh Award Scheme and through our partnerships with external organisations and other schools.

We are a licensed provider of the **Duke of Edinburgh Award Scheme** and last year over 200 pupils completed their Gold, Silver or Bronze Award. The awards require them to undertake and complete extensive volunteering. This amounts to approximately **4,000** hours of volunteering.

As part of the **Community Service Organisation**, pupils in the Fourth Form (Year 10) participated in a wide range of service activities, each volunteering for **60 hours** across the academic year. Activities

vary and included tennis, football and cricket coaching; volunteering at local libraries, churches and temples; fundraising for a charities, working at City Farms, food banks, Parkrun UK, Sacroma and Teach First.

Pupils also made a significant contribution to organisations with whom CLS have developed relationships. This includes the Salmon Youth Centre, Maggie's Cancer Centre, Redriff Primary School and The Aldgate School.

In 2021, the number of combined hours of voluntary service invested by the pupils in CSO and Duke of Edinburgh was over **5,700 hours**.

Salmon Youth Centre

Our relationship with the Salmon Youth Centre in Bermondsey is longstanding and highly valued. The centre has been supporting young people in inner-city London for over a hundred years, seeking to inspire young people to reach their potential and contribute positively to their local communities. In 2021, 14 pupils volunteered at the Salmon Youth Centre as part of the CSO programme. They supported others in a variety of ways including helping with art clubs, football training sessions, tennis sessions, music and drama as well as homework clubs.



Everyone's home of cancer care

Maggie's Cancer Centre

Our partnership with Maggie's Cancer Centre at Barts Hospital continues to flourish. Located on the grounds of NHS cancer hospitals, Maggie's Centres provide free cancer support and information to people with cancer and their family and friends, following the ideas of cancer care originally laid out by Maggie Keswick Jones. Every year, pupils work with the Maggie's team to raise awareness about the organisation, support fundraising and procure corporate support.

"Despite the coronavirus pandemic CLS have been outstanding with their volunteering for Maggie's Barts. Over the year we have worked virtually together, and every pupil gave their all to each task and produced amazing results! From researching tasks in the local community to creative tasks such as creating a book of positivity and design. With their support we have been able to spread the word of Maggie's and the work we do to support those with cancer and the ones they love. As well as supporting our fundraising with the raffle prizes and collection tins!"

"It has been amazing to have this year with the pupils and is a real credit to them for all of their continued hard work. I'd like to say a huge thank you to each of them for helping us here at Maggie's Barts and ultimately supporting those with cancer and their friends and family."

Vanessa Trippick

Fundraising Organiser, Maggie's Cancer Centre



Redriff Primary School



We are delighted to have developed a new relationship with Redriff Primary School this year. CLS pupils visit the school once a week to support their after-school provision. They are involved in the setting up and running Mandarin, French and Sports Clubs. Pupils have also developed a range of podcasts to develop virtual dialogues with their Mandarin learners.

The Aldgate School



Our relationship with The Aldgate School continues to evolve and CLS pupils have been acting as Reading Mentors. In this role, pupils regularly meet (virtually) with Year 4-6 pupils to read. Mentors take turns along with the pupils to read, while also sharing their experiences of books to celebrate the importance of reading with younger pupils. Alongside this, other pupils have been working in a Learning Resources Content Creating team to design curriculum aligned pre-recorded media and resources which the class primary teachers can integrate into their lessons. We are also delighted that CLS volunteers are now visiting The Aldgate School to assist with their Early Morning Support Groups.



“My reading buddy is called Thomas. He is very funny and imaginative, reads well and (I like to think!) we get on really well, though he is in slight awe of somebody who has lived a whole 14 years! Maybe my favourite bit of our weekly sessions is the voices. Occasionally a torment, but mostly pure comedy, in an inspired act of teacher-ism, for Thomas’s first piece of homework, I gave him the task of coming up with voices for the various characters.”

“Through the reading sessions, I feel I am learning skills in how to deal with younger children, though I do occasionally hear myself and worry how I am slowly metamorphosing into a teacher (“Come on Thomas, we’re nearly there, just 5 minutes left, keep focussed” or “I know it’s a big page, but you can do it, you’ve done longer pages before”). I am having a lot of fun with the sessions, whilst simultaneously, feeling the mental health benefits of helping others out.”

Rupert, Year 10
Reading Mentor for Aldgate School

CASE STUDY

Volunteering, Duke of Edinburgh's Award Scheme

Two Third Form pupils (Year 9), as part of the Volunteering section of their Bronze Duke of Edinburgh Award, undertook a quite remarkable project. They decided to undertake the task of sourcing books for and a new library at the City of London Primary Academy Islington (COLPAI). They reached out to the CLS and their local community to collect thousands of books and also raised over **£3,000** to fund gaps in essential literature and furniture for the library. They then devised a cataloguing system for the books and arranged for delivery and distribution at the new COLPAI site.

We were delighted that these pupils were invited as guests of honour to for the opening ceremony and they have written a detailed planning document to help inspire and guide other pupils wishing to do something similar.



More praise for our pupils...

'Joseph provided essential support for the fundraising team, collating fundraising packs and doing mailings at what was an incredibly busy time for the organisation. Not only did Joseph play a vital role in helping the organization to its best every fundraising year, but he was an essential member of the team that was shortlisted for a Third Sector Excellence Award (Fundraising Team of the Year). We would love to have Joseph volunteer with us again in the future.'

Sacroma

"It was fantastic to have Noah join the Team. He clearly understood the instructions he was given and completed all the tasks in time and to a very high standard. He demonstrated confidence and worked extremely well in a team"

Teach First

Partnerships

We are delighted, despite the particular challenges that 2021 has provided, to have both maintained existing partnerships and developed new ones. The return to 'normality' has helped extend the opportunities available.

IntoUniversity

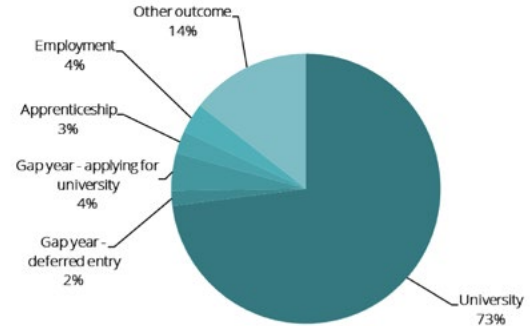
We are proud to continue our partnership with IntoUniversity, which is an organisation which provides local learning centres where young people are inspired to achieve. At these centres, IntoUniversity offers an innovative programme that supports students from disadvantaged backgrounds to attain either a university place or another chosen aspiration. They began in 2002 as a homework club in North Kensington, but now operating over 30 learning centres and projects. Alongside the significant financial support CLS provides for their North Islington Centre, our pupils normally volunteer at IntoUniversity centres, providing academic mentoring for GCSE aged students.

Since 2017, **200 pupils** from CLS have volunteered for IntoUniversity.

In 2021, **60 Junior Sixth Form pupils** (Year 12) volunteered to create digital content or mentor in IntoUniversity centres.



Destinations of IntoUniversity North Islington 2021 school leavers responding to our survey

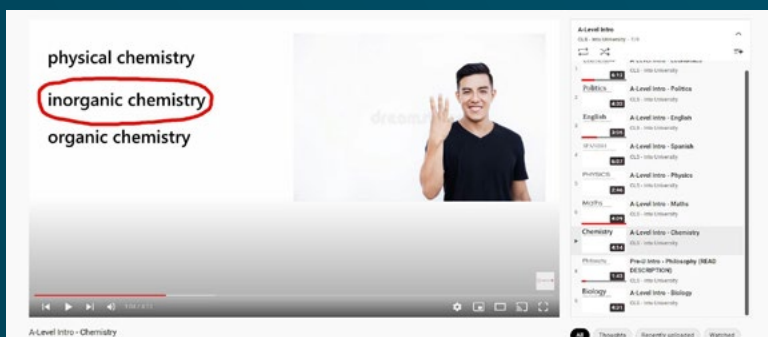


	Area	H.E. progression rate	Percentage point difference for IntoUniversity students	
Benchmark	IntoUniversity North Islington	75%	n/a	
	Estimated % of all FSM maintained school pupils who entered H.E. by age 19 (2019/20)*	Islington	44%	31 pp
		England	27%	48 pp
	Estimated % of all maintained school pupils (FSM and non-FSM) who entered H.E. by age 19 (2019/20)*	Islington	52%	23 pp
		England	43%	32 pp
	Estimated % of all disadvantaged students studying A-Level or equivalent progressing to H.E. (2019/20)*	Islington	64%	11pp
		England	46%	29 pp
	Estimated % of all (disadvantaged and all other) students studying A-Level or equivalent progressing to H.E. (2019/20)*	Islington	64%	11 pp
		England	49%	26 pp
	% 18 year olds who entered H.E./F.E. based on POI AR 4 (2009-2015)*	U.K.	37%	38 pp
Islington		47%	28 pp	
Local area ('MSOA')** around the North Islington centre		39%	36 pp	

“I have been hugely impressed with the professionalism and enthusiasm of our Junior Sixth contributors. They have shown creativity, teamwork and dedication to achieve what they have achieved. I loved the personality and good humour they brought to their videos. It has been great to see different pupils in different roles develop a range of skills and learning from the process. It is wonderful to work at a school where a quarter of the Junior Sixth Form have committed a huge amount of time towards

supporting an organisation whose aims fit so well with the inclusive, egalitarian, and empowering ethos of CLS. By participating in this the pupils are more aware of the realities for many young people in London, have shown kindness by giving their talents to the benefit of others, and through their experiences of using technology collaboratively, are more ready to make a positive impact in the future.”

James Innes,
Head of Geography and Project Coordinator, CLS



Digital Content Creation

For much of 2021, the pandemic prevented these face-to-face interactions, so a group of 40 committed Junior Sixth formers produced a selection of educational videos on a range of topics. These included core subjects such as Maths, Biology, Chemistry and Physics as well as additional content including ‘Picking Your A-Levels’ and ‘Revision Strategies’. These were trialled in the North London Centre and then shared across the whole IntoUniversity network.

Although teaching staff provided some oversight, the resources were entirely conceptually designed and produced by CLS pupils drawing on their expertise and their own experience of GCSEs.

The Future

A new cohort of over 60 Junior Sixth Formers have just begun volunteering with IntoUniversity. Many of these will be engaged in face-to-face mentoring at learning centres across London; others will continue with digital content creation. We are delighted that pupils from CLSG will also be joining this project.

“I remember struggling to grasp different scientific concepts when I was revising so I tried to incorporate my own understanding of the subject into the videos I made. I hope our content will greatly help and students revising for their own exams”

Alex

Junior Sixth Form, CLS

“I would firstly like to thank all of the pupils involved in making the videos. They were clear, informative, and helped our students through some notoriously difficult topics. The videos on probability were particularly useful and helped a number of our students feel more confident ahead of their mock exams.”

“The videos have allowed us to support our students across a broader range of subjects and have become an important tool for their independent learning. We will now be sharing the videos across our national network of 34 centres and I am sure that they will be an invaluable resource for many students”

Liam ???

Secondary FOCUS Coordinator,
IntoUniversity

“I am delighted to be able to thank CLS for their support of IntoUniversity. Our work is only made possible by the generous support and investment from our partners. It has been an exceptional year for the charity, and for our university and school partners, as we have all responded to the ongoing challenges of COVID-19 and its impact, in particularly on students from the most disadvantage background.

It has been vital for us all to work together to support our students in navigating this difficult time. The many years of collaboration between our charity and CLS played a crucial role in enabling us provide such effective and transformative learning opportunities to our students.”

Dr Rachel Carr OBE

Chief Executive and Co-Founder,
IntoUniversity

**EASTSIDE
YOUNG
LEADERS'
ACADEMY**



Eastside Young Leaders' Academy

Eastside Young Leaders' Academy (EYLA) is a valued partner of CLS whose work enables young people with leadership potential to embrace and develop their leadership skills through a structured programme of Saturday morning enrichment and learning opportunities.

Founded in 2002 and based in East London a mission to nurture and develop the leadership potential, health and well-being of children and young people, especially Black and minority youth, empowering them to become the next generation of successful leaders. They view education as a launchpad for this mission and as a gateway to belonging to an influential peer group who will individually and collectively exert positive influence in society.



During Lockdown, CLS staff provided virtual sessions for EYLA students in response to the need for high quality, enriching and ongoing learning during the period of school closure. Sessions ranged from an Introduction to Philosophy to sessions on Politics, Maths, Leadership and Art.

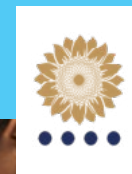
We are delighted that EYLA are now making use of our facilities for their enrichment sessions - every Saturday, 60 or so of their students visits the school. This has provided an opportunity for CLS staff and pupils to continue to enhance their programme, running workshops in a diverse range of topics

“During the Lockdowns we were grateful to CLS staff for volunteering their time on a Saturday to teach our young leaders online, and now we have the benefit of on-site, in-person lessons.”

“We also had access to Great Hall for our summer graduation at which we celebrated the achievements of our young leaders and scholars. We are excited about this evolving partnership and thankful to the Saturday team who enable us to run our programme seamlessly.”

Anne Collard,
Co-founder & Chief of Staff
Eastside Young Leaders' Academy

Ark Bentworth Primary Academy



CLS has had a longstanding relationship with Ark Bentworth Primary Academy. Although the pandemic limited the usual visits from their Year 6 pupils, we were pleased to be able to donate a equipment to help them with their developing OPAL Primary Programme. A member of CLS staff also serves on their governing body.



Project Rousseau

Project Rousseau is an organisation based in New York whose mission is to empower youth in communities to reach their full potential and pursue higher education. They achieve this by delivering mentoring, academic support, community service programs and international cultural exchanges for the young people referred to them. All of their students live well below the poverty line.

Since 2016, we have worked in partnership with Project Rousseau, and although we were not able to host students in 2020 due to the pandemic, CLS pupils volunteered to support their generation of teaching materials. We are delighted that plans are currently in place to welcome exchange students in March 2022.





**Centre for
Homelessness Impact**

Centre for Homelessness Impact

CLS is delighted to have started a relationship with the Centre for Homeless Impact (CHI). The Centre seeks to end UK homelessness through the use of better research evidence and data. Its goal is that within ten years homelessness in the UK is rare, brief, and non-recurring.

Since its launch in 2018 CHI has acquired an excellent reputation for using an evidence-based approach to accelerate progress towards this goal. This is reflected in its designation as the What Works Centre.

Representatives from the organisation are due to give a talk in the new year to pupils about a range of issues relating to homelessness and work the Centre does. We are collaborating with them on the production and trialling of PSHEE resources for schools. Our Future Guidance Department is also exploring opportunities with regards to promoting work in the charity sector.

CHI's work is designed to ensure that policies and practice in the homelessness sector are informed by the best available evidence of what works. The CHI team plan to achieve this in three ways:

1. Generating the evidence required to end homelessness, and making it as accessible as possible;
2. Providing resources and services that improve skills among policymakers and practitioners across the UK to analyse data, evaluate interventions; and
3. Mobilising a learning culture in which data and evidence helps policymakers, practitioners and philanthropists improve outcomes.

“Homelessness has many causes but key factors that perpetuate homelessness are that misconceptions are widely held and stereotyping is common. This generates stigma that is damaging for individuals who experience homelessness and acts as a barrier to the changes we need to end homelessness.”

“We are therefore delighted to be working with City of London School to share our research insights with the school community and to explore together how we can generate a better, evidence-based, understanding of homelessness and its solutions “

Dr Ligia Teixeira

CEO, Centre for Homelessness Impact

Higher Education and Careers

CLS proudly provides bespoke support to pupils from a range of state schools as they prepare their applications to elite universities. Pupils from across and beyond the Family of Schools are invited to attend a range of Higher Education and Careers events to support their application and to demystify the options open for their future.

In 2021 CLS provided Oxbridge and medical school preparation support, including mock interviews, for pupils from a range of schools, including Oasis Academy South Bank and Newham Collegiate. Our US Universities

Adviser also delivered workshops at both Newham Collegiate Sixth Form Centre and COLA Southwark on how to navigate the notoriously complex US university admissions process.

CASE STUDY

City of London Academy, Southwark

In 2021, CLS has worked very closely with COLA Southwark in supporting their university applicants. This included:

- **‘What I did in Year 12’** – a virtual event for pupils from CLS, CLSG, COLA Southwark and Oasis Academy South Bank in which alumni from the three schools reflected on what they had done in Year 12 to prepare themselves for applications to university in Year 13.
- Invitations to **Higher Education events** at CLS and CLSG.
- **‘Owning Your Future’** – a virtual event, with a talk given by Elke Edwards from the Ivy House Group.
- **‘Applying for Medicine’** - a seminar given by a member of the CLS alumni community (currently studying at the University of Cambridge) on how to make a successful application to medical school.
- **‘Supra-curricular Commitments’** – a workshop on developing supra-curricular interests
- **Mock interviews** for Oxbridge and Medical applicants

What I did in Year 12

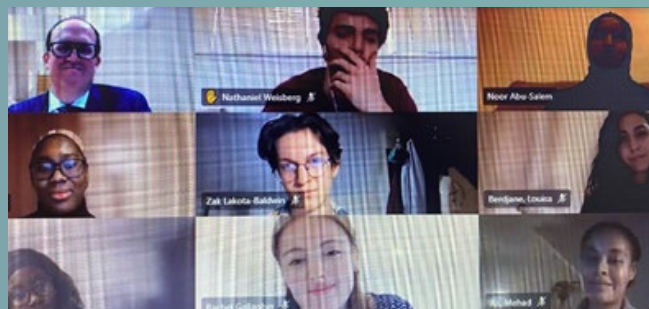
In January 2021, during the second full Lockdown, CLS arranged a quite remarkable evening for pupils in Year 12 from CLS, CLSG, COLA Southwark and Oasis Academy South Bank. Hosted by Andrew McBroom, (Deputy Head, CLS) nine alumni from the four schools came together to talk to over 150 pupils about their experience of Year 12 and to give advice about all aspects of the university applications process. The alumni represented a range of subjects, including Medicine, History and Natural Science. Some were just starting their undergraduate lives; others had already graduated.

Beyond the extensive insights about the importance of supra-curricular commitments, the panel spoke with passion about the importance of young people making their own choices about what to study and resisting fulfilling the expectations of others, be it family or school. The evening finished with a powerful message from Cecille from COLA Southwark about the importance of mental health. This was a particularly apposite, given the context in which the event took place.

“Thank you so much for inviting our students to such an inspiring talk from some clearly phenomenal students. All the key messages that came out were so perfect, and it was such a useful starting point for the twenty students who joined from Oasis. Reaching out to us with opportunities means a huge amount, especially at this time!”

Alice Hirst, Head of Year 12 & 13,
Oasis Academy South Bank

Attended by over **150**
pupils from Year 12 across
4 schools



“Thank you for putting together the Alumni event last night - it was great. There was a really diverse range of excellent panelists and I'm sure the students will have really benefited from their experience and advice. But, of course, from my point of view it was great to see four ex-COLA students on the panel. I was particularly proud of Cecile for coming in at the end with her heartfelt reminder of the importance of mental well-being.”

Anthony Brosnan
Vice Principal of Sixth Form, COLA Southwark

“Thank you for inviting me to be a part of such a wonderful event. I even took away some great advice myself from the other panellist, who were phenomenal.”

Jamelia
Pupil at Oasis Academy South Bank

Oasis Academy South Bank



Since 2019, CLS has supported pupils from a new Sixth Form in Lambeth with their university interview preparation. Oasis Academy South Bank is a secondary school serving a community historically underrepresented at the UK's top universities.

Last year we adopted of a more systematic approach to the partnership with sessions delivered to pupils at the end of Year 12 focussing on the university application process, personal statements, aptitude tests and supra-curricular commitments. This was followed with interview practice, feedback and further advice in the run-up to the real interviews in November and December. We were delighted to hear the news that in January 2021 six pupils received offers from Oxbridge and medical schools, and even more delighted to learn that they all secured their places in August 2021.

The partnership with Oasis Academy South Bank is going from strength to strength and senior leaders from both schools are considering the ways in which it can evolve to encompass a wider range of collaborations.

“The mock interview in Engineering reminded me how important it was to prepare to think aloud through the problems interviewers would present me with. Ms Bhandari put me through my paces and helped me practice both how to articulate my passion for the subject I was applying for, but also my scientific reasoning. Practising online, meant that the weird online interview format started to feel more familiar.”

Fabbilha

now studying Engineering at University of Oxford

With CLS support, **six pupils** from Oasis Academy South Bank secured places at **Oxbridge and medical schools.**

“CLS has supported students from Oasis Academy with mock interviews over the last three years to help put them on an even footing with their more advantaged peers at Oxford, Cambridge and medical schools. The teachers at CLS are both knowledgeable in their subject, savvy about preparing teenagers for university interview techniques, and go out of their way to help others when they can. In 2020-21 the education of our students was heavily disrupted by COVID-related closures and teacher absences. The only way we could keep on providing the tailored support that our Oxbridge and Medicine applicants required was through partnerships like the one we have with CLS. Of the eight students invited to interview at Oxford and Cambridge, six received offers – and all six ended up progressing to secure their places. It's thanks to the support they received from teachers at CLS that we can now enjoy receiving photos of them in their matriculation gowns and mortarboards at college! It is astounding that our school has been able to send 10% of its alumni to these institutions.”

“At a time when resources are stretched and school logistics are more complex and fraught than ever, this collaboration between the private and state sector is a significant aid to us..”

Michael Slavinsky

Assistant Associate Principal,
Oasis Academy South Bank

Careers

We were delighted to be able to take advantage of technology to invite pupils from the Family of Schools to careers talks. Hosted on Tuesday evenings during Lockdown, pupils listened to engaging and informative talks from people currently working in a wide range of professions including innovation and technology, law, engineering, project management, international development and sustainability. These events were typically attended by over 100 pupils.

City of London School
CITY OF LONDON SCHOOL FOR GIRLS

CLS and CLSG in partnership with the Family of Schools:

Careers Talks Spring 2021

In partnership with the Family of Schools, we warmly invite Sixth Formers, Year 10 and Year 11 pupils to a range of virtual careers talks across the academic year to support their careers education.

19 Jan
Innovation & Technology
David Barker from The Worshipful Company of Information Technologists

Moving successfully from education into work...and beyond! David Barker co-founded one of the first internet companies in the UK in 1994 and spent ten years globalising the Internet with Intel, Microsoft and Cisco. However, when he was 15 years old, he was told he would never get into technology because of his poor background and should lower his aspirations. David will share in his talk how he managed to overcome these obstacles to be listed at 25 years old in the Tech Industry with a career that has lasted over 30 years and seen him create three technology companies - his latest helping charities use technology for good. David also recently stood in local and national elections as a councillor and Alderman in the City of London and as an MP. With the future of work changing, with employers now receiving hundreds of applications for every job opportunity, David will be passing on a wealth of advice to ensure you stand out and successfully move from education into work.

2 Feb
Careers in Law
Jay Swain Associate from Freshfield Bruckhaus Deringer LLP

Jay is a corporate lawyer in Freshfields' global transactions practice, with a focus on private equity sponsors and other global financial investors. He has been involved in public and private mergers and acquisitions, internal reorganisations, and other corporate matters across various sectors.

9 Feb
Careers in Engineering
Geoffrey Willis, Director of Commercial Engineering from Mercedes AMG Petronas Formula One team

Engineering is essential to every part of modern life, from agriculture to global mobility, from building cities to sustainability, from microchips to the ISS, from sports to ventilators for Covid-19 patients. It is the application of scientific and maths skills to complex problems, overcoming challenges and working collaboratively to design and deliver real world solutions. The Mercedes team employs hundreds of engineers with specialist skills to design, develop, manufacture, and race its championship winning cars around the globe. This talk shares the world inside Formula One to illustrate many of the opportunities that a career in engineering can offer.

2 Mar
Project Management & Apprenticeships
Rebecca Bowman and **Jordan Flynn** (an Apprentice Project Manager at Arcadis)

Projects are all around us, from building a hospital to developing an app. You will have managed projects already, perhaps without realising it. But what kind of person becomes a project manager, and what kind of skills do you need? In this session, brought to you with Association of Project Management, you will hear from an apprentice Project Manager who works at a consultancy. He will walk you through his journey so far, including his reasons for choosing an apprenticeship. APMA will also talk about the value of the project profession to the UK economy (more than £150 billion), and how it can help you build your knowledge and networks related to project management.

16 Mar
Careers in sustainability, international development, and global nutrition
Oliver Camp from Green Biz 30 Under 30, Senior Associate at the Global Alliance for Improved Nutrition (GAIN)

Since leaving City of London School in 2011 and studying Modern Languages at Durham, Oliver has enjoyed a career in sustainability, international development and global nutrition. First as a consultant to some of the world's largest corporations, then in-house at Unilever, and now at the Global Alliance for Improved Nutrition, Oliver has focused on mobilising business as a force for good, and harnessing tech & innovation to achieve the UN Sustainable Development Goals.

All events are on Tuesdays, begin at 6pm and are hosted by Kevin Rogers, Head of Careers at CLS

City of London School
CITY OF LONDON SCHOOL FOR GIRLS

CLS and CLSG in partnership with the Family of Schools

Are you a leader?

In partnership with the Family of Schools, we warmly invite Sixth Formers to a talk given by **Elke Edwards**, founder and Creative Director of Ivy House.

Right now, there are millions of young people starting out, most of them have big dreams and ambitions. But the truth is, only a few of them will actually create the lives they are dreaming of – the question is, will you be one of them?

In this direct and thought-provoking talk, **Elke Edwards**, founder of Ivy House will look at the 'what and how' of leadership and challenge you to consider what kind of leader you were born to be – and, if you are a courageous enough learner, to make your dreams a reality.

Date/Time:
Weds 17 March
5–6pm

Link to join:
bit.ly/3rxcoj4

Elke Edwards is the founder and Creative Director of Ivy House and is responsible for our thought leadership, bestselling book *Extraordinary: How to Lead a Better, More Meaningful Life: Prior to Ivy House* the development from the multi-award winning...

City of London School
CITY OF LONDON SCHOOL FOR GIRLS

The Alumni of CLS and CLSG present:

Overseas Universities Forum

Wednesday 10 March
6pm–8pm

An online forum featuring both CLS and CLSG alumni who are studying, or have recently studied, at an overseas university.

Universities represented:

- USA: **Yale, Stanford, UCLA, and Brown.**
- Canada: **UBC, McGill University.**
- Italy: **Bocconi University.**
- France: **Sciences Po** (semester only)
- The Netherlands: **Amsterdam University College** (and **University of Amsterdam** for a Masters).

Date/Time:
Weds 10 March
6pm–8pm

Hosted on:
Microsoft Teams

Link to join:
bit.ly/37Lpvih
(or scan below)



Music

Our wide range of valued musical partnerships is a source of great pride at CLS where we recognise music as a vehicle to support and share opportunities with young people from many backgrounds. The last eighteen months have given rise to new opportunities for strengthening collaborations, and we look forward to returning progressively to more in-person, live events to foster creativity and performance skills in our projects for young people.

London Youth Choir

We are proud to partner with London Youth Choirs (LYC), a family of five choirs established in 2012 by Suzy Digby OBE and Rachel Staunton. Their mission is to give young people the opportunity to achieve exceptional standards in choral singing, musicianship and vocal production. This is truly an inspiring organisation which enriches the lives and talents of young people from a diverse variety of backgrounds across London. CLS helped provide LYC with space to run online workshops during lockdowns and is again able to support the work of LYC through the sharing of our facilities, once again used by 240 visiting singers each week.

The CLS Music Department has also launched a new weekly 'cambiata' project for changing voices, aligned with LYC rehearsals to enable crossover and collaboration projects to take place. We look forward to more opportunities for shared rehearsals and performance projects in the future.



City Schools Concert

In January 2020, CLS proudly hosted an incredible musical partnership event featuring performances from pupils from across the Family of Schools. This dynamic was maintained in 2021, through online workshops allowing partner schools to develop song writing projects on a common theme, culminating in a mix of videos and a shared online 'listening event' in place of the annual joint concert. We long forward to hosting the 2022 event, bringing together pupils from across all key stages for a concert in our Great Hall.

Cambiata Project

The new 'cambiata' project at CLS offers continued weekly support, both musical and pastoral, for ex-choristers from various London choral foundations who are pupils at CLS. We are proud to offer such an accompaniment within a single school for those young singers beyond the period of their voice change; this programme supports their well-being and prepares them for their musical future.

240 young people from the London Youth Choir visit CLS every week.



"The event was a lovely celebration of the focus in our schools on culture, with instrumental playing, a massed choir and dancers. It was joyful to see the younger and the older children enjoying creating music together and they were so supportive of one another. The event ran like clockwork, which is not an easy thing to achieve with more than 200 performers all on stage! It was wonderful to see a 'full house' of parents and families watching the talent of their children and even participating in the singing at the end."

Matt McDonough
Music Teacher & Peripatetic Coordinator, CLS

London Handel Festival

We are delighted to work closely with the London Handel Festival. The school is a member of their Choral Partners network, in connection with youth, amateur and professional ensembles across the country. Similarly, in 2021 we have begun collaborations with Pimlico Music Foundation, Hackney Children's Choir, Open University and other partners to devise and deliver teaching resources aimed at Key Stage 3 and 4 pupils. Our resource pack aims to facilitate access to classical music for non-subject specialist teachers as well as reinforcing skills taught up to GCSE. We are proud to be involved in the online FindFusion platform for collaborative educational projects.



“The poems we created looked at how people are happier and have better mental health when they regularly interact and work with other people and have good relationships. How better to do this than through music where cooperation and working together is so key?). It was very enjoyable and interesting to work with such experienced leaders, and the project profited immeasurably from their invaluable help, as well as the way they made the actual song. Overall, it was an interesting and exciting experience, and I am sure everyone else feels the same way!”

Julius

Third Form Musician

Trinity Champions

Becoming a Trinity Champion Centre recognises our commitment as a school to the Arts and enables us to share our passion and experience within wider settings and our community. This provides a strong pathway for pupils to develop individual musical talent across a broad number of instruments, composing and arranging, up to and beyond diploma level under the guidance of highly recognised music teachers. Our Champion status further acknowledges our Music department's partnerships with local organisations, including access to facilities, instruments and the ability to offer support with wider musical learning experiences to those within our community.





Voces 8 Foundation Young Leaders Programme

CLS joined forces with others from the Family of Schools to participate in the 2021 Young Leaders programme led by professional singers from Voces 8 and Apollo 5. The pupils from several schools met through online workshops and were taught how to teach songs, foster healthy singing technique and to develop effective rehearsal techniques. Instead of applying those skills in classrooms within partner schools, the pupils recorded their teaching modules and sent the videos to the Family of Schools.

Royal College of Organists

CLS is also proud to have been named an Accredited Institution by the Royal College of Organists, in recognition of the work undertaken to promote the organ to a wider audience of young people. We are developing partnership projects with the Family of Schools to allow children access to discover the wonderful instrument found in the Great Hall, and to promote creative, practical and artistic projects around the organs in school and around the city.

“We learned three broad categories of “Mental”, “Vocal”, and “Physical” warm-ups. The mental warmups included tricky tongue- twisters and fun riddles, while the vocal category consisted of a fun magic paint brush themed warmup. The aim of these warm-ups is to get the children moving and thinking, before warming up their voices so that they are ready to sing! As COVID has meant that we were unfortunately unable to deliver the session to the children in person, we recorded a video for them to watch and practice the songs and warm-ups. We each took it in turns to present one of the items to the camera to be copied by the others and had great fun!”

Will and Finbar
Third Form pupils, CLS



Temple Church

The long-established partnership between CLS and Temple Church Choir continues to flourish with several current CLS pupils singing in various choirs at Temple Church. The choristers are able to benefit from their education at CLS alongside a centuries old cathedral-style musical training, whilst still living at home. CLS is proud of our positive and valued partnership with Temple Church, enabling choristers to develop and thrive both academically and musically.

The Choir of Her Majesty's Chapel Royal, St James's Palace

CLS educates the Choristers who sing in the Choir of Her Majesty's Chapel Royal, St James's Palace. We currently have ten full Choristers and three Probationers at CLS, as well as seven Pre-Probationers (years 4-6) who attend several different state and independent primary schools. Rehearsals take place at CLS during the week and the Choristers sing on Sundays at St James's Palace.

Partnership work with children's choirs and churches and the recruitment of young singers who would not ordinarily be able to afford education at CLS is a vital element of this musical partnership and regular contacts are maintained with primary schools across five London boroughs.



Bursaries

Ever since John Carpenter's original bequest in 1442, inclusivity has been a guiding principle for CLS. We believe that the ability to pay fees should not be a factor when choosing to apply to CLS. No child's opportunities should be limited by their economic or social circumstances.

We all know, of course, that a child's prospects remain closely linked to their parents' income and that social mobility remains painfully low. At CLS, we are determined to play our part in changing that.

Every day we see the many benefits of diversity. We recognise that, in a school community, diversity helps pupils to appreciate the power of difference, to understand new perspectives, to become more outward looking and more ready for life after school. We want CLS to be a School that is open to everyone.

Over 500 supporters donated over **£800,000** in 2020-21. This allowed us to award transformational bursaries to 12% of new pupils joining Year 7 in September 2021.

By 2025, our plan is to increase the number of new pupils receiving bursaries to **15%**.

City of London School and Me

PJ joined our Sixth Form on a full-fee bursary in September 2020. He is studying for A-Levels in Maths, Geography and Economics and for an Extended Project Qualification. Ten years ago he arrived in the UK with his mum, unable to speak English. They initially lived in a friend's loft. PJ was encouraged to apply for a bursary by his East London school, and within months of arriving at CLS, during a global pandemic, he has become a prefect, been asked to join our basketball team and taken part in a competition for social entrepreneurs. PJ now hopes to help build a better future by studying sustainable human development at university.

"My mum cried the day we found out I had been offered a bursary at CLS. It felt like all of the hard work she invested in me – the early mornings, the late nights – had been worthwhile. That's one of the reasons I'm so determined to keep pushing myself: to get the greatest outcomes and be the greatest son I can be. I see the bursary as a privilege and a

massive opportunity, because without it I wouldn't be at this School. Every bursary is going to be life changing. It's going to provide an opportunity for someone to push forward, work harder and make the most that they possibly can of themselves. It means everything to me."

PJ, Senior Sixth Form pupil

Working Collaboratively with CLSG

A key element of our Strategic Vision is to expand the scope for our pupils to work with and learn from pupils at CLSG, so they understand that through working with others, we are strengthened ourselves. In 2021, there have been a number of exciting developments, including the launch of City+ and the joint iGEM.

CASE STUDY

City+

We were very excited to launch City+, our new Sixth Form enrichment programme with CLSG, at the start of this school year. The weekly timetabled programme includes a range of speakers and workshops addressing today's big issues, and seminar sessions during which pupils can choose from one of 26 short courses designed and taught by a team of teachers from both schools. It is a great opportunity for pupils to broaden their horizons, meet some new people and hopefully have a little light relief from their A-Level subjects once a week. We were very happy to welcome Gina Martin as our first speaker this term, a campaigner who managed to change UK law on upskirting, and who demonstrated to our students that, with a little perseverance, they can make change happen. Other highlights of the term include the new joint acappella choir, the Archaeology group's outing to the City's Roman remains, and the lively spin classes down at Boom Cycle. It is great to see pupils from both schools exploring these new areas together.



CASE STUDY

iGEM

In 2021, pupils from CLS and CLSG joined forces to create **Project Ribotox**. Their aim was to find a way to screen for preeclampsia before symptoms have arisen using genetic engineering, so patients can be monitored by specialists and, if needed, medication can be taken to decrease blood pressure. Currently, it is detected after symptoms have arisen by generalised, antiquated methods such as a blood pressure cuff that often result in misdiagnosis and missed-diagnosis. This, combined with late diagnosis ultimately leads to preventable complications in pregnancy such as foetal growth restriction, low birth weight and life-threatening seizures and blood clots.

Project Ribotox was submitted as an entry to the iGEM competition - the world's largest synthetic biology competition, in which high schools and universities from around the world such as Stanford and MIT compete to solve real-world problems with real-world, synthetic biology-based competitions.

After a year of arduous research and labwork, the pupils presented their project to the iGEM judges, and were awarded a **Gold Medal** for successfully creating their proof of concept for a preeclampsia-screening kit.



“The kit works by detecting two upregulated ‘microRNA’ (miRNA) biomarkers in the serum of patients with the condition with a novel riboregulator called an AND-gate toehold switch, along with a new method



of isothermal amplification. The team designed the DNA and RNA used in these kits both by hand and by coding a python script to generate riboregulators in silico based on their secondary structures, predicted by a complex thermodynamics-based algorithm. The team were able to characterise the riboregulators in the lab and proved that they were able to distinguish between concentrations of miRNAs in patients with and without preeclampsia.”

Peter, Senior Sixth

Diversity & Inclusive Education

We are enormously proud of our diverse and inclusive School community and seek to create opportunities in our curriculum, pastoral and co-curricular provision for pupils to discuss and reflect on issues of identity, culture and belonging.

The momentum caused by the murder of George Floyd has been motivating and the pupils and staff have, together, sought fresh opportunity to examine, discuss and confront systemic issues of inequality. As such, we have active societies including the Afro-Caribbean Society to enable pupils to have a space to discuss issues pertaining to race. Last year, a Race Equality Review was undertaken across both CLS and CLSG to identify areas for improvement in order that the School can seek to be more inclusive and representative. The Race Equality Review steering group are working to ensure the recommendations of this review are realised. To date, the School has seen fresh portraiture in the School building, changes to the pupil rules on appearance, a multicultural event to celebrate the individual heritage of all pupils,



and the ongoing development of the curriculum to ensure diversification and the diversification of the governing body.

The Amos Bursary exists to ensure talented young people of African and Caribbean descent have the opportunity to excel in education and beyond by recruiting high quality pupils and mentors, running development programmes with peer and professional mentors, parental engagement and cultural and networking opportunities. The pupils of the Afro-Caribbean Society were lucky enough to have a meeting with some of the current Amos Bursary pupils, who come from a variety of schools from across London, which was led by Ms Colleen Amos OBE and Baroness Valerie Amos. The Amos Bursary

and the School hope to work more in partnership over the coming months and look forward to exploring how we can learn from and enrich each other.

Our pupil-led societies also include an active Jewish Society, Islamic Society, a Christian Union and Hindu Society. Increasingly, we are connecting our societies with their counterparts at other schools to further enrich our discussions and experiences. We also have an active LGBT+ society which meets weekly, hosts a range of speakers, delivers assemblies and celebrates Pride and LGBT History Month.

As part of the School's actively anti-misogynistic position, the powerful social movement that followed the murder of Sarah Everard, as well the testimonies posted onto Everyone's Invited gave fresh momentum. CLSG Sixth Form pupils joined us to hear a powerful address from Gina Martin. It Happens delivered timely training to all teaching staff to support the delivery of high-quality Relationships and Sex Education. The City+ programmes saw powerful pupil-led workshops addressing the issues of consent.

CLS is also part of a network of London independent schools who discuss issues concerning LGBT+ and support the provision of inclusive education in schools more widely beyond our immediate network. Our Head continues to sponsor the City of London Pride Network and we are proud to continue to champion Stonewall and to continue to partner with the City Pride Network.



The Future

As we look ahead to partnership work in the coming year, we also reflect on the ways in which partnership has fundamentally changed as a result of the Pandemic. With a blended approach to partnership work, we have embraced opportunities for greater accessibility and engagement with a wider pool of young people and organisations. Nonetheless, we look forward to many more in-person partnership events in the future and recognise their enormous benefit, alongside the virtual experiences we seek to broker and lead. A close working relationship with CLSG will further enhance our partnership provision, enabling pupils and staff to work alongside each other, for example in the wide-ranging Sixth Form enrichment programme, social events and the launch of our new coeducational junior school.

In addition, we are keen to further develop our relationships with the Family of Schools, expanding our Oxbridge support and building upon our success in supporting pupils to access elite universities in the US and at home. We recognise the importance of Oracy as a tool for social mobility and are planning CPD and pupil experiences using Oracy as our focus. In addition, we look forward to continuing to host the Maths Partnership Forum, enabling colleagues to share best practice in curriculum and assessment, working closely with our lead facilitator, Caroline Sharp (Assistant Headteacher, Redriff Primary School). Other plans include the launch of a Pastoral Leads network alongside CLSG, creating a KS2 Humanities Network and sharing Career learning expertise with our primary colleagues. Ensuring that partnership work is responsive and collaborative

is a priority; we look forward to continuing to facilitate the Partnership Forum, as a key platform for colleagues to share opportunities for pupils and colleagues to partner. We are proud to work closely with our diverse and talented Family of Schools and anticipate great opportunities ahead.

We also plan to continue to partner with a fantastic range of external organisations, further developing our partnership relationship with Linklaters as leaders within industry. Our partnership with IntoUniversity continues to thrive, enabling pupils from CLS and CLSG to gain leadership and mentoring experiences. Eastside Young Leaders' Academy remains a key partner for CLS and we continue to seek opportunities for our teachers and resources to support their incredible work. We work closely with The Aldgate School, with our pupils acting as valued reading mentors to younger pupils as well as seeking to carry out significant charitable work as part of our CSO provision, building further on our relationships with our charity partners.

Partnership remains a central and strategic priority at CLS. We recognise its enormous value to our school community, acting as a mechanism to support pupils to achieve our vision of being kind, aware and ready for their futures. We aim for partnership to further develop as an impactful and important aspect of school life and look forward to sharing our success with you.

Andrew McBroom

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Proud to be part of the
City of London Corporation



CITY OF LONDON
SCHOOL FOR GIRLS



Working in Partnership

2021

Page 109

Our partnerships in numbers

Amount raised by charity appeal for Street Child since our partnership began in 2011: **£206,615.71**

100% of girls actively raised money for the charity appeal

3,241 hours community service carried out by our pupils in 2020

300+ pupils actively involved in community service projects organised or facilitated by CLSG

100 pupils in receipt of financial assistance

80 girls at CLSG on full means-tested bursaries

Our economic impact

Total financial assistance
£1,888,390

Total sum contributed to UK GDP
£24,925,197

Total savings to the UK taxpayer as a result of pupils attending CLSG
£7,351,386

Total amount of UK tax supported by CLSG activities
£6,427,432

Number of jobs supported by CLSG supply chain
577

Source: ISC Economic Impact Assessment Tool

The lockdown years have emphasised how fundamental collaboration and connection are to learning and to life at CLSG. Our partnerships continue to grow and enrich our understanding of ourselves and our community.



Partnerships are wholly in tune with our strategy to inspire pupils to find their space to pioneer. This report details the multiple ways in which pupils, teachers at CLSG, with the family of schools and other partners, have found new educational space together: in digital or real life, with local or international collaborations on curriculum; sustainability, teaching practice and careers.

Through strong working relationships with the City family of schools, teaching partnerships and through our termly partnership forum we continue to develop opportunities for sharing expertise and honing teachers' practice. Students' own development and understanding of community and the wider world benefit too from working with partners.

Our close collaboration with CLS has seen the development of a joint sixth form weekly enrichment session: City+; the partnership with industry leaders including Linklaters offers world class career development to pupils from

across the family of schools, and in all sorts of ways students' co-curricular horizons are extended: through working with the police and fire cadets, through mentoring and volunteering in our partner primary schools and through reading mentoring at Galleywall Primary School; through Bikeability and with other schools across London to develop carbon zero strategies.

There can be little doubt that whatever the known and unknown global challenges of the 21st century and beyond, we will rely on creative, innovative, collaborative problemsolving. Partnership then is proudly right at the heart of what education is at CLSG.

A handwritten signature in white ink, appearing to read 'Jenny Brown', is positioned above the printed name and title.

Jenny Brown
Headmistress

City of London Corporation Family of Schools

The City of London Corporation has one maintained primary school, eight sponsored academies as part of the City of London Academies Trust, and two co-sponsored academies in neighbouring boroughs. It also supports three independent schools.

In its pursuit of educational excellence, the City Corporation has drawn these schools together, collectively known as 'the City of London family of schools'. These schools are engaged in establishing and sharing a collective ethos based on what will be known as the 'Foundations of the City schools'.

The family of schools includes:

- **The Aldgate School (formerly Sir John Cass Foundation Primary School)**
- **Galleywall Primary, City of London Academy**
- **Redriff Primary, City of London Academy**
- **City of London Primary Academy, Islington**
- **City of London Academy, Southwark**
- **City of London Academy, Highgate Hill**
- **City of London Academy, Highbury Grove**
- **Newham Collegiate Sixth Form, City of London Academy**
- **The City Academy, Hackney**
- **The City of London Academy, Islington**
- **City of London School**
- **City of London School for Girls**
- **City of London Freeman's School**
- **The Guildhall School of Music & Drama**

Partnership working is a very positive experience for everyone involved – headteachers, teachers, governors, parents and of course the pupils. Partnership provides the best possible opportunity for schools to enhance learning and ensure all children succeed. It encourages children to be comfortable in the company of anyone – and at ease in wider society. The family of schools are sharing experience and expertise in leadership, teaching and learning, the curriculum and school support. There is much we learn through collaboration and this can be in any field including sports, the arts, teacher development, social and emotional wellbeing, careers education, holiday and after school activities, and a range of school subjects. We are delighted to have schools working together around safeguarding, governor training, oracy, the environment, mathematics, university preparation, visual arts and music to name a few of the many areas of partnership working.

Professor Anne Bamford OBE
Strategic Director of Education and Culture, City of London Corporation

In 2021 we have collaborated with the City of London family of schools in the following ways:

27% of CLSG teachers were involved in partnership work in 2021

- We led the teaching of Latin GCSE at two of the CoL academies
- Year 6 classes from six primary schools attended our online workshop led by the QE Prize for Engineering
- Twelve of our pupils have mentored year 9 pupils in English and maths at CoLA Shoreditch Park, developing excellent working relationships and providing invaluable support
- CLSG pupils provided maths and English curriculum support remotely via fortnightly virtual mentoring
- The careers department has provided bespoke interview support and guidance for 23 pupils from the family of schools aspiring to Oxbridge
- CLSG's higher education evening and careers events continue to be opened up to the family of schools and were attended by 40 pupils last year
- Subject networking has been established to enhance collaboration at sixth form facilitated by CLS and CLSG teaching staff
- CLSG hosted two webinars designed by law firm Linklaters which were attended by over 250 pupils from years 10-12 from six schools
- Subject networking at key stage two in music focusing on curriculum, assessment and the sharing of best practice
- Subject networking in drama with CoLA Shoreditch Park, developing a range of opportunities for pupils and teachers to share best practice, including acting as a virtual audience and contributing to remote performances
- 16 year 10 and 11 students became reading mentors for pupils in years 4 and 5 from Galleywall Primary School
- 90 year 11 students undertook a week long voluntary placement in seven of our partner schools



Partnership case study

Our partnership with COLA Shoreditch Park is one of which we are especially proud. Over time, we have developed a powerful partnership between our schools.

This includes the teaching of Latin with a significant teaching commitment of two visiting CLSG teachers who are in their third year of teaching the class of five who plan to sit the GCSE examination this summer. We look forward to welcoming the pupils into school for a re-run of the 2019 workshop.

This year a CLSG maths teacher has also been teaching a year 11 GCSE level two further maths class of six, for two hours a week, with a view to them sitting the exam at the end of this academic year.

Our maths and English mentoring programme was adapted in 2021 as we created a virtual mentoring model to respond to the pandemic's restrictions. Every week, students created academic support short films to consolidate and extend year 9 pupils' knowledge and understanding of maths and English, closely linked to their lessons and homework.

We are delighted that our relationship with COLA Shoreditch Park continues to grow and thrive and look forward to working alongside them in the future.



We have had a longstanding partnership with CLSG since we opened the academy in 2017, which has included extension classes in English and maths at KS3, competitions, conferences and webinars hosted by CLSG for Shoreditch Park pupils, as well as the highly successful sixth form mentoring of Shoreditch Park pupils. This year we have been grateful to be continuing the Latin GCSE offered to our year 11s thanks to our visiting teachers Dom and Tor from CLSG. Pupils have been excelling, and the predicted grades 8 and 9 speak for themselves. In addition, we have been able to offer further maths GCSE to our very most able year 11 mathematicians thanks to our visiting teacher Giulian. Pupils have loved getting further ahead and have really enjoyed the challenge. This has also freed up main class teacher capacity by reducing the top set class size, to further support and intervene to raise attainment of the rest of the class.

Charlotte Pincher

Assistant Headteacher, CoLA Shoreditch Park

Developing our partnerships

In September 2020, City of London School and City of London School for Girls launched the City of London partnership forum, working alongside our colleagues in the City of London team to bring together colleagues from across the family of schools in termly partnership forum meetings.

These meetings allow partnership opportunities to be shared and requested and also ensure that our partnership work is responsive, meaningful and relevant.

We are delighted that the partnership forum is now in its second year and are proud of the pioneering and exciting work achieved through this termly discussion of partnership needs and opportunities. The partnership forum aims to be a mechanism to enable pupils and staff to learn from and collaborate with each other across the diverse and impressive range of school contexts which form the City of London family of schools.



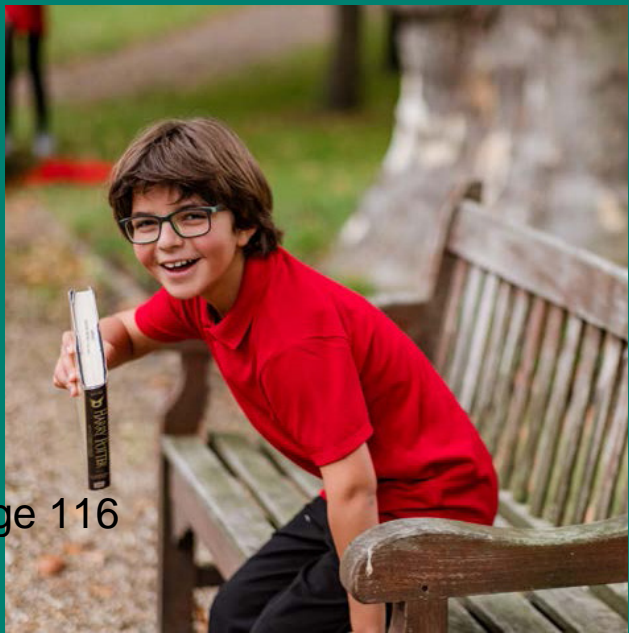
City Junior School

This year we were delighted to announce that, together with the City of London School, we will be opening a junior school for girls and boys aged between 7 and 11 in September 2022.

As a joint endeavor, the junior school, like the senior schools, will be inclusive, unstuffy and committed to excellence in its educational offer. Fundamental to the strategic development of each school, it is an eloquent expression of our shared values. While both senior schools will remain single-sex, our new junior school will build on the growing collaborations and partnerships between both existing schools, as well as with the City of London family of schools.

The junior school will be based in London's historic legal quarter, Gray's Inn, within easy walking distance of both senior schools.

We are delighted that Rachel Thompson, who has successfully led CLSG's prep department over the last four years, will be the first head of the junior school.



Partnerships with City London School

City+

We were very excited to launch City+, our new sixth form enrichment programme with City of London School, at the start of this school year. The weekly timetabled programme includes a range of speakers and workshops addressing today's big issues, and seminar sessions during which students can choose from one of 26 short courses designed and taught by a team of teachers from both schools. It is a great opportunity for students to broaden their horizons, meet some new people and hopefully have a little light relief from their A level subjects once a week.

We were very happy to welcome Gina Martin as our first speaker this term, a campaigner who managed to change UK law on upskirting, and who demonstrated to our students that, with a little perseverance, they can make change happen. Other highlights of the term include the new joint CLSG and CLS A Cappella choir, the archaeology group's outing to the City's roman remains, and the lively spin classes down at boom cycle. It is great to see students from both schools exploring these new areas together.

City of
London
School

IntoUniversity

A joint team of more than 90 sixth form students from CLS and CLSG are working together to support the IntoUniversity programme - a scheme which works with students from disadvantaged backgrounds to provide academic support and mentoring in order to assist them in achieving their aspirations. Some of our sixth formers are working together with CLS students to create a range of tutorials and other materials that can be used by mentors in the scheme, whilst others are being trained up as mentors and will work directly with the young people that

IntoUniversity supports. This is great experience for our students; it will certainly challenge them and help to develop their organisational, communication and teamworking skills, whilst also hopefully being very rewarding work.

Students are working in IntoUniversity centres in the following locations:

Hackney Downs
North Islington
North Kensington
Walworth
Kennington



Charity Appeal

Charity and fundraising are a critical part of school life at CLSG. Our pupils have an acute sense of social responsibility and use their time and resource constructively and collaboratively to fundraise for their valued causes. We have a long-standing relationship with Street Child, a charity which focuses on the 125 million school-age children across the world who are currently out of education. Street Child works in 14 countries, including Afghanistan, Sri Lanka and Uganda, combatting educational injustice at a local and meaningful level. Student fundraising was curtailed during C19, but now that we have returned to school, pupils have resumed their efforts and, led by the sixth form mission committee, will continue this academic year.

“During a year that has been tough for lots of people, City has continued to jump at each opportunity to provide support for communities in need. Fundraising is undoubtedly at the heart of our community and has not only encourages engagement with social issues but also provides a rewarding way for students to become involved in events at school.”

Matilda

Year 13 Mission Committee Chair

CLSG is proud to report that over the course of our ten-year partnership with Street Child, CLSG has raised **£206,615.71** for this important cause thanks to the hard work and dedication of our pupils.



**£206,615.71 raised for
Street Child since 2011**

CLSG is proud to report that over the course of our ten-year partnership with Street Child, CLSG has raised **£206,615.71** for this important cause thanks to the hard work and dedication of our pupils.

Fundraising highlights this year:

- On 25 June 2021, CLSG staff and students walked an impressive 11 miles, with a fundraising target of £12,000. The money raised enabled Street Child to support eight community based schools in Uruzgan, Afghanistan. Due to match funding we manage to raise an impressive £38,632.20
- July 2021 mufti day raised an impressive £628.30 for Action Aid and Beateating disorders charity
- October 2021 World Mental Health Day The school community wore something yellow and raised £308.26 for Young Minds
- Last year our head girl team organised a collection for Hackney Foodbank.
- An Afghan refugee christmas gift appeal in conjunction with City of London police allowed a van full of presents to be delived to Afghanistan refugee children
- The head girl team installed the fondly named Barbra, our CLSG bra bank, into which students and staff were encouraged to donate their unwanted bras. For every tonne of bras collected, Against Breast Cancer receives £700 to fund their research. The donated bras are repurposed and used to support small businesses in African countries where bras remain too expensive to produce locally

“Street Child is incredibly proud of our partnership with City of London School for Girls which continues to go from strength to strength. Our shared educational values, passion and commitment have enabled a real impact for children in some of the toughest parts of the world.”

Tom Dannatt
Street Child CEO & Founder

**LADIES!
GIVE US YOUR
SUPPORT**

Deposit your used, new or surplus bras into our bra bank. Give them a new lease of life - raising vital funds for research into secondary spread breast cancer.

At donating your bras to a **BRA BANK**, you'll also be helping your business drive the UK's campaign to cut down on affordability issues.

For more information, visit our new website at <http://fightagainstbreastcancer.org.uk> or contact us at info@fightagainstbreastcancer.org.uk

AGAINST
breast cancer

© 2021 Street Child. All rights reserved. Street Child is a charity registered in England. <http://fightagainstbreastcancer.org.uk>

Volunteering

Volunteering continues to be an important and valued part of school life, with pupils dedicating their time to others in a wide range of ways, ranging from volunteering in hospitals and supporting the city farm and local libraries, to tutoring, coaching and academic mentoring of younger pupils.

Through our community service programme, all pupils in year 12 undertake about an hour a week of community service. Their activities are certainly wide-ranging, from offering their help on a dairy farm to tutoring younger pupils and creating clubs to promote the role of women in STEM subjects.

The Duke of Edinburgh award

The Duke of Edinburgh award is a key component of City girls' education and includes a significant requirement for volunteering, ranging between three months for the bronze award and 12 months for the gold award.

The award recognises that “the volunteering section of a DofE programme is often the most rewarding, uplifting and memorable part of a young person’s DofE adventure.”

Since 2020, 163 pupils have enrolled in the Duke of Edinburgh award with wide ranging volunteering activities at the core of their experience.



Year 11 volunteering at partner schools

As part of our summer programme of enrichment for year 11, 70 students opted to take part in one or two week-long volunteering placements in seven of our partner schools. With 20 students opting to undertake two placements, over 90 took place. The teachers at the three primary and four secondary host schools were fantastic at putting together a really worthwhile programme for the volunteers - CLSG students were acting as teaching assistants, supporting administration teams, taking duties, mentoring students with challenging behaviour and accompanying school trips.

We offer our **huge thanks** to Redriff Primary, The Aldgate School, Galleywall Primary, Shoreditch Park Academy, Highgate Hill, Hackney Academy and Southwark Academy for hosting our students, and giving them such a valuable opportunity!

Since joining the sixth form, many students have continued to volunteer at their placement school on a weekly basis, often supporting with homework and after school clubs.

The value of the placement for the volunteers was significant. They gained new skills, developed confidence, and the appreciation and respect they had for the teachers they were working with, was so lovely to hear.

“In the summer term of 2021 we had a number of students from CLSG coming to The Aldgate School to carry out their work experience. The students were incredibly engaged and teachers commented on them being very helpful. We have been pleased at how many of them have wanted to do further volunteering in the school, either before the summer holidays or on a weekly basis. The students who are currently attending on a weekly basis are supporting children’s reading and in after school clubs.”

Alex Allan
Head. Aldgate School

The volunteers said:

“Getting to know my mentee, and seeing their happiness when they were praised by teachers, was a real highlight.”

“I can now appreciate how much effort teachers put in for every lesson. I never realised how draining it can be to always be a positive person through difficult, long days. I sometimes found the days strenuous, but I know that the long hours are more than worth it.”

“I realised how significant and valuable my own education has been, as I was reminded of the fundamental skills these children were in the process of learning - legible handwriting, reading, basic maths skills - which are skills I now take for granted.”

“I think one of the most important things I have taken from this experience is how much I love kids, but also the importance of helping the younger generations grow. I already appreciated teachers, but now I think I understand what an important role they have in students’ lives. I would love to give back, like all these teachers do every day, by helping younger generations and preparing them for their future.”

“The teachers and children were all so kind and welcoming and I started to form bonds with lots of the children. I never thought I’d enjoy it this much - I was even sad to leave. I would definitely like to go back and volunteer next year.”



Year 11 student assisting with a music lesson at CoL Academy Highgate Hill

Year 11 students engaged in a volunteering mentoring programme at city of Academy London Southwark last year. Students were paired up with our students and a discussion held to set fair targets. During lessons positive conversations took place linked to the targets set and personal experiences. At the end of each day students checked in with their mentors to review their targets. The programme was a success and being mentored by another student meant they could relate to personal experiences which have a positive impact on behaviour, self confidence and mental health.

Shahleeni Gardner

Senior Assistant Principal,

Personal Development, Aldgate School



Mentoring

Mentoring is central to our collaborative approach in partnership work, enabling CLSG pupils to use and develop their skills to support, challenge and extend others. We are proud to have facilitated opportunities for meaningful mentoring this academic year and continue to see it as an opportunity for pupils to contribute to the experiences of others and also to develop themselves.



What do the parents think?

“My girls love the reading mentoring programme, they talk about it nonstop and are so excited going into school on a Thursday”

Parent
Galleywall Primary School

Galleywall reading mentors

Although lockdown delayed our initial plans, in April 2021, eight of our year 10 students have been taking part in a ‘reading mentors’ scheme with year 4 pupils from Galleywall Primary School. Each week, the mentors and mentees connect over Google Meet to read together and discuss Michael Murpurgo’s *The Butterfly Lion*. It has been a joy to see the connection that the pairs have made over such a short space of time and to hear them take it in turns to read, discuss tricky vocabulary and spellings, to make plot predictions, and to develop a trusting and fun relationship. It was wonderful to be able to expand the scheme in September and now we have a new year 10 cohort as well as the original group of new year 11 mentors.

What do the year 4 pupils think?

“My partner helps me understand new words I haven’t heard before and I just love that we can talk about books”

“I am enjoying the reading mentoring because I love reading. The book we are reading is very interesting. My mentor is super nice and always compliments me about my reading. This makes me feel happy and confident”

“It is very fun and is encouraging me to read more. My reading mentor is very nice. When I make a mistake she helps me in a kind way”



What do the year 10 mentors think?

“I really love mentoring because I am able to learn how to teach younger children. It’s super fun to come up with new exercises, and I’m so impressed with how much my mentee has picked up and progressed in the short time we have been reading together”.

“I love reading mentors; it’s really fun and I love seeing the pleasure my mentee gets from reading a book that I really enjoyed reading when I was his age.”

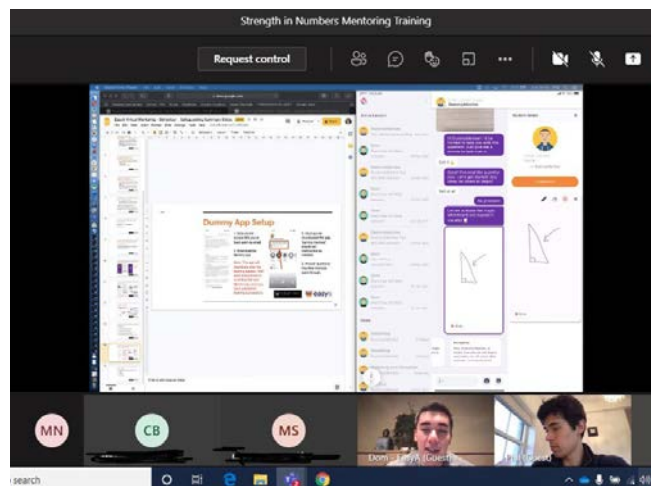
“Even though it’s only once a week and we have had some disruption due to covid, I feel like I’ve built a really lovely relationship with my mentee, and I feel really proud when she makes progress.”

“I’ve really enjoyed coming up with new exercises and trying out different ideas to see what helps my mentee the most.”



Alumnae medic mentors

Last year we were very fortunate to be invited by CoL Freeman's School to join their new maths mentoring initiative. Aptly named, 'Strength in Numbers', the scheme provides instant, digital support for year 7-10 pupils across the family of schools, who are struggling with their maths homework. This takes place via a dedicated app, as part of Colet Mentoring. 25 CLSG sixth formers signed up to form part of the 'mentor pool', alongside mentors from Freeman's and CLS. This was a unique opportunity to provide targeted support for pupils, but also proved an excellent learning opportunity for the mentors.



Alumnae medic mentors

Last year, a group of year 12 students launched a 'Medics Mentors' scheme for CLSG and NCS students considering a career in medicine. We were very fortunate that eight recent CLSG alumnae were incredibly generous with their time and responded to queries and questions about their degrees and medical placements via a 'pen pal' system in order to support the students with their medical applications.



Curriculum based partnership

Partnership in maths

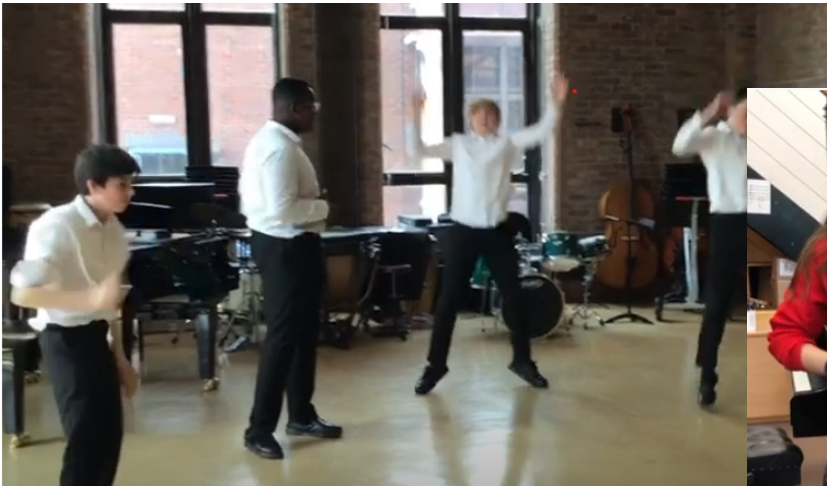
In 2020/21, City of London School for Girls has proudly supported teaching and learning in maths in a variety of ways. Though pupil mentoring of year 9 pupils at COLA Shoreditch Park, CLSG pupils carefully created curriculum-linked online maths sessions to support and develop younger pupils. Additionally, a member of our maths department teaches weekly sessions of additional maths to year 11 pupils at COLA Shoreditch Park. We are also proud to have been closely involved with the launch of the City of London family of schools maths partnership forum, enabling the close collaboration of colleagues from across the family of schools with a focus on curriculum and leadership in maths. This group enables cross-phase as well as primary and secondary-specific dialogue to take place, facilitating a rich exchange of ideas, led by assistant headteacher, Caroline Sharp (Redriff Primary). We look forward to hosting future sessions of the maths partnership forum, working closely with our maths colleagues across the family of schools in different ways and are excited by the potential for teacher partnership work in this core area of the curriculum.

Partnership in languages

This year we are proud to have launched the teaching of an internationally recognised language qualification. The DELE Spanish Diplomas are official qualifications certifying the degree of competence and mastery of Spanish, granted by Instituto Cervantes on behalf of Ministry of Education and Vocational Training of Spain and, Ministry of Foreign Affairs, European Union and Cooperation of Spain. With the support of the Corporation of London, it has been a pleasure to welcome students from Newham Collegiate School, City Academy Southwark and City of London Academy Highbury Grove to join CLSG sixth formers on microsoft teams, twice weekly, to receive tuition in this enriching and demanding languages qualification. We are looking forward to exploring further opportunities to collaborate with the teaching of languages in the coming year.

Partnership in music

2021 was the fourth year of running the Young Leaders Programme, involving a total of 20 students from CLSG, CLS and the City of London Academies (Highgate Hill and Highbury Grove). The students worked remotely with the Voces8 Foundation, learning to lead warm-ups and to teach songs to primary school children. In 2021 the young leaders were unfortunately unable to lead their workshops in person, but instead the City of London primary schools were able to participate in a pre-recorded session, inspiring and enthusing them in all things musical!





Co-curricular partners

Bikeability

Supported by the Cycle Confident, in Spring 2021, eight year 7 students took part in four after-school sessions in order to achieve Level 1 and 2 Bikeability Training. This enabled them to acquire the practical skills to cycle safely and with confidence on today's roads. Following the results of our transport survey, we are looking forward to expanding our offering in 2022.



Fire Cadets

Starting in lockdown, last year a group of year 10 students became part of the City of London Fire Cadets, which offers young people the opportunity to gain a nationally recognised BTEC level 2 award in fire and Rescue Services in the community, alongside developing their confidence in using actual fire fighter equipment.

Despite the fact that we had to start the course on Zoom which was far from the full experience, City girls turned up each week prepared and ready to go. It has been a complete pleasure to work with all the CLSG Cadets and I am immensely proud of all their hard work; the students demonstrated complete dedication and resilience, and always with a smile on their face. They are all a real credit to the school."

Simon Wright
Fire cadets coordinator



For the past ten months, along with a group of year 11 students, we have been visiting Dowgate fire station to learn from a group of firefighters and volunteers about various aspects of the London Fire Brigade. This involves various drills, from flushing a hydrant to using hoses, and a particular highlight was seeing a fire investigation dog and meeting his trainer, with the overall aim of completing a BTEC award. It has been a rewarding experience that has taught us team building, confidence and has given us a deeper understanding of the difficulties of fighting fires.

Police cadets

Five year 10 students have this year been part of the City of London Police Cadets.

Police Cadets has been a really exciting opportunity. We started mid-September and have already learnt so much about law and first aid. We recently attended a black tie event at the Guildhall where we ran an auction and a raffle as well as meeting lots of incredible people. We think it's important for girls to be involved within the police and understand how the system works.

year 10 pupils



“The pupils have excelled in the First Aid elements and their understanding of legal theory and theft legislation. I feel it is important for you as teachers to be aware of how well they are doing; they are a credit to how well they have been taught in school and at home.”

PC Liam Masterson
and his team

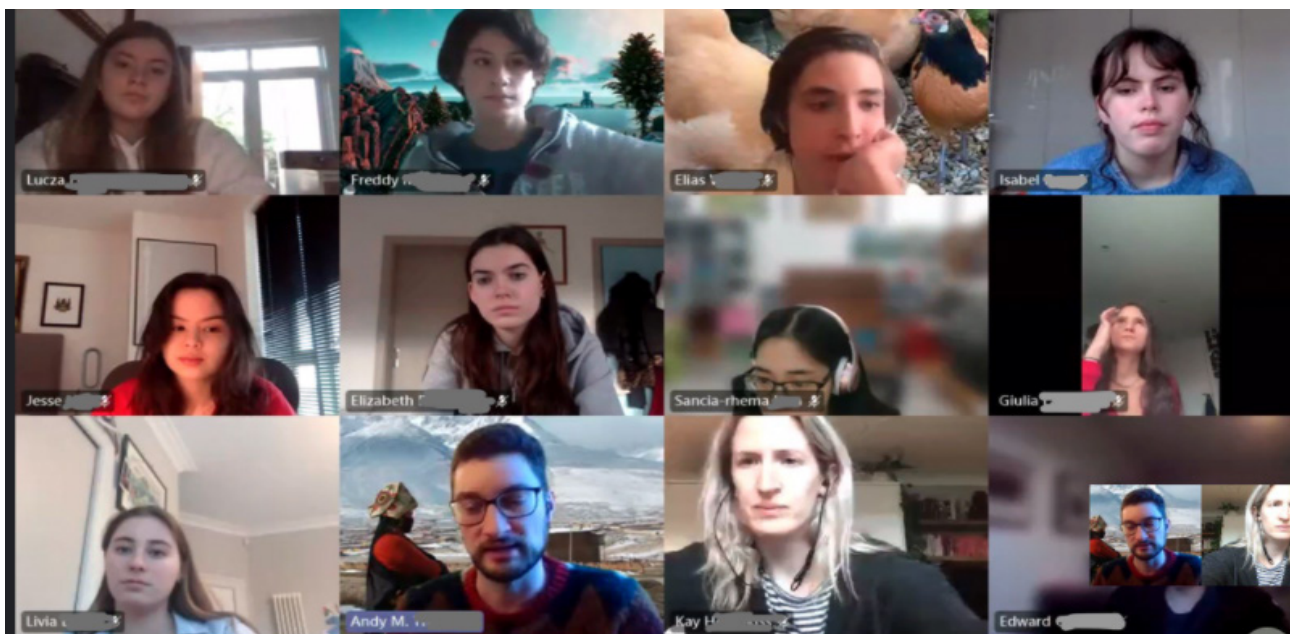


Sustainability

Tackling climate change is one of the most pressing global challenges facing our society. There is no doubt that headline-making action by groups such as Extinction Rebellion, hard hitting warnings from the likes of David Attenborough and Greta Thunberg and the meeting of world leaders at this year's UN Climate Change Conference (COP26) in Glasgow, have all contributed to 2021 being a year in which action on climate change is firmly acknowledged as a global priority. Within our school community, this build-up of momentum has been reflected in the increased engagement of our students, and further opportunities for work with our partner schools and for building stronger links with the City of London Corporation itself.

Inspired by the progress being made at CLS, CLSG signed up to the Eco-Schools programme in January. This is one of the largest educational programmes in the world with a seven-step framework that supports young people to work together to plan, deliver, monitor and evaluate environmental actions in their school. The eco-committee at CLSG was formed in February, consisting of students from every year group. Following an online meeting with CLS to share ideas and get some tips about working towards achieving the Eco-Schools Green Flag Award, their first task was to carry out an environmental review of the school, and their





use the outcomes to devise an action plan which they decided would focus on litter, biodiversity and transport.

This led to the introduction of litter checks at form time and litter picking at the sponsored walk in June, discussions with premises staff about the possibility of starting a gardening club and, perhaps the biggest success, the comprehensive, whole-school transport survey. This survey and its results were designed and analysed collaboratively by the eco-committee and shared with students, staff and parents, with a view to establishing a clear picture of how the school community travels to and from school and to investigating what could be done to encourage more staff and students to walk or cycle. In

response to the survey outcomes, further Bikeability classes will be put on for students in the lower school in the spring of next year, and we look forward to devising a cycle buddy scheme, with input from the London Cycling Campaign, for students who want to improve their confidence in cycling.

News of our survey reached the City of London Corporation, who invited one of our students to speak at the Climate Action by City Communities online event in July. Since then, various contacts from within the Corporation have been offering their support and involvement in helping the school produce a sustainability strategy, including from the Barbican Arts Centre and the Corporation's Climate Action Team.



Since discussing Eco-Schools at the Schools Partnership Forum in September, we look forward to further sharing ideas and progress with others from the family of schools who may like to get involved with the programme in future.

Throughout this year, students have continued to be active members of the London Schools Eco-Network, part of the UK Sustainable Schools Network. The LSEN consists of students from many different schools across London who meet to share resources and discuss ideas and campaigns for climate action.

While many meetings have been taking place online, face-to-face events have been taking place more recently, and four CLSG students from year 10 and year 11 took part in a mock-COP event, organised by InterClimate Network, at St Paul's Girls School in September. The event allowed students to not only practice their diplomacy and public-speaking skills, but also to finally meet some of their LSEN peers in real life!

Following on from the success of this event we, in partnership with CLS, organised and ran our own mock-COP event in November, during the

second week of the real COP26 conference in Glasgow, inviting along sixth form students from the family of schools. Students from all schools worked together to represent different countries in negotiations on resolutions for action on climate change, considering their country's priorities and circumstances.

It is telling of the passion of our students when the progress they have been making is considered against the backdrop of lockdowns and restrictions this year. The challenge of reaching net zero emissions by 2050 continues, and we look forward to capitalising on the momentum of 2021 to continue our progress in the years to come.

“Taking part in eco-schools for me was a way of working with different year groups towards solving the one large problem of how to make our school more sustainable. I enjoyed the discussions with varied age groups and the range of ideas they brought; furthermore it taught me the steps that can be taken to go from building a team to implementing solutions and the organisation involved.”

Livia
Year 13 student

Being part of LSEN has given me more motivation and inspiration to make the ideas that I and other students have into a reality. The fact that it is a large network means that we can share resources and ideas, making it seem more meaningful as everyone is interested and passionate about what others are doing. The network allows us to discover exciting opportunities so has given me experience in public speaking from mock COPs as well as in project management. Working with other people who care deeply about climate change has also made me feel more hopeful about the world.”

Camille
Year 11 student

We teamed up with other students from schools across London to present and debate our climate strategies. We were able to approach this from both scientific and political perspectives – creating pledges to solve several global issues, and also critiquing and discussing other countries’ previous successes and places for improvement. It was fascinating to approach each topic from the angle of our assigned countries as it allowed us to understand the complexity and subtlety of the conference. Although we certainly discovered and analysed lots of positive evidence and solutions, it was clear to us the severity of the situation society as a whole, and the delegations at the conference, are facing. We were reminded of the urgency and need for more sufficient climate strategies and pledges, and also discussed what we as students can do to help and learn. Overall, it was a captivating and enjoyable experience – especially meeting and debating with students from other schools.

Ariella
Year 12 student





Diversity and Inclusion

As a school, we foster and seek to continue to nurture an inclusive environment for all members of our diverse community. As such, we strive to ensure that there are a number of student-led opportunities to discuss, promote and celebrate our individual and collective identity and sense of belonging in our school, our community and society at a whole. Through a number of mixed year group societies, CLSG students sensitively explore contemporary challenges in a safe environment that instils confidence and cultural appreciation, supporting a diverse and inclusive environment for learning.

Our societies include:

- Chatback
- Pride Society
- Asian Society
- Explore
(Christian Union)
- ISoc (Islamic Society)
- JSoc (Jewish Society)

Our students are engaged with current affairs and pro-active in their desire to challenge societal injustices in school and beyond. The 'Black Lives Matter', 'Everyone's Invited' and 'Me Too' movements have provided momentum for all members of the school community to navigate important conversations on racial discrimination and gender equality. These discussions have been explored further in PSHCE lessons as well as in joint City+ events on identity and intersectionality with CLS. Staff receive meaningful training on cultivating a sense of belonging in the classroom and around the school, so they are able to facilitate these discussions. CLSG Students are also able to share their experiences through 'What City means to me'; a stakeholder group which explores the diversity of experiences that students have at school.

Mental Health

Our Mental Health Committee is led by sixth form students that are dedicated to increasing awareness around mental health for all. These events have included issues such as eating disorders, anxiety and the impact of the pandemic, and have allowed for mentoring of younger students as they transition into the senior school. The committee meets regularly with the senior team and the staff wellbeing committee in order to collaborate. In the future, we hope to continue our work by invite speakers from a wider variety of backgrounds to share their experiences and insights, in an effort to normalise the conversation around mental health.

We continue to play our part in a network of London independent schools who discuss the experiences of the LGBTQ+ community. We celebrate Pride and LGBT History month, hosting speakers and delivering assemblies in partnership with our Pride Soc.

We are enriched the diversity of our community and are dedicated to furthering our mission of inclusivity within all aspects of school life.



Amnesty International

We have a very active sixth form led Amnesty International Group which works to raise awareness about human rights abuses across the globe. As well as raising awareness through assemblies, the group have also facilitated petition signing and letter writing sessions. Through these initiatives, we hope that students feel inspired to use their voice to call for change and greater social justice. The Innocence Project, also sixth form led, explores cases where individuals have been wrongly convicted, and later exonerated, in an effort to reform the criminal justice system. Students are empowered to recognise the influence of their vote, through introduction to organisations such as Operation Black Vote which address the Black British and ethnic minority democratic deficit during Black History Month.



International partnerships

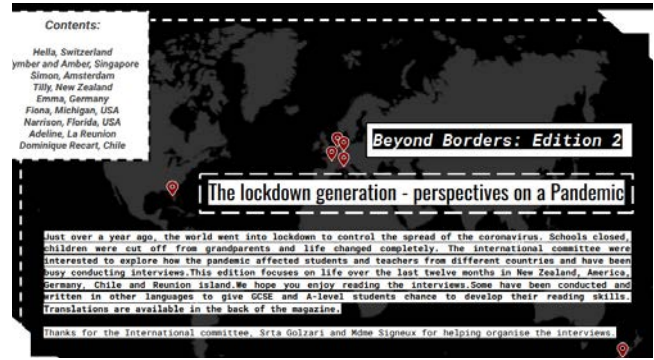
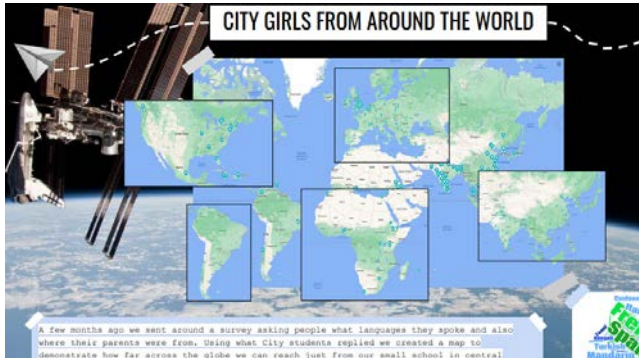
Our students continue to be exposed to a range of international experiences through both curricular and co-curricular activities.

- In August 2021 our application for the British Council's International School Award was reaccredited. The International School Award celebrates the achievements of schools that do exceptional work in international education. Fostering an international dimension in the curriculum enables young people gain the cultural understanding and skills they need for life work in today's world.
- The international committee produce a termly magazine called 'Beyond Borders'. The magazine invites contributions from the staff and student body and focuses on the importance of internationalism at CLSG. Articles are often written in other languages. This year's editions covered *Christmas celebrations around the world* and *Perspectives on the pandemic*.



The international and global dimension is clearly embedded in your school's curriculum and school policy, with wide involvement in a range of international and global projects. Your established international school links are providing rich learning opportunities for both students and staff.

Application assessor



This year, students taking STEM subjects in years 12-13 will be invited to take part in the UK-Japan Young Scientists programme. This project aims to foster international relationships with students from Japan, through collaboration in scientific research projects and cultural exchange activities. Additionally, students work alongside academics from Tohoku university on cutting edge research projects.

iGem

iGEM is an international genetic engineering competition created by Harvard University, in which teams have to use synthetic biology to design a functional project that can potentially be integrated in today's society. The 2021 CLSG CLS team competed against just under 100 High School team entrants, six of which are European.

We are delighted to report that the CLSG CLS 2021 team have been awarded a Gold medal in the competition; we warmly congratulate all pupils involved for this fantastic achievement.

This year we collaborated with CLS, and after discussing numerous ideas, we decided to focus our project on the prevailing dangers of pre-eclampsia, which is a condition that affects pregnant people. We created an early detection system for pre-eclampsia that involves the detection of miRNAs that are up-regulated when someone has the condition.

Despite initially struggling as we were unable to have in-person meetings with the members from CLS due to COVID-19, we managed to effectively communicate by making the most out of video calls. These allowed us to become closer as a team, making it easier for us to work together more efficiently. Fortunately, towards the end we were able to carry out lab work all together, in which we had access to complex machines that helped us obtain vital research for our project. This was made possible by the fundraising from the friends, who we would like to thank for their support throughout our project.

2021 iGEM team

Due to the pandemic, a number of our international partnerships are temporarily on hold. We are very much looking forward to reviving these during the next academic year.

Careers/interview support

At CLSG, we are proud of the support provided to our pupils and pupils from the family of schools to support and develop their education and career ambitions. Our higher education provision includes a wide variety of events and programmes which are designed to ensure that our pupils maximise their potential.

Higher education and careers events and programmes in 2020-2021 have included:

- Bespoke mock interview offered to 23 pupils aspiring to Oxbridge from the family of schools (eight to CAS, ten reciprocal interviews offered to NCS) and five to the Bridge Academy with whom the school has a link
- Virtual Oxbridge biology workshop delivered by a former CLSG student attended by students from the family of schools
- In total, 19 NCS students received reciprocated support from CLSG and nine received offers
- Online Higher Education Evening attended by 40 pupils from the family of schools
- Facilitated access to BMAT, UCAT and LNAT preparation sessions for 73 pupils within the family of schools
- Provided support to Highbury Grove pupils interested in accessing elite US universities
- Careers committee week of online careers talks accessed by 20 pupils from the family of schools
- In 2021-2022 we plan to widen access to our academic enrichment sessions to pupils from the family of schools even further and look forward to furthering collaboration in higher education provision.

Gray's Inn and Law Society

Following the exciting announcement of our new junior school on the wonderful site at Gray's Inn, it has been a privilege to be able to join Gray's Inn's outreach and access sessions as part of their GAP Programme. In partnership with CLSG's Law Society, we are also incredibly grateful to Gray's Inn for arranging a bespoke speakers programme to which we look forward to inviting students from across the family of schools. The first event took place in October, when ten Law Society students and five CLS students attended

a session entitled "An Introduction to Advocacy" led by Tony Charles, the Director of Education at Gray's Inn.

During the session students learnt about some of the intricacies of becoming and working as a barrister. To experience what advocating in court would be like, a makeshift court room was set up, where we took turns at being the judge and being a defence barrister, advocating for a lessened sentence of "Mr Smith", an imaginary man charged with carrying a knife.



The session was incredibly enlightening and will provide an excellent launchpad for the development of advocacy skills in the group.

Olive
Year 11

Queen Elizabeth Prize for engineering

In the summer of 2021, year 6 classes from across the City of London family of primary schools were treated to a session organised by CLSG and the Queen Elizabeth Prize for Engineering. We were fortunate to be joined by one of their Ambassadors, Stephen Maughen, a Systems Engineer who builds very powerful microscopes to look inside bacteria and see how they work.

As part of the session, using a plastic ruler, some sellotape and blu tack, Stephen was able to demonstrate an engineering technique to measure the size of very small organisms or objects.



The students had some excellent questions for Stephen

What's the coolest thing you've seen through a microscope?

How powerful is the most powerful microscope?

How did you get into engineering?

How does a lens work?

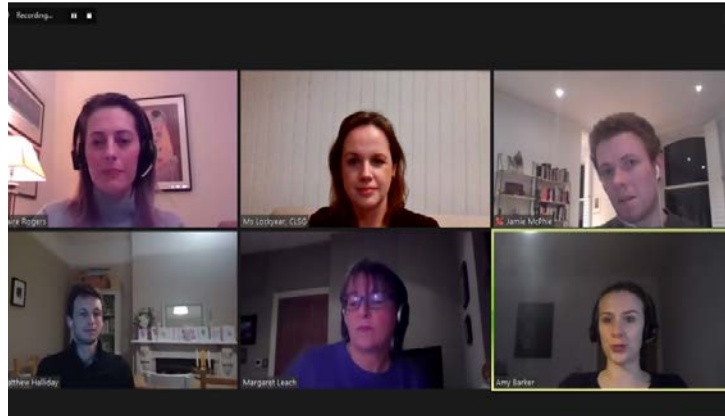
And many more!

Partnership with industry leaders

Linklaters

Following the success of our communications webinar in partnership with Linklaters in autumn 2020, in January of 2021, we were fortunate enough to be joined by five early career lawyers and a senior recruiter who talked about their routes into law. The panel of expert speakers gave invaluable advice about preparing for applications to careers in the City.

We are delighted to report that 11 schools participated with 129 individual participants. The high level of engagement from our attendees and the range of the 69 questions asked was testament to the value with which our students viewed the event. We look forward to continuing our partnership with Linklaters to enable pupils from across the family of schools to benefit from their insight and expertise.



“At the webinar it was interesting to hear from lots of different people about their experiences, and it was comforting to know that they did not have a clear plan about which career they aspired to, and that there are so many opportunities to try different paths”

Pupil perspective


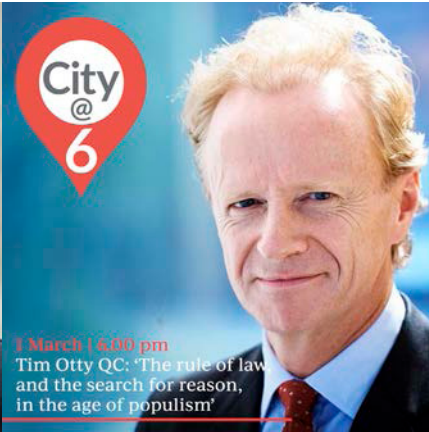
Linklaters

At the beginning of the year, Mrs Brown launched CLSG's remote evening lecture series, aptly titled City@6. Since then we have welcomed world-renowned experts and leaders from the fields of journalism, law, politics, science and religion, among many others. It was a pleasure to be able to extend the invitation to not just our students, but also their parents, our alumnae, and our partner schools.

- Amelia Gentleman, Journalist at The Guardian: The Windrush Betrayal - an unresolved scandal
- Carol Ann Duffy; former Poet Laureate: The Music of Being Human, Carol Ann will read from Collected Poems and Sincerity (The Andrew Douglas Lecture)
- Tim Otty, Barrister, Blackstone Chambers: The rule of law, and the search for reason, in the age of populism
- Pinky Lilani, Author, motivational speaker, women's advocate; established Asian Women of Achievement: Kindness, Collaboration and Coriander
- Shami Chakrabarti, House of Lords: 'Rights and Freedoms Beyond the Pandemic'
- Lucy Moss, Creator of Six the Musical
- Laura Bates, British feminist writer of Everyday Sexism and founder of the Everyday Sexism website
- Baroness Manningham-Buller, Director General of MI5 from 2002 to 2007
- David Bodanis, Best-selling author, public speaker: Can you succeed without being a terrible person?
- Dame Sarah Mullally, Bishop of London
- Professor Lynne Cox: How to age well: lessons from geroscience




26 April | 6.00 pm
Shami Chakrabarti: 'Rights and freedoms beyond the pandemic'


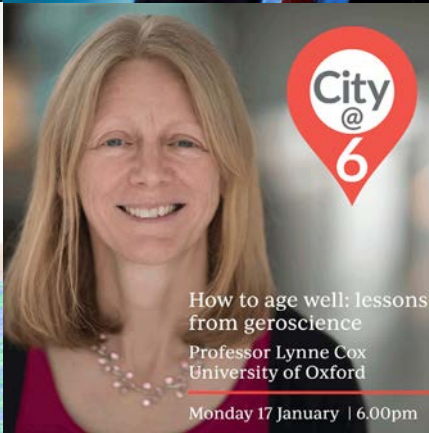
1 March | 6.00 pm
Tim Otty QC: 'The rule of law and the search for reason, in the age of populism'




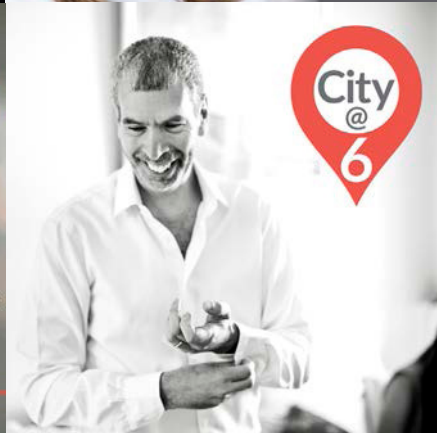

14 June | 6.00pm
Laura Bates, British feminist writer of Everyday Sexism and founder of the Everyday Sexism website


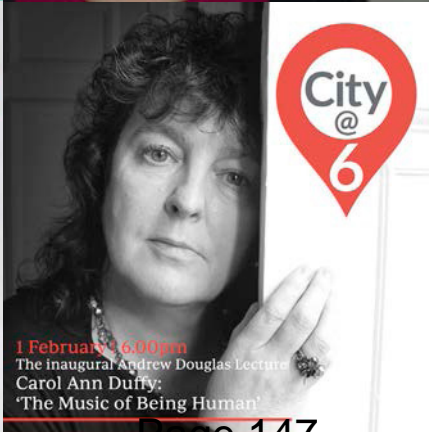



15 March | 6.00 pm
Pinky Lilani: 'Kindness, Collaboration & Coriander'


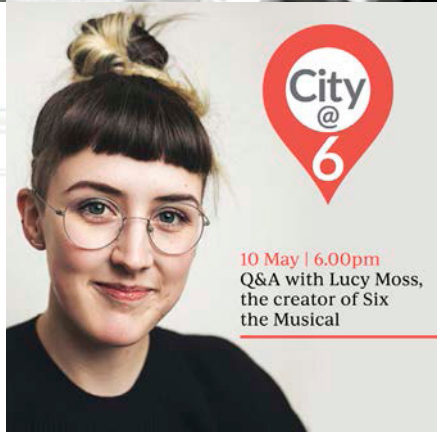



How to age well: lessons from geroscience
Professor Lynne Cox
University of Oxford
Monday 17 January | 6.00pm

1 February | 6.00pm
The inaugural Andrew Douglas Lecture
Carol Ann Duffy:
'The Music of Being Human'

10 May | 6.00pm
Q&A with Lucy Moss, the creator of Six the Musical

The Future

As we reflect on a challenging time in education and throughout society, we are proud of the rich and varied Partnership work which has remained a central and strategic priority of City of London School for Girls. Throughout the pandemic, we have adapted and re-purposed our partnership work, further enhancing its value and importance to our pupils and the schools and organisations we work alongside.

As we look ahead to the future, our partnership work is invigorated by a blended approach, with some virtual elements enhancing its accessibility, whilst we thoroughly enjoy and appreciate the value of in-person events and collaboration. We are excited by the potential to develop our partnership work with Royal Springboard and the Virtual School, organisations whose impact we both admire and value. We look forward to further developing our support for Afghan refugees in the City of London and continuing to develop our wide-ranging pupil-mentoring programmes and bursary provision. We are forging new links with organisations such as Project Rousseau, the Humanitarian Co-operative and the Friends of Crystal Palace Dinosaur Association, always seeking to evolve and strengthen opportunities for our staff and pupils to partner with the wider world.

We are also further strengthening our links to the City of London family of schools, with a focus on oracy, languages, pastoral leadership and climate-based collaborations through our eco-network and sustainability work. We look forward to hosting and collaborating in the family of schools maths partnership network, with a cross-phase focus on curriculum and leadership, as well as supporting the teaching of maths at our partner schools. We are also working closely colleagues from across the family of schools with a focus on coaching. There will also be new opportunities for pupils including cycle safety and our mentoring programme in conjunction with City of London Freeman's School, Strength in Numbers. We look forward to further developing our established partnership with Linklaters and the exciting opportunities for pupils they have generously worked with us to provide.

We continue to develop our links and close working relationship with City of London School with the launch of our City Junior School. Our pupils also enjoy a range of social events and we are delighted to year 12 enrichment programme which enables pupils from both schools to participate in and lead a rich exchange of ideas.

Partnership at City of London School for Girls is wide-ranging, valued and purposeful, enabling our staff and pupils to find space to pioneer. We look forward to sharing our success and achievements with you.



Laura Hynes

Director of Partnerships



Rosie Lockyear

Deputy Head Co-curricular and Partnerships



Bursaries

80 girls on full means-tested bursaries (12%)

20 girls on partial bursaries (3%)

At CLSG, we see bursaries as a critical way of ensuring that our school and the education we provide is accessible to all on merit, regardless of financial and social background. Our bursary provision and uptake is part of what makes CLSG such a diverse, inclusive and dynamic school and is a central part of our pioneering vision for the future.

My parents have always done their best for me, but tough circumstances meant I would not have been able to attend a school like City without full financial support. I could not have dreamt of the opportunities this would lead to. As a Bermondsey girl living in social housing, I am also struck by the difference in my social horizons. I have friends from every walk of life, across the UK and the World.

Sarah
former bursary recipient
now studying at the University of Oxford

We are grateful to the organisations and individuals who support us to facilitate our bursary provision including:

- City of London Corporation
- Individual donors
- Castle Baynard Educational Fund
- Farringdon Ward Trust
- Mitchell Trust
- Parasol Foundation Trust
- SIG Education Fund
- Tower Hill Trust
- The Worshipful Company of Carpenters
- The Worshipful Company of Cutlers
- The Worshipful Company of Environmental Cleaners
- The Worshipful Company of Founders
- The Worshipful Company of Glovers
- The Worshipful Company of Grocers
- The Worshipful Company of Horners
- The Worshipful Company of Innholders
- The Worshipful Company of Ironmongers
- The Worshipful Company of Needlemakers
- The Worshipful Company of Pattenmakers
- The Worshipful Company of Pewterers
- The Worshipful Company of Salters
- The Worshipful Company of Scriveners
- The Worshipful Company of Tallow Chandlers
- The Worshipful Company of Wax Chandlers
- CLOGA





**CITY OF LONDON
SCHOOL FOR GIRLS**

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By virtue of paragraph(s) 3 of Part 1 of Schedule 12A of the Local Government Act 1972.

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