

Committee(s): Board of Governors of the City of London School for Girls	Dated: 11 March 2021
Subject: Report of the Headmistress	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 3, 4, 8, 9, 10, 12
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: Headmistress of the City of London School for Girls	For Information
Report author: Jenny Brown, Head, CLSG	

Summary

Report of the Head to include updated calendar events, Covid-19 update, Community and Partnerships report, Exams update and Coaching report.

Recommendation(s)

The Board is asked to:

- Note the report.

For information: This report assigns the relevant school aims: outlined here; to each section of the report to highlight the link to the school's new strategy.

	CLSG School Aims
SA1	LEARNING: a) Pupils are proactive and purposeful in and out of the classroom; they love learning for its own sake and show persistence when solving problems. b) Pupils are independent and inquiring; they are happy to take risks and relish the challenge of investigation and new ideas
SA2	CO-CURRICULAR: a) Pupils contribute enthusiastically to co-curricular activities, finding opportunities to Experiment, and so grow in confidence and resourcefulness. b) Pupils are enriched by the cultural and entrepreneurial resources of the capital and enjoy engaging with and serving the communities around them. c) Pupils feel Ready for the world of work through our PIONEER programme, acquiring transferable skills, social responsibility and an understanding of leadership

SA3	PASTORAL: a) Pupils understand themselves, are listened to and take considered and reflective and resourceful ownership of their lives in a kind, nurturing and respectful environment. b) They Navigate the achievements and setbacks of childhood and adolescence and take responsibility for themselves and others, governed by mutual respect.
SA4	PEOPLE: The school is a caring and skilled employer; attracting and retaining high-calibre staff and inspirational teachers, empowering them through excellent professional development and opportunities.
SA5	OPERATIONS: The management of the financial and human resources, communications and estates is up to date, forward-looking, compliant, inspection-ready at all times, efficient and effective and helps to realise the school's educational vision.
SA6	EXTERNAL RELATIONS: We are known and well-understood within our own community and beyond it and play a part in wider educational development and discourse. We recruit students of conspicuous potential, irrespective of background, to achieve a diverse and able intake from London and the South East with the aim of increasing our bursary and partnership provision.

Main Report

Calendar Events

Monday 15 th March	City@6 with Pinky Lilani: 'Kindness, Collaboration and Coriander'
Tuesday 16 th March	7+ Open Event
Wednesday 17 th March	'Owning your future' Talk for Y12
	Colton Memorial Lecture with Baroness Deborah Bull
Friday 19 th March	ABRSM exams
	Prep Spring Showcase
Monday 22 nd March	US University Financial Aid Workshop
	Staff CPD
Tuesday 23 rd March	House Assemblies
	Study Abroad Evening
Wednesday 24 th March	Y9-13 Careers Convention
	Y13 Parents Evening
Thursday 25 th March	Y9 City Girls in the Arts
	CLS and CLSG Charity Family Quiz
Friday 26 th March	House Music
	Term ends at 4pm
Saturday 27 th March	Y12 Cambridge Tea
Monday 19 th April	Summer Term begins
	Staff Meeting
Thursday 22 nd April	US University Financial Aid Workshop
Friday 23 rd April	Prep Friends Committee Meeting

	Y9 Vaccinations
Monday 26 th April	HoDs meeting
Tuesday 27 th April	House Assemblies
	Friends Committee Meeting
Wednesday 28 th April	Founders Day (including Lecture with Dr Amanda Varnava)
	RADA Shakespeare Awards assessment
	Young Leader Music Programme
Thursday 29 th April	RADA Shakespeare Awards assessment
	Leavers' Concert
Monday 3 rd May	Bank Holiday
Wednesday 5 th May	Y10 My Future Choice
	Sixth Form RSE sessions
Friday 7 th May	Y7 Challenge
	Staff CPD (department)
Monday 10 th May	Public Exams begin
	Staff CPD
Tuesday 11 th May	House Assemblies
	Joint SMT meeting with CLS
Wednesday 12 th May	Life After City speakers
	Young Leader Music Programme
Thursday 13 th May	Y10 Talk on QMUL and Unifrog
Wednesday 19 th - Friday 21 st May	Staff Days
Thursday 20 th - Friday 21 st May	Y12 US applications days
Monday 24 th - Friday 28 th May	School Exam Week
Monday 31 st May – Friday 4 th June	Half Term
Wednesday 9 th June	10 to 6 Day
	Y8 Pilot Career Session
	Young Leader Music Programme
Thursday 10 th June	Y10 trip to Queen Mary University of London
	Y12 Leadership Day
	Y7 Parents Evening

(SA4, SA5) COVID-19 Update

Logistics for a return to on-site teaching are detailed below and have been shared with parents. The New Hall has been designated as the testing centre and will not be used for other activities while this is the case.

- Asymptomatic testing

Up to one third of people who have coronavirus are asymptomatic. By testing using lateral flow devices (LFD) we will help to reduce the spread in school through asymptomatic transmission, ensuring fewer pupils are close contacts and allowing more girls to access on-site teaching and learning. We are therefore strongly encouraging all those returning to school to be tested.

On returning to school, pupils will be offered three LFD tests each spaced three to five days apart. Following this, pupils will transition to home testing and will be provided with home test kits for regular twice weekly testing at home. Testing is voluntary and not a condition for return to school. However, in-school testing is an initial condition for home testing.

- Registration Card

All parents will receive a lateral flow registration card in the post and will be required to give consent for their daughter to be tested.

- Plan for testing

Friday 5th March: pupils in Y13 will be tested. Pupils will return home after testing. Remote lessons will take place for Y13 in the morning.

Monday 8th March: Y13 will return to on-site teaching. Pupils in Y7 – Y9 will remain at home and continue with remote lessons. Y10 – Y12 to be tested at school. Remote lessons will take place for Y10 and Y11 in the afternoon and for Y12 up to the end of P3 (11.10am) in the morning to allow for travel.

Tuesday 9th March: all pupils in Y10 – Y12 will return for on-site teaching on Tuesday 9th March. Y7 – Y9 to be tested. Pupils will return home after testing. Remote lessons will take place for Y8 and Y9 in the afternoon and for Y7 up to the end of P3 (11.10am) in the morning to allow for travel.

Wednesday 10th March onwards: all pupils in school for on-site teaching.

The two subsequent tests will be scheduled into the school timetable over the following 10 days.

- How the tests work

Pupils taking the test will be supervised by trained staff. The lateral flow tests are quick and easy to undertake, using a swab of the nose and throat. Results (which take around half an hour from testing) will be shared with the individual participant. Where participants are under 16, parents or legal guardians will be informed. In the case of a positive test, the school will contact parents by phone before notifying the pupil.

The pupil /their parent will also receive a text and email notification of a positive or negative result from the online NHS system.

If a pupil tests positive on a lateral flow device, they will need to self-isolate for 10 days and follow the guidance from NHS Test and Trace. Close contacts will be identified and parents, and then affected pupils, will be notified by the school and will need to self-isolate for 10 days in line with government guidance.

(SA2, SA6) Community and Partnerships Report

The Deputy Head (Partnerships and Co-Curricular) is preparing to speak to the final Report at Appendix 1.

Head's verbal update from Royal SpringBoard following meeting to take place on the 8th March 2021.

(SA1) Exams 2021

School is working from an OFQUAL update as to the nature of the assessments this summer and creating a comprehensive policy. More detail on the school's particular provision will be discussed in the second part of the meeting.

[Teacher assessed grades for students](#) government document

[Decisions on how GCSE, AS and A Level grades will be determined in Summer 2021](#) OFQUAL document

(SA3, SA4) Coaching report

What it is:

Coaching is a conversational framework between a coach and a coachee that is non-directive so the coachee takes the conversation where they want to go. It operates on the principle that the coachee is whole and complete and has all the answers; the coach walks with them on their journey rather than directing them.

How it helps:

As a school community, we all benefit from becoming better listeners: it makes people feel valued, included and understood and therefore supported to be ambitious in reaching the goals they want to. By giving the responsibility to reach a goal to the coachee, it encourages people to be more self-reliant and aware that they can shape outcomes across all areas. As such, it is a whole life skill and an essential part of helping people to grow to be the best version of themselves and have much greater self-knowledge. It is equally useful for staff, students and parents - all of whom are equally important parts of our school community.

A couple of recent quotes from students and parents:

Y9: How is Coaching useful for you?

- "To help tackle problems objectively, helping to understand how I can make better choices"
- "I will use it so I can feel more proud of myself when I achieve goals"
- To think about my choices for the future as well as my end plans and make sure I don't lose track of the things I value"

Parents:

- "The more I learn about Coaching, the more it sounds like it just makes sense and would be such a good fit for our school - well every school - with everyone benefitting: children, families and staff. It feels like it should be forming the basis of everything that we do."

How does Coaching benefit the CLSG community?

- Students:

Better listeners; more empathetic; awareness of greater internal degree of control □ more self-reliance; ability to see a wider range of options; greater ability to manage an internal dialogue successfully; more in touch with their core values

- Staff:

More effective communicators; empowers more productive conversations; greater understanding of core values and strategies to enact them; more effective connections with students

- Parents:

More productive relationships with their daughters; greater empathy and more flexibility in their attitudes

- External:

Coaching is a whole life skill.

Turn CLSG into a hub of excellence for local schools by providing Coaching support and training

Progress to date

- Coaching Team in place
- Staff

One to one Coaching support

INSET to all staff on values and fulfilment as part of teaching and learning

Staff appraisal process is now informed by Coaching mindset

- Students

Y9: first cohort to be introduced to Coaching

Coaching embedded in learning review questions

One to one Coaching support

- Parents

Zoom webinar on Intro to Coaching for Y9 parents

Just starting to offer Coaching services to parents as part of pastoral side.

Next steps

- Short term (by end of current academic year)

Structure Coaching so that it can be in place across the whole school age range, via PSHCEE.

Introduction to Coaching courses in June 2021 x 2 – staff and new Senior Committee respectively.

- Academic year 2021-22

Coaching training embedded as part of all new staff induction from Sept21 onwards.

Staff: principles of good listening and goal-focused solutions infuse conversations with colleagues and HoDs especially

Joint General Studies programme including CLS for sixth form.

Small group Coaching training offered on a voluntary basis to parents

Triage with counselling team to manage demand more effectively

- Longer term

Act as a Coaching hub for other schools – training staff etc

Corporate & Strategic Implications

Strategic implications – see outcomes above

Financial implications - budget set for coaching.

Resource implications - as above.

Legal implications - none

Risk implications - none

Equalities implications – none

Climate implications - none

Security implications - none

Appendices

- Appendix 1 – CLSG Partnerships Report 2020

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