

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

Main Report

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

1. Summary Of The Term

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

2. Outreach and Partnerships Report

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

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

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

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

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

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

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

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

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

3. Strategic Plan

A. Summary of Achievements 2016 - 2017

Curriculum

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

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

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

Outreach

See "Outreach & Partnerships Report

Co-curricular

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

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

Staff Development

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

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

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

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

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

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

1. Medical Training

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

2. Mental Health First Aid Training (MHFA)

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

3. Independent Schools Qualification in Academic Management (HMCPD)

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

4. Child Protection Training

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

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

Pastoral

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

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

2. Develop our Pastoral information programme for parents.

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

3. Update Pastoral Policies.

- Pastoral handbook has been rewritten and redesigned.
- Anti-bullying handbook has been produced and shared with parents and pupils.
- Anti-bullying policy has been reviewed and updated.
- Anti-bullying policy poster reviewed and updated.
- Behaviour policy has been reviewed.
- Search and Confiscation Policy has been reviewed.
- Drugs and Alcohol Policy has been reviewed.
- Attendance Policy has been reviewed.
- Child Protection and Safeguarding policy has been reviewed.
- Safeguarding and child protection processes are fully compliant. The CoL inspection in September praised the School for having a strong culture of safeguarding awareness and recommended that we share good practice. CBS now inspects other London day schools and works with her opposite numbers in other schools to share best practice.

4. Enhance our capacity for Pastoral mentoring and support.

- Senior boys are now trained as mentors for younger boys.
- “MyConcern” has been trialled and is ready to launch in September for reporting and monitoring safeguarding concerns.
- Heads of Year have been allocated more time for pastoral work.
- A new Counsellor has been employed so we now have a five day a week provision.

5. Review our Pastoral and Safeguarding practices.

- Registration processes have been reviewed and amended.
- Adherence to Children Missing in Education guidance – A positive relationship with the Children Missing in Education officer has been established and we are working with him and Education Officers in Local Authorities to track and monitor pupils missing from school. We have a data sharing agreement with CoL.
- A positive relationship with CoL police has been built up, particularly with regard to tackling some recreational drug use outside school and educating and supporting those taking part in this, as well as dealing with social media issues.
- Continued relationship with Dr Richard Graham, technology addiction expert and consultant adolescent psychiatrist. He works with us in an advisory capacity regarding use of technology and the effect on young minds.
- Positive relationships with mental health practitioners – counsellors and coaches to provide additional services to the pupils as well as advice for staff.
- Our newly appointed Physiotherapist in the PE Department/Medical Centre is proving to be a huge asset; he provides support to boys with dyspraxia and organisational difficulties as well as offering his expertise in fitness and training advice.
- As well as the bullying log and vulnerable children log, we are now tracking rewards and sanctions received against the SEN lists.

6. Establish clear ways of working with the Chapel Royal Choir.

- A Director of Music Chapel Royal has been appointed to take up post in September 2017.
- Employed a new Director of Music, Chapel Royal. Plans are underway to recruit a Music Administrator and Choir Supervisor.
- We are continuing to build relationships with Buckingham Palace and the Lord Chamberlain’s Office in preparation for overseeing the Chapel Royal choir from September 2017.

Targets 2017-2018

Pastoral

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

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

Co-curricular

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

Staff Development

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

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

Outreach

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

Curriculum

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

4. Digital Strategy Report

1. Introduction

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

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

2. IT Structure

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

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

The advantages of this structure:

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

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

3. Vision

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

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

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

4. eSecurity

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

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

5. Marketing & Communications

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

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

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

6. Budget for Marketing & Communications

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