



## Education Board

**Date:** THURSDAY, 18 JULY 2019  
**Time:** 10.00 am  
**Venue:** COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

### APPENDICES

6. **EDUCATION ACTIVITIES UPDATE**  
Report of the Director of Community & Children's Services.  
**For Decision**
- a) Appendix 1 - Calendar of Forums and events over the 2019/20 academic year (Pages 1 - 2)
  - b) Appendix 2 - Memo of in-principle invitees to Education Board funded events (Pages 3 - 4)
8. **GOVERNOR APPOINTMENTS UPDATE**  
Report of the Director of Community & Children's Services.  
**For Decision**
- a) Appendix 1 - Governing Body Membership (Pages 5 - 12)
9. **2019/20 ACTION PLAN**  
Report of the Director of Community & Children's Services.  
**For Information**
- a) Appendix 1 - 2019/20 Action Plan (Pages 13 - 18)
10. **CITY INDEPENDENT SCHOOLS - OUTREACH AND PARTNERSHIPS**  
Report of the Town Clerk.  
**For Decision**
- a) Appendix 1- City of London School for Girls Outreach Report for the year 2018 (Pages 19 - 26)
  - b) Appendix 2 - City of London Freeman's School Outreach and Partnerships Report (Pages 27 - 30)
  - c) Appendix 3- City of London School, Outreach and Partnerships Report (Pages 31 - 36)

12. **CITY PREMIUM GRANT 2019/20 ALLOCATION TO ACADEMIES**  
Report of the Director of Community & Children's Services.  
**For Decision**
- a) Appendix 1 - Summary of City Premium Grant applications submitted for approval to the July 2019 Education Board meeting (Pages 37 - 40)
  - b) Appendix 2 - Summary of the total value of 2019/20 City Premium Grant proposals. (Pages 41 - 42)
  - c) Appendix 3 - City of London Academy Southwark, Repurposed Underspend of 2018/19 City Premium Grant (Pages 43 - 44)
13. **CITY OF LONDON FAMILY OF SCHOOLS SAFEGUARDING REVIEW**  
Report of the Director of Community & Children's Services.  
**For Information**
- a) Appendix 1 - Report: City of London Family of Schools Safeguarding Review 2019 (Pages 45 - 80)
  - b) Appendix 2 - Summary: City of London Family of Schools Safeguarding Review 2019 (Pages 81 - 82)
14. **GUILDHALL SCHOOL OF MUSIC AND DRAMA SCHOLARSHIPS 2018/19**  
Report of the Principal of the Guildhall School of Music and Drama.  
**For Information**
- a) Appendix 1 - Guildhall School of Music and Drama 2018/19 Scholarships Full Report (Pages 83 - 86)
15. **CULTURE MILE LEARNING UPDATE**  
Report of the Director of the Town Clerk.  
**For Information**
- a) Appendix 1 - Culture Mile Learning School Visits Fund progress report for the financial year 2018/19 (Pages 87 - 102)
  - b) Appendix 2 - Young City Poets 2018/19 evaluation report (Pages 103 - 118)
16. **MUSIC EDUCATION MAPPING ACROSS THE FAMILY OF SCHOOLS**  
Report of the Director of Community & Children's Services.  
**For Information**
- a) Appendix 1 - Music Education Mapping - Areas for further exploration (Pages 119 - 120)
  - b) Appendix 2 - Music Education Mapping - Survey results and analyses (Pages 121 - 144)

17. **LONDON CAREERS FESTIVAL INITIAL IMPACT REPORT**  
Report of the Director of Community & Children's Services.  
**For Information**
- a) Appendix 1 - London Careers Festival Initial Report. (Pages 145 - 154)
23. **EVALUATION OF SOUTHWARK GOVERNING BODY PILOT**  
Report of the Director of Community & Children's Services.  
**For Decision**
- a) Appendix 1 - Southwark Governing Body Review Report from City of London Academies Trust. (Pages 155 - 158)
24. **GOVERNANCE REVIEW RECOMMENDATIONS**  
Report of the Director of Community & Children's Services.  
**For Decision**
- a) Appendix 1 - Organigram of the relevant decision-making boards. (Pages 159 - 160)
25. **CITY SPONSORED ACADEMIES' PREDICTED GRADES 2019**  
Report of the Director of Community & Children's Services.  
**For Information**
- a) Appendix 1 - City sponsored academies' predicted grades 2019. (Pages 161 - 164)
26. **FINANCIAL SCRUTINY MEETINGS 2019**  
Report of the Director of Community and Children's Services.  
**For Information**
- a) Appendix 1 - The City Academy Hackney and City of London Academy Islington Financial Overviews. (Pages 165 - 168)

**Enquiries: Polly Dunn**  
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**NB: Part of this meeting could be the subject of audio video recording.**

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

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## Appendix 1 - Calendar of forums and events over the 2019/20 academic year

	Best practice and strategy forums
	Events for pupils
	Events for school leaders and teachers
	Forums/training for governors

Events and Meetings 2019/20	Date	Time	Location
<b>September</b>			
Headteachers' Forum (Autumn 1)	19/09/2019	08.00-10.30	West Wing - Alderman's Court Room
Arts, Creativity and Culture CPD Event	23/09/2019	18:00-20:00	Level 5 Function Room, Royal Festival Hall, South Bank Centre
<b>October</b>			
Skills' Forum (Autumn)	01/10/2019	08.30-10.30	West Wing - Committee Room 2
Governor Training: Advanced Safeguarding	03/10/2019	08.30-10.30	West Wing - Committee Room 4
Cultural and Creative Learning Forum (Autumn)	16/10/2019	08.30-10.30	West Wing - Committee Room 4
Scrutiny Meetings (Standards)	30/10/2019	All day	North Wing - Room 10, Ground Floor
<b>November</b>			
City Schools Conference	04/11/2019	12:00-16:00	Livery Hall
Lord Mayor's Show	09/11/2019	All Day	Various
Headteachers Forum (Autumn 2)	27/11/2019	08:00-10:30	West Wing - Committee Room 1
<b>December</b>			
City Students Conference and Prefects' Dinner	02/12/2019	16:00-18:00 18.30-21:00	Livery Hall Old Library
Chair of Governors Forum (Autumn)	04/12/2019	08:30-10:30	West Wing - Committee Room 2
<b>Christmas Holidays</b>			
<b>January</b>			
Skills' Forum (Spring)	15/01/2020	08:30-10:00	West Wing - Committee Room 2
Headteachers' Forum (Spring 1)	22/01/2020	08:00-10:30	Room 1/2, North Wing
City Schools Concert Rehearsal Day	29/01/2020	All Day	City of London School
City Schools Concert Final Rehearsal and Performance Day	30/01/2020	All Day	City of London School
<b>February</b>			
Cultural and Creative Learning Forum (Spring)	05/02/2020	08:30-10:00	West Wing - Committee Room 4
Education Board Dinner	12/02/2020	19:00-21:00	Grocer's Hall
Chair of Governors Forum (Spring)	28/02/2020	08:30-10:30	West Wing - Committee Room 2
<b>March</b>			
Governor Training: Finance	03/03/2020	08:30-10:30	West Wing - Committee Room 2
Debating Competition	04/03/2020	12:00-16.00	Livery Hall
Chess Tournament	20/03/2020	12:30-15:30	Basinghall St Entrance - Livery Hall
Christ's Hospital Maths Challenge	25/03/2020	09.00-12.30	Basinghall St Entrance - Livery Hall
Headteachers Forum (Spring 2)	26/03/2020	08:00-10:30	West Wing - Committee Room 2

Easter Holidays			
April			
Governor Training: School data and performance	23/04/2020	08:30-10:30	West Wing - Committee Room 2
Skills Forum (Summer)	29/04/2020	08:30-10:00	West Wing - Committee Room 2
May			
Headteachers' Forum (Summer 1)	07/05/2020	08:00-10:30	West Wing - Committee Room 2
Cultural and Creative Learning Forum (Summer)	12/05/2020	08:30-10:00	West Wing - Committee Room 2
Chair of Governors' Forum (Summer)	19/05/2020	08:30-10:30	West Wing - Committee Room 2
June			
Fusion Cities Meeting	12/06/2020	All day	Old Library
London Careers Festival	23/06/2020 – 25/06/2020	All day	
Scrutiny Meetings (Finance)	22/06/2020 – 23/06/2020	All day	North Wing - Room 8, Ground Floor
City Schools Subject Dinner (STEM Industries)	25/06/2020	17:00-21:00	Livery Hall
July			
Headteachers Forum (Summer 2)	02/07/2020	08:00-11:00	West Wing - Committee Room 4
Primary Results Day	09/07/2020	All day	N/A
Results Day (A levels)	13/08/2020	All day	N/A
Results Day (GCSE)	20/08/2020	All day	N/A

## Appendix 2 – Memo of in-principle invitees to Education Board funded events

1. This memo provides Members of the Education Board with a list of the in-principle invitees to Education Board funded events. The proposed list is developed based on meeting budget and venue restrictions, whilst ensuring attendance from a balanced mix of:
  - Primary beneficiaries of the event.
  - Education Board Members.
  - Court of Common Council (non-Education Board) Members.
  - City Corporation officers.
  - School governors.
  - School leaders and teachers.
  - Industry partners and wider stakeholders.
2. Members are asked to consider the proposed in-principle invitees for each of the Education Board funded events in *Table 1* below and approve the application of the memo for events over the 2019/20 academic year.

*Table 1*

Event type	Event (2019/20 date)	Format and capacity	In-principle invitees
Interactive and workshop style events aimed at pupil enrichment.	Debating Competition (04/03/2020)	Tables are set up in the venues for workshops and interactive activity. There is no formal 'audience' however school teachers as well as officers and Members of the City Corporation are invited to drop-in and experience the event.	For these events, we will extend invitations to: <ul style="list-style-type: none"> <li>• Pupils in the Family of Schools and accompanying teachers</li> <li>• Court of Common Council</li> <li>• Education Board</li> <li>• Senior officers at the City Corporation</li> <li>• Chairs of Governors of the Family of Schools (to share with full governing bodies)</li> </ul>
	Chess Tournament (20/03/2020)		
	Careers Week		
Conferences and talks (non-pupil).	City Schools Conference (04/11/2019)	Tables are set up in conference style. There are a limited number of spaces available due to room capacity and catering costs.	For this event, we will extend invitations to: <ul style="list-style-type: none"> <li>• Headteachers in the Family of Schools</li> <li>• Senior leaders, teachers and staff from each of the Family of Schools</li> <li>• Chair and Deputy Chair of the Education Board</li> <li>• Key industry partners and keynote speakers</li> <li>• Chairs of Governors of the Family of Schools</li> <li>• Senior officers at the City Corporation</li> </ul>

	Fusion Cities meeting (12/06/2020)		<p>For this event, we will extend invitations to:</p> <ul style="list-style-type: none"> <li>• Representatives from cities (at their cost)</li> <li>• Key industry partners, NGO's and speakers</li> <li>• Chair and Deputy Chair of the Education Board</li> <li>• Representatives from schools (pupils and accompanying staff member)</li> <li>• Relevant senior officers at the City Corporation</li> </ul>
Formal dinners	Prefects' Dinner (02/12/2019)	These are sit-down dinners with a limited number of spaces based on room capacity and catering.	<p>For these dinners, we will extend invitations to:</p> <ul style="list-style-type: none"> <li>• Representatives from schools (pupils and accompanying staff member)</li> <li>• Education Board.</li> <li>• Key industry partners and speakers</li> <li>• Senior officers at the City Corporation</li> </ul>
	City Schools Subject Dinner: STEM Industries (25/06/2020)		
Performances and exhibitions.	City Schools' Concert (30/01/2020)	<p>Concert in a performance venue with a stage and audience.</p> <p>A limited number of tickets will be available. Schools will be allocated places for pupils and staff. The remaining places will be booked via Eventbrite and will be bookable on a first-come-first-served basis.</p>	<p>For this event, we will extend invitations to:</p> <ul style="list-style-type: none"> <li>• Schools will be allocated places for their staff and pupils to attend in the audience and the rest of the tickets will open for parents and carers of the performers to book via Eventbrite</li> <li>• Court of Common Council</li> <li>• Education Board</li> <li>• Senior officers at the City Corporation</li> <li>• Chairs of Governors of the Family of Schools (to share with full governing bodies)</li> </ul>



## Appendix 1 – Governor Appointments Update

### City Corporation Family of Schools - Governing Body Membership

#### City of London Academies Trust (04504128):<sup>1</sup>

##### City of London Primary Academy Islington

Name	Basis of Appointment	Term of Office
Ann Holmes, CC - Chairman	Appointed by the Trust Board	3 years expiring 30 August 2020
Nick Bensted Smith, CC	Appointed by the Trust Board	3 years expiring 30 August 2020
VACANCY		
Ena Harrop <sup>2</sup>	Appointed by the Trust Board	3 years expiring 30 August 2020
Gerald Mehrstens <sup>3</sup>	Appointed by the Trust Board	3 years expiring 30 August 2020
Mary Robey	Appointed by the Trust Board	3 years expiring 30 August 2020
Frazer Swift	Appointed by the Trust Board	3 years expiring 30 August 2020
Kim Clapham	Headteacher – Ex officio	During term of office as Headteacher
Celia Orford	Staff Governor (Teaching)	3 years expiring 1 April 2021
VACANCY	Staff Governor (Non-Teaching)	
Georgia Dehn	Parent Governor (elected)	3 years expiring 17 December 2020
Jillian Jones	Parent Governor (elected)	3 years expiring 17 December 2020

##### Southwark Local Governing Body <sup>4</sup>

Name	Appointed as	Term of Office
Antony Smyth – Chairman	Appointed by the Trust Board	3 years expiring 12 January 2021
Hilda Cheong - Vice-Chair	Appointed by the Trust Board	1 year expiring 3 June 2019
Lucas Green - Vice Chair	Appointed by the Trust Board	1 year expiring 14 May 2019 <sup>5</sup>
Simon Atkinson	Appointed by the Trust Board	Starting from 13 December 2017 (term of office unstated)
Elaine Davis	Appointed by the Trust Board	3 years expiring 12 January 2021
Keith Bottomley, CC	Appointed by the Trust Board	2 years expiring 24 January 2020
Harvey McEnroe	Appointed by the Trust Board	2 years expiring 9 February 2020
Vicky Mills	Appointed by the Trust Board	1 year expiring 15 May 2019
Shavran Joshi	Appointed by the Trust Board	Starting from 13 December 2018 (term of office unstated)
VACANCY	Appointed by the Trust Board	
Fiona Edlin	Parent Governor (elected)	3 years expiring 16 January 2021
Ann Chuyi Wang	Parent Governor (elected)	3 years expiring 19 March 2021
VACANCY	Parent Governor (elected)	
Mickey Kelly	Executive Principal – Ex officio	During term of office as Executive Principal of Galleywall Primary School and Redriff Primary School
Richard Bannister	Principal – Ex Officio	During term of office as Principal of City of London Academy, Southwark
Steve Burgess	Staff Governor (teaching)	1 year expiring 4 October 2019
Maya Pursani	Staff Governor (non-teaching)	3 years expiring 26 January 2021

##### City of London Academy Shoreditch Park<sup>6</sup>

<sup>1</sup> 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.

<sup>2</sup> City Corporation employee.

<sup>3</sup> City Corporation employee.

<sup>4</sup> The 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.

<sup>5</sup> The Chair of the Local Governing Body has requested an extension to this term for formal approval at the next Local Governing Body Meeting.

<sup>6</sup> Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment.

Name	Appointed as	Term of Office
Robert Howard, Ald. – Chairman	Appointed by the Trust Board	3 years expiring 30 August 2020
Barbara Hamilton <sup>7</sup>	Appointed by the Trust Board	3 years expiring 30 August 2020
Mark Malcolm	Appointed by the Trust Board	3 years expiring 30 August 2020
Ryan Shorthouse	Appointed by the Trust Board	3 years expiring 30 August 2020
Sheila Scales	Appointed by the Trust Board	3 years expiring 30 August 2020
Rita Krishna	Appointed by the Trust Board	3 years expiring 30 August 2020
Sue Roberts	Appointed by the Trust Board	3 years expiring 30 August 2020
Mark Lowman	Appointed by the Trust Board	Starting 8 March 2018 (term of office unstated) <sup>8</sup>
Holly Arles	Principal – Ex officio	During term of office as Principal
Liam Smyth	Staff Governor (Teaching)	3 years expiring 20 November 2021
Maria Dennis-Waters	Staff Governor (Non-Teaching)	3 years expiring 29 September 2021
Rebecca Couper	Parent Governor (elected)	3 years expiring 29 September 2020
Mark Sullivan	Parent Governor (elected)	3 years expiring 29 September 2020

*City of London Academy Highgate Hill<sup>9</sup>*

Name	Appointed as	Term of Office
Roy Blackwell – Chairman	Appointed by the Trust Board	3 years expiring 30 August 2020
Kristin Baumgartner	Appointed by the Trust Board	3 years expiring 30 August 2020
Valerie Bossman-Quarshie	Appointed by the Trust Board	3 years expiring 30 August 2020
Josh Burton	Appointed by the Trust Board	3 years expiring 30 August 2020
VACANCY	Appointed by the Trust Board	
Julie Robinson	Appointed by the Trust Board	3 years expiring 30 August 2020
Simon Turner	Appointed by the Trust Board	3 years expiring 30 August 2020
Prince Gennuh	Principal – Ex officio	During term of office as Principal
Peter Bremner	Teaching staff governor	3 years expiring 30 August 2020
Kathryn Spencer	Non-teaching staff governor	3 years expiring 21 October 2021
Donaleen Johnson	Parent Governor (elected)	3 years expiring 31 December 2021
Katerina Jenkins	Parent Governor (elected)	3 years expiring 31 December 2021

*City of London Academy Highbury Grove<sup>10</sup>*

Name	Basis of Appointment	Term of Office
Mark Boleat - Chairman	Appointed by the Trust Board	3 years expiring 30 August 2020
Colette Bowe	Appointed by the Trust Board	Starting from 6 September 2017 (length of term unstated) <sup>11</sup>
Joe Caluori	Appointed by the Trust Board	3 years expiring 30 August 2020
Helen Curran	Appointed by the Trust Board	3 years expiring 30 August 2020
Maggie Elliott	Appointed by the Trust Board	3 years expiring 30 August 2020
Rachel Sherman	Appointed by the Trust Board	3 years expiring 30 August 2020
Michael Simpson	Appointed by the Trust Board	3 years expiring 30 August 2020
Richard Verrall	Appointed by the Trust Board	3 years expiring 30 August 2020
Christopher Hill	Trust Board Appointee	3 years expiring 12 December 2021
Claire Tunley <sup>12</sup>	Trust Board Appointee	3 years expiring 12 December 2021
Nick Worsley	Trust Board Appointee	3 years expiring 12 December 2021

<sup>7</sup> Corporation employee

<sup>8</sup> City of London Academies Trust Board approval on 8 March 2018.

<sup>9</sup> Standard LGB membership (upon which the Education Board was consulted) is augmented by one additional CoL appointment

<sup>10</sup> LGB membership augmented by three additional Trust appointments following approval by the Trust Board on 13 September 2018.

<sup>11</sup> City of London Academies Trust Board approval on 6 September 2017

<sup>12</sup> Corporation employee

Clare Verga	Executive Principal	During term of office as Executive Principal (attendee)
Aimee Lyall	Principal – Ex officio	During term of office as Principal
Stella McAteer	Teaching Staff Governor	3 years expiring 11 October 2021
Sarah Counter	Non-teaching staff governor	3 years expiring 30 August 2020
Neale Coleman	Parent Governor (appointed)	3 years expiring 30 August 2020
Jonny Shipp	Parent Governor (elected)	3 years expiring 7 October 2021

*Newham Collegiate Sixth Form College*

Name	Basis of Appointment	Term of Office
Rachel McGowan - Chair	Appointed by the Trust Board	3 years expiring 30 August 2020
Caroline Haines, CC	Appointed by the Trust Board	3 years expiring 30 August 2020
Gerald Mehrstens <sup>13</sup>	Appointed by the Trust Board	3 years expiring 30 August 2020
Lakmini Shah	Appointed by the Trust Board	3 years expiring 30 August 2020
Sukhi Bath	Appointed by the Trust Board	4 years expiring 30 September 2022
Simon Beck	Appointed by the Trust Board	4 years expiring 12 December 2022
Ian Wilson	Appointed by the Trust Board	3 years expiring 30 August 2020
Martin Gaskell	Appointed by the Trust Board	4 years expiring 30 September 2022
Mouhssin Ismail	Principal – Ex officio	During term of office as Principal
Matthew Squire	Staff Governor (Teaching)	3 years expiring 31 December 2021
Christine Nunn	Staff Governor (Non-Teaching)	3 years expiring 27 September 2022
Nasim Ahmed	Parent Governor (elected)	3 years expiring 2 December 2022
Reshma Bhudia	Parent Governor (elected)	3 years expiring 2 December 2022

<sup>13</sup> City Corporation employee.

## Co-Sponsored Academies<sup>14</sup>:

### *The City Academy, Hackney (6382192)*

Name	Basis of Appointment	Term of Office
Dawn Elliot – Chair	KPMG Sponsor Governor (Chair)	4 years expiring 26 Sept 2023
Anne Fairweather	CoL Sponsor Governor (Vice Chair)	4 years expiring 28 Sept 2020
Katie Dowbiggin (Loven)	CoL Sponsor Governor	4 years expiring 6 Nov 2020
Vladimir Savic	CoL Sponsor Governor	4 years expiring 22 May 2022
Tijs Broeke	CoL Sponsor Governor	4 years expiring 12 July 2021
Rob Hortopp	KPMG sponsor governor	4 years expiring 27 September 2021
Mark Essex	KPMG sponsor governor	4 years expiring 27 September 2021
Amanda Brown	KPMG sponsor governor	4 years expiring 20 April 2020
Anntoinette Bramble	Local Authority Governor	4 years expiring 1 September 2020
Mark Malcolm	Head teacher	During term of office as Principal
Tamas Kiss	Non-teaching staff governor	4 years expiring 1 October 2022
Nina Kuh	Teaching staff governor	4 years expiring 1 October 2022
Oleander Ogbetu	Parent Governor (elected)	4 years expiring 12 July 2021
Stephen Webster	Parent Governor (elected)	4 years expiring 10 November 2019
Rita Krishna	Community Governor	4 years expiring 11 November 2020
Sheila Scales	Community Governor	4 years expiring 20 May 2020
Anant Suchak	KPMG sponsor governor	4 years expiring 30 April 2020
Anuja Dhir	CoL Sponsor Governor	4 years expiring 3 February 2021

### *City of London Academy Islington Limited (6426966)*

Name	Basis of Appointment	Term of Office
Professor Richard Verrall – Chairman	City University Sponsor Governor (Chairman)	4 Years expiring 31 August 2019
Henry Colthurst, CC – Vice Chairman	CoL Sponsor Governor	4 Years expiring 31 August 2019
HH Philip Katz	CoL Sponsor Governor	4 Years expiring 31 August 2021
Russell Wilmer	CoL Sponsor Governor	4 Years expiring 31 August 2021
VACANCY	CoL Sponsor Governor	
Ron Zeghibe	City University Sponsor Governor	4 Years expiring 31 August 2021
Lady Helen Curran	City University Sponsor Governor	4 Years expiring 20 May 2020
Marion O'Hara	City University Sponsor Governor	4 Years expiring 31 August 2020
Michael Laurie	Governor Co-opted by the Board	4 Years expiring 31 August 2022
Eric Sorensen	Community Governor (appointed by Board)	4 Years expiring 31 August 2022
Councillor Joe Caluori	Local Authority Governor	4 Years expiring 14 October 2019
Sonia Jacob	Principal – Ex officio Governor	During term of appointment as Principal
Angela Davies	Teaching staff governor	4 Years expiring 9 November 2019
VACANCY	Non-teaching staff governor	
William Paulton	Parent Governor	4 Years expiring 11 October 2021
VACANCY	Parent Governor	

<sup>14</sup> The directors/trustees of the co-sponsored academy trust companies are also the governors for the relevant school, as each trust company is responsible for only one school.

Clare Verga	Executive Principal	During term of appointment as Executive Principal (attendee)
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## Independent Schools

### City of London School

Governor	Current Term Commenced	Current Term Ends
James Thomson – Chairman	Commoner	4 years expiring April 2022
Tim Levene – Deputy Chairman	Commoner	4 years expiring April 2021
Alexander Barr	Commoner	4 years expiring April 2021
Keith Bottomley, Deputy	Commoner	4 years expiring April 2021
Roger Chadwick (Ex-Officio)	Ex officio (Chairman of the Board of the City of London Freeman's School)	1 year expiring June 2019
Dominic Christian	Commoner	3 years expiring April 2020
Marianne Fredericks	Commoner	4 years expiring July 2019
Rosie Gill (Co-Opted)	Co-Opted	4 years expiring June 2022
Caroline Haines	Commoner	3 years expiring April 2020
Deputy Clare James (Ex-Officio)	Ex officio (Chairman of the Board of the City of London School for Girls)	1 year expiring June 2019
Alderman & Sheriff Vincent Keaveny	Alderman	1 year expiring April 2020
Ronel Lehmann (Co-Opted)	Co-Opted	1 year expiring June 2019
Lord Levene (Co-Opted)	Co-Opted	2 years expiring June 2020
Edward Lord OBE JP, Deputy	Commoner	4 years expiring April 2021
Paul Madden (Co-Opted)	Co-Opted	2 years expiring June 2020
Christopher S Martin (Co-Opted)	Co-Opted	1 year expiring June 2019
Sylvia Moys	Commoner	4 years expiring July 2019
Ian Seaton	Commoner	4 years expiring April 2022
Paul Stein (Co-Opted)	Co-Opted	3 years expiring June 2021

### City of London School for Girls

Governor	Current Term Commenced	Current Term Ends
Deputy Clare James	Commoner	4 years expiring July 2021
Nick Bensted-Smith	Commoner	4 years expiring July 2022
Professor Anna Sapir Abulafia	Co-Opted	4 years expiring Oct 2019
Rehana Ameer	Commoner	3 years expiring July 2021
Randall Anderson	Commoner	4 years expiring July 2019
Tijs Broeke	Commoner	4 years expiring July 2022
Deputy Roger Chadwick (Ex-Officio)	Ex officio (Chairman of the Board of the City of London Freeman's School)	July 2019 (term linked to CLFS)
Alderman Emma Edhem	Alderman	4 years expiring July 2019
Dr Stephanie K Ellington (Co-Opted)	Co-Opted	4 years expiring July 2019
Soha Gawaly (Co-Opted)	Co-Opted	4 years expiring December 2020
Alderman Prem Goyal OBE	Alderman	4 years expiring April 2023
Deputy Tom Hoffman	Commoner	4 years expiring July 2019
Ann Holmes	Commoner	4 years expiring April 2022
Mary Ireland (Co-Opted)	Co-Opted	4 years expiring July 2022

Deputy Robert Merrett	Commoner	4 years expiring July 2021
Sylvia Moys	Commoner	4 years expiring July 2019
Dhruv Patel OBE	Commoner	3 years expiring July 2021
Elizabeth Phillips (Co-Opted)	Co-Opted	3 years expiring July 2020
Deputy Richard Regan	Commoner	4 years expiring July 2020
Peter Gordon Bennett	Commoner	3 years expiring July 2022
Sir Michael Snyder	Commoner	4 years expiring July 2020
Deputy James Thomson (Ex-Officio)	Ex officio (Chairman of the Board of the City of London School)	July 2019 (term linked to CLS)

*City of London Freeman's School*

<b>Governor</b>	<b>Basis of Appointment</b>	<b>Current Term Ends</b>
Deputy Roger Chadwick	Commoner	4 years expiring July 2021
Deputy Philip Woodhouse	Commoner	4 years expiring July 2022
John Bennett	Commoner	4 years expiring July 2019
Kevin Everett	Commoner	TBC
Nicholas Goddard (Co-Opted)	Co-Opted	1 year expiring February 2023
Brian Harris (Co-Opted)	Co-Opted	3 years expiring July 2021
Michael Hudson	Commoner	4 years expiring July 2019
Deputy Clare James (Ex-Officio)	Ex Officio (Chairman of the Board of the City of London School for Girls)	Ex-officio
Tracey Graham	Commoner	TBC
Alderman Susan Langley	Alderman	1 year expiring April 2020
VACANCY	Commoner	
Alderman Bronek Masojada	Alderman	1 year expiring April 2020
Andrew McMillan (Co-Opted)	Co-Opted	4 years expiring February 2023
Hugh Morris	Commoner	4 years expiring July 2021
Graham Packham	Commoner	4 years expiring July 2020
Deputy Elizabeth Rogula	Commoner	4 years expiring July 2022
Deputy James Thomson (Ex-Officio)	Ex Officio (Chairman of the Board of the City of London School)	Ex-officio
Cllr Chris Townsend (Co-Opted)	Co-Opted	4 years expiring February 2023
Lady Gillian Yarrow (Co-Opted)	Co-Opted	4 years expiring February 2023

## Local Authority Maintained School

Sir John Cass's Foundation Primary School

Name	Appointed By	Term Of Office
The Revd. L Jørgensen	Ex Officio The Rector, St Botolph Aldgate	While Rector of St Botolph's Church
Mr A Wright	London Diocesan Board for Schools	4 years expiring 4 October 2019
Ms S Moore	London Diocesan Board for Schools	4 years expiring 30 September 2021
Mr M Piper	St Botolph Aldgate	4 years expiring 31 August 2019
Ms B Ryan	Deanery	4 years expiring June 2022
Mr D Williams	Sir John Cass's Foundation	4 years expiring 7 September 2021
VACANCY	Sir John Cass's Foundation	
Mrs J Greenlees	Sir John Cass Foundation	4 years expiring 6 September 2021
VACANCY	Sir John Cass's Foundation	
Mr J Fletcher	LA Governor	4 years expiring 19 April 2020
Munsur Ali	LA Governor	??????
Ms I Culpan	Parent Governor	4 years expiring March 2022
Ms Z Lawley	Parent Governor	4 years expiring March 2022
Ms A Frain	Teaching Staff Governor	4 years expiring 17 October 2021 or during term of employment at the School if this ends earlier.
Ms B Makin	Support Staff Governor	4 years expiring 1 December 2021 or during term of employment at the School if this ends earlier.
Ms A Allan	Headteacher	During term of office as Headteacher



**Annual Action Plan  
September 2019-July 2020  
Education, Skills and Cultural and Creative Learning**

Overall Action	Key Actions	Key events/milestones	Budget Allocation (not including central team salaries)
<b>Deliver exceptional quality education in the Family of Schools that meets the challenges and skills requirements now and in the future.</b>	<p>Classroom lessons inspire and challenge pupils.</p> <p>Benchmarking of best practice across London to improve the City School education offer and ensure quality.</p> <p>High levels of lifelong learning are evidenced by leaders, teachers and pupils.</p> <p>A framework of clear accountability, challenge and support exists for the Family of Schools and standards are reported to the Education Board.</p> <p>Governors are up to date with latest statutory requirements and good practice and advice and training is provided for governors to ensure that our schools are compliant with the arrangements necessary for good governance and accountability within our schools.</p> <p>An outstanding 6th Form offer has been developed across the Family of Schools</p> <p>Improvement in the progress of pupils at risk of educational disadvantage so that it exceeds the progress of those pupils not at risk and surpasses</p>	<p>Annual data collection ensures exceptional progress for all pupils (E)<sup>1</sup>.</p> <p>Annual monitoring and reporting of school exclusions with desired performance to always be zero (E)</p> <p>Annual external scrutiny meeting for all academies (E)</p> <p>Annual monitoring of place planning to ensure that school places are being provided in areas of need (E)</p> <p>Application through PIP funding for a specialist data officer (E)</p> <p>There is continued provision of learning support services and resources which promote wellbeing amongst pupils, including counselling services (E)</p> <p>A training programme for middle leadership (E)</p> <p>Termly Headteachers' Forum and annual conference (E)</p> <p>(At least) twice yearly school visits/impact visits to all academies (E)</p> <p>Ofsted inspections reported to Education Board (E)</p>	<p>1m (City Premium Grant)</p> <p>200K (City Premium Grant)</p> <p>1K</p> <p>0K</p> <p>0K</p> <p>100K (City Premium Grant)</p> <p>10K</p> <p>6K</p> <p>TBC</p> <p>0K</p>

<sup>1</sup> The letter in brackets indicates the lead area of responsibility (E) = Education; (C) = Culture; and, (S) = Skills

	national and local averages, including for high ability pupils.	A review of Sixth Form provision has been conducted across the Family of Schools with recommendations for future partnerships and configurations (E)	1K
	Continued provision of enhanced and efficient learning support services, to support pupils and improve social mobility.	Annual monitoring and reporting of school admission arrangements to ensure our schools are reaching the target communities (E)	0K
		Strong governance frameworks and appointment processes are in place.	0K
		A termly forum occurs for the Chairs of Governors and co-sponsors to meet to share information and develop working practice and expectations across the family of schools (E)	1K
		Termly governor training events have occurred, and they are well attended and relevant (E)	5K
		Review of school counselling service provisions (E)	2K
		Review of approaches to income generation within the City Family of Schools and areas for improved efficiency through sharing support services (E)	55k
		Investigate the potential for sharing the model and expertise of City schools (E)	3K
<b>High quality exposure to the world of work at all stages of education to enable pupils to make</b>	A comprehensive creative careers strategy is delivered to all pupils in the Family of Schools.	A time-limited position to audit, map, review and quality assure the safeguarding strategy across the Family of Schools, developing collaboration, information sharing and best practice sharing between schools (E)	37K
	Collaborate with the Livery Companies and businesses to build on the work they are doing in	London Careers Festival to be held (S)  A link governor for skills and employability is on each governing body and a link staff member from each of the Family of Schools participate in a termly Skills Forum to ensure that they have a	50K  14K

<b>informed career choices</b>	<p>the skills area to establish an education to business hub to deliver a coordinated programme of work placements for pupils and teachers in the Family of Schools.</p> <p>Work experience is a sequential induction to the world of work from Early Years, becoming more formalised as pupils get older.</p> <p>Pupils are exposed to professionals working in the creative and cultural industries including dancers, musicians, writers, makers, designers, and the range of production and post production entrepreneurs and creatives.</p> <p>All pupils in the Family of Schools will be able to hear from and be inspired by artists and creative professionals across a range of fields in each year of their schooling.</p>	<p>published careers policy and curriculum and regularly scrutinise implementation and impact (S)</p> <p>Good quality work experience placements are open to all pupils in the Family of Schools, regardless of their background or personal 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 (S)</p> <p>Self-employment and ‘solopreneurs’ trends are reflected in work experience offers (S)</p> <p>Clear progression routes exist for talented arts pupils into cultural and creative employment, including apprenticeships (S)</p> <p>Pupils interested in careers in medicine and law are supported to participate in practice entry tests (E)</p> <p>Learners at all stages have exposure to professionals working in the creative and cultural industries including dancers, musicians, writers, designers, makers and the range of production and post-production professions (C)</p>	<p>10K</p> <p>0K</p> <p>0K</p> <p>5K</p> <p>15k (Culture Mile Learning Grant)</p>
<b>Provide an educational experience that enriches and inspires through access to the learning opportunities that the City’s cultural, heritage and environmental assets offer, combining creativity, innovation and enterprise</b>	<p>To ensure that pupils have a voice in arts and cultural decision making including the participation of the Family of Schools’ pupils in Youth panels (e.g. the Barbican Youth Panel, Museum of London Youth Panel, City of London Youth Board).</p> <p>Create an ambitious programme for progressive music education in all our schools, and performing arts education programme, to support London’s Music Hubs and local Cultural Education Partnerships, in preparing the ground for the proposed Centre for Music, Museum of London and wider Culture Mile Learning ambitions.</p>	<p>A Culture Forum meets three times per year including the appointment in each school of both a cultural governor and a cultural lead teacher/adviser (C)</p> <p>Review and develop talent pathways for pupils in the Family of Schools ensuring that there are clear and delineated access routes into further opportunities and no examples of talented pupils not having the ‘next steps’ to develop their interests and skills (C)</p> <p>All pupils in the Family of Schools from early years through to post 16 receive sequential and high quality cultural and creative learning with sustained education in and through the arts and</p>	<p>14K</p> <p>7K</p> <p>200K (City Premium Grant)</p>

<b>alongside tradition and continuity.</b>	<p>Develop relationships with other local Cultural Education Partnerships and cultural destinations to join-up resources, deliver shared ambitions, and maximise the cultural and heritage assets of the City of London.</p>	<p>culture with a strengthened role of music and the performing arts (C)</p> <p>Expand the young musical leaders programme to promote further outreach to Primary Schools (C)</p> <p>Children and young people perform in professional quality venues at least three times per year to encourage sharing with families (E)</p> <p>Convene an annual meeting of other London, national and international cultural venues and cities of innovation (C)</p> <p>An online portal has been developed to create a 'one-stop shop' to more readily access the outstanding cultural and historical resources to enrich the creative experience of London's learners and to maximise the availability and impact of learning assets being developed. Establish a digital hub of learning and communication to enable knowledge and skills exchange and the development of a change community of peer learning (C)</p> <p>The Schools Visits Fund maximises access to the Culture Mile Learning by London's pupils and at least 100 schools per year use the fund (C)</p> <p>There are clear lines of governance, accountability and business planning for Culture Mile Learning, ensuring robust and regular impact measurement and reporting (C)</p>	<p>5K</p> <p>10K</p> <p>5K</p> <p>40K</p> <p>30K (Culture Mile Learning Grant)</p> <p>130K (Culture Mile Learning Grant)</p>
<b>Deliver high quality adult education, training and apprenticeships.</b>	<p>ASES to continue to improve the learning experience and the success of learners, the services and resources to promote wellbeing amongst learners, while delivering academic excellence in learning, teaching and knowledge exchange.</p>	<p>Successfully deliver apprenticeships for the City of London Corporation and others (S)</p> <p>Annual monitoring to continue the outstanding apprenticeship completion rates, remaining above 95% (S)</p> <p>Annual reporting of achievement of an 100% destination and progression pathway for apprentices (S)</p>	<p>160K</p> <p>0K</p> <p>0K</p>

Page 7		<p>Develop innovative approaches to learning and teaching for industry-relevant courses including work-based learning and apprenticeships.</p> <p>Enhance the apprenticeship and adult learning experience by creating a sense of belonging through collaborative learning and social interaction, and by ensuring that our learners are partners and co-creators in academic activity and governance.</p> <p>Continue to excel in providing progression routes.</p> <p>Every apprenticeship will be a high-quality opportunity that delivers the skills, knowledge and behaviours that employers are looking for.</p> <p>Improve the learning experience and learning outcomes for learners impacted by disadvantage.</p>	<p>Annual monitoring of an increase in the uptake of adult education courses by City of London residents (S)</p> <p>An increase the effective use of ICT in teaching, learning and assessment (S)</p> <p>Annual monitoring to assess an increase the proportion of apprentices from Black, Asian and Minority Ethnic (BAME) backgrounds by 20% (S)</p> <p>Review planning and resource allocation so that ASES continues to provide exceptional value for money while ensuring a closer alignment to strategic priorities (S)</p> <p>Pilot test a supply chain strategy model within one industry group (S)</p> <p>There will be clear progression routes through technical and professional education and into skilled employment, including apprenticeships (S)</p>	<p>0K</p> <p>15K</p> <p>0K</p> <p>0K</p> <p>5K</p> <p>2K</p>
	<p><b>Learning experiences promote the development of 21st century 'fusion skills', through programmes that are a mix of academic, creative, digital and emotional learning.</b></p>	<p>Reception through to post school age, City Corporation schools provide the pupils with sustained vocational education throughout the school day, building core behaviours and fusion skills that businesses want.</p> <p>Pupils in the Family of Schools and beyond have access to the information, advice and experiences to progress into fulfilling careers, including in the creative industries and City sectors requiring Fusion Skills.</p> <p>Ensure that technical and employability skills, including digital, future, and fusion skills are integral to the City Corporation's educational offer.</p>	<p>A high profile and international fusion skills event is held on an annual basis to raise the profile of the fusion skills agenda, learn from national and international cities from their approach, and encourage information and knowledge sharing between partners (C)</p> <p>Fusion skills pilots have been established in the Family of Schools and these are evaluated and reported to the Education Board (E)</p> <p>A fusion skills assessment tool has been developed and trialled (S)</p> <p>A Challenge Prize has been awarded to identify and explore further models to pilot how fusion skills can be most effectively developed (C)</p>	<p>15K</p> <p>200K (City Premium Grant)</p> <p>80K</p> <p>100K (Culture Mile Learning Grant)</p>

	<p>Additional funding is available to develop 'fusion' skills - the so-called higher order, 'soft' skills needed for future world of work and society more generally.</p> <p>The City Family of Schools are innovative and inspiring places to learn where practices are research informed, and where the schools take risks and to pilot new and original approaches.</p>	<p>CPD training ensures that teachers of non-arts subjects have approaches and methods for including the arts and culture in lessons to enhance innovation, interest, practical leaning, enjoyment to boost the pupils' enjoyment of learning and success (C)</p> <p>Pupils in the City Family of schools attend high profile functions including prefects' dinner, subject dinner, debating, sporting and leadership days, City No. 3 breakfasts, chess competitions, essay competitions, Lord Mayor's parade, concerts, and other events (E)</p> <p>A high-level audit is conducted of the current skills, expertise, and existing practice around fusion skills to understand needs and alignment, and to use this knowledge to create CPD for teachers, artists, and cultural practitioners to improve leadership across Culture Mile Learning partners and schools in the development of fusion skills (C)</p>	<p>30K (Culture Mile Learning Grant)</p> <p>45K</p> <p>15k (Culture Mile Learning Grant)</p>
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## APPENDIX 1: CITY OF LONDON SCHOOL FOR GIRLS - OUTREACH AND PARTNERSHIPS REPORT

### CLSG OUTREACH REPORT FOR THE YEAR 2018

This report summarises the outreach activities that CLSG has been involved in during 2018. These activities span over two academic years and therefore for some of them there is at the time of writing greater evidence of impact than for others. The unusual time span of the report is required for the ISC census which is completed in January.

#### ENGLISH

During the academic year 2017-2018, one member of staff spent 2 periods a week at Shoreditch Park Academy from January to June. The 8 pilot session with a group of year 7 able students at COLASP focused on developing creativity, confidence and critical thinking through prose and poetry texts. The key focus was the discussion of ideas and exploration of varying viewpoints. In the summer term of 2018, a group of 26 students from SPA attended an enrichment day at CLSG in English and Maths.

Since the start of this academic year, the outreach work at SPA has increased to 4 periods a week and is being led by the same member of staff. Her work this year has a double focus: teaching an extraction group of more able students in Y7/ Y8 (18 in total) and supporting the Head of English in various capacities. In addition, so far 8 CLSG students (5 from year 11 and 3 from year 10) have also been involved in these sessions. The liaison between CLSG and COLASP English focuses on targeting oracy and the articulation of ideas following reviews of the school plan at COLASP and identified skill/confidence gaps for more able students at COLASP. Additionally she supports the HOD with her planning and extension work resources e.g. writing and delivering generic 'cheeky challenge' resources for every classroom. The HOD also asked her to observe and feedback on a member of staff in the department.

Using unseen poems as stimulus material, the CLSG member of staff is encouraging the students to work in a different way to unpick a text through rewriting, discussion and games to establish keyword skills. She has also chosen able and confident students from CLSG to come to COLASP to model strong oracy and point of view skills. This has been important as it has enabled her to discern if our own CLSG students can tackle an unseen text quickly and decode it (an essential GCSE and even life skill) as well as support the ideas of younger and less confident students. Year 7 students were given the task of presenting their usual English class with ways into a poem which would engage a wide range of ability students, e.g via Hangman, word searches and modelling. The presentations were an important step in establishing confidence as well as pre writing skill to encourage different points of view.

At this point the project is evolving but the year 7 students are growing in confidence and risk taking. Holly Arles, Principal at SPA, has been very positive about the impact it has had on students in terms of confidence and raising aspiration. For CLSG, it is also important to use this outreach to motivate our students on a subject specific basis and also to engage their awareness with the idea of volunteering and self-esteem.

Here are some comments from pupils in CLSG and COLSSP

Y11 pupil (CLSG)

"Helping other students is a really important opportunity, not only for developing your own skills and understanding/explaining something to someone else requires a much more sound understanding but also for talking, presenting, working with others, and for a great sense of fulfilment - it a very rewarding opportunity to help them and see them improve."

Y7 student (COLASP): "The work has helped me develop deduction, confidence and presentation skills."

## CLASSICS

In September 2017, we pioneered an outreach program in Latin with 5 year 9 students (3 girls, 2 boys) from Hackney Academy. The initial year was an introduction to the language to see if we could get interest for a full GCSE course. We taught 1 hour per week after school on Wednesdays when the Academy had general studies allocated and we followed the Cambridge Latin Course up to stage 7 of book 1. After May half term 2017, the students were not able to come for the rest of the academic year as their general studies time finished for the year.

As a result of this initial year, 3 of the students (2 boys, 1 girl) have opted to continue in year 10 and commence a proper GCSE course from September 2018. We are using John Taylor's Latin to GCSE course which is designed to teach the language quickly and we are devoting 90 minutes every Tuesday evening to this course. The students are making good progress and we are aiming to raise their language up to GCSE standard by the end of year 10 and to concentrate on the literature component of the syllabus in year 11.

Maureen Sims who supervises these pupils at the Academy commented: "You have aroused an interest in Latin in the students which I hope will last a long time."

In September 2018, a new year 9 contingent also started. We currently have 7 pupils taking the initial course (1 hour /week) using the Cambridge Latin Course.

In September 2018, we also started to teach the same beginners' course to the Shoreditch Park Academy. One of our teachers goes to the Academy once a week and uses the Cambridge Latin Course Book 1 to teach a beginners' class of 25 students (24 year 8 students, one year 9 student) in a one hour lesson. Initial feedback has been very positive. The students are clearly enjoying the lessons.

## MATHEMATICS

The Head of Maths hosted the same two masterclass days as in previous years, inviting COLA and ELC schools to attend. The timing of half term and pressures in each school relating to new A Level exams meant we didn't have as great an uptake as in previous years, but the schools that were able to attend enjoyed the fact the groups were



smaller. In total, 21 pupils from other schools attended and spent 5 hours at CLSG on each of the days.

In Year 9, 6 pupils from CLSG and 6 from Channing spent the day (10-3) investigating spherical geometry, hyperbolic geometry (with pringles), Euclidean geometry and the effects of breaking Euclid's parallel line postulate on angle rules, distances and parallel lines. They also investigated some basic topology, including the Euler Characteristic equation and Mobius strips.

In Year 10, 15 pupils from City Academy Hackney, City of London Academy Southwark and one other school spent the day (10am-3pm) learning the basics of complex numbers and matrix arithmetic, drawing shapes, transforming shapes, and getting a feel for the topics exclusive to the Further Maths syllabus. They were also introduced to the Desmos and GeoGebra websites, and Autograph software, in order to use them to visualise and draw various properties of complex number arithmetic and matrix transformations. Positive verbal feedback was received from all schools. We are in the process of gathering data as to how many of the pupils from the masterclasses two years ago have actually taken up further maths A Level.

During 2017-18, a member of staff worked at Shoreditch Park Academy for three periods a week supporting the head of Maths and teaching extraction groups form Y7. Her work involved devising Schemes of Work, curriculum mapping, teaching extraction groups with the most able Y7 pupils, supporting staff in lessons and supporting the Head in a mentoring capacity. She also organised an enrichment day at CLSG in June for the pupils she had been working with. This is the impact assessment by the SP HOD of Maths:

- SOW was adapted to ensure greater challenge in year 7 as a result of Marina's feedback to me.
- Highest attaining pupils are the most on track group of pupils in Maths. This is not the case in other subjects.
- % of higher attainers on track in Maths is the 2nd highest of all subjects in the school.
- Most able pupils more engaged in Maths, as they saw Marina's extension pull-out class as a reward which was only earned through good behaviour in class the rest of the week.
- 19 certificates from year 7s in UK Maths Challenge.
- Most able pupils absolutely loved all the work they did with Marina- they enjoyed how much they were stretched, as well as the trip to CoL Girls.
- Marina's feedback on the mainscale teacher was instrumental for the HOD's staff planning.

This work is now being carried forward by another member of staff in 2018-19, who on alternate weeks takes the best 12 mathematicians from each half of the year out of PSHE time to practise UKMT style questions. Each session lasts about 45 minutes. He then spends 40 minutes or so helping a new Teach First non-mathematician trainee to plan her double year 7 lesson. Sometimes this is a case of amending her plan, creating a plan from scratch or reworking a plan of mine. The discussion also involves forward planning, sequencing of

maths lessons, variety of tasks etc. They then both deliver the lesson (100 minutes!) which involves elements of team teaching, both of them leading separate parts of the lesson and the CLSG member of staff supporting the trainee while she delivers. The immediate impact is that the trainee has passed her first Teach First observation with flying colours. Other impacts will become evident later.

During 2017-18, a member of staff taught a Y12 Maths lesson once a week to a group of 7 pupils for 3 periods a week at City Academy Hackney. The member of staff hugely appreciated the chance to teach boys and to use the CLSG teaching methods based on collaboration and dialogue in a different setting. She felt that it allowed the pupils over the year to develop their ability to ask relevant questions and to monitor better their own understanding. She also enjoyed collaborating with one of the members of staff at CAH.

The following comments were made by the Head of Maths at CAH: Nabeela worked very well with her class and developed a great relationship with her students who even attended some lessons when the rest of the school was closed to students for inset or wellbeing days. Retention was 100%, and this class out performed our year 12 cohort results by the end of the course. All year 12 students have continued on to year 13, and recent Autumn term test results show very good foundations having been established during their first year. Nabeela effectively used DrFrost for both teaching and assessment with the class, and made excellent use of the ActiveLearn resources for this new course. Homework and tests written for this class were shared with our other teachers.

Nabeela's class made good, consistent progress at the A-C grade range which is evident with recent assessments in year 13. The final assessment of the year was based on the actual AS examination however none of our students were entered for the AS Maths sitting last year.

## **LEADERSHIP DAY**

In June, 80 prefects from six of the City schools (Highbury Grove, Southwark, Islington, Newham Collegiate, CLS and CLSG) came to CLSG for Leadership Day organised by CLSG's Head of Sixth Form. They were involved in workshops with the inspirational speaker Sam Sans and her team, in which they discussed leadership qualities and the importance of voice and presence. They then went on a treasure hunt all round the city which was very energetic and highly competitive! The students had an excellent day and seemed to gain a lot from the experience. Below is one sample report from the accompanying teachers, which show how enjoyable and useful the day was for all.

*Director of Studies for Year 12*  
*City of London Academy: Highbury Grove*

Dear Rosie,

Thank you for all your work to make Thursday such an enjoyable and productive day for our students. Year 12 report being made to feel very welcome, and personally I think the opportunity to interact with students from other schools has helped their confidence. They

certainly are starting to look more like leaders! I'm really grateful that we had the opportunity to participate - thank you once more.

## **PE**

The PE department facilitated COLPAI hosting their first Sports Day on the school premises in the summer term 2018. In Autumn 2018, the PE department has started discussions with COLPAI to host a small number of sports events for Y1 as part of our Sports Leaders programme.

## **MUSIC**

The Music Department organised a number of outreach activities as follows:

- City of London Sinfonia Strings workshop - 20 students from three schools took part in a Strings workshop including CLSG, CoLA Islington and CoLA Hackney.
- London Symphony Orchestra - 70 students from Shoreditch Park, Highbury Grove, COLAI and CoLA Hackney took part in a whole day workshop with visiting conductor and players from the LSO
- Young Leaders with VCM Foundation - 30 students drawn from CLSG, CoLA Islington, CoLA Southwark and CoLA Hackney, developed leadership skills through a series of workshops culminating in workshops delivered by the students to 200 students at Galleywall Primary.
- The Director of Music at CLSG helps organise the City Schools Concert involving nearly 300 students from across all the schools, including hosting the finale workshop.
- a string quartet workshop by Tippett Quartet at CLSG was attended by Year 7 students from Shoreditch Park
- two teachers from City Hackney Academy visited to discuss approaches to A-level teaching with the Director of Music at CLSG.

## **ROBOTICS**

At the start of the Autumn Term 2018, a group of 3 Y 12 CLSG girls started running a Robotics Clubs for Year 5 and Year 6 girls at St John Cass which is attended weekly by up to 20 girls. The initial feedback is excellent and the teams are going to be taking part in their first competition in January.

## **CLSG SCHOLARS PROGRAMME**

The new CLSG scholars programme has been launched in November 2018 to replace the Summer School. The aim is to work for a whole calendar year with able girls from local schools who would be eligible for bursaries to provide both an academic enrichment programme and preparation for entrance to selective schools (state or private). We aim to

recruit 15 girls for the first programme with a view to increasing numbers in subsequent years.

## **CAREERS**

The Careers department continued to provide a range of opportunities to schools in the City family of schools. Our Higher Education evening was open to all and attended by several pupils from the academies. We have continued to offer interview practice where required for university entrance and have hosted several preparation days for university entrance test. The data is summarised in the table attached.

### Outreach work undertaken by the Careers Department

Mock Interviews					
A description of the outreach work and what was involved;	BMAT course with Medic Portal	UKCAT course with Medic Portal	LNAT course with Lawyer Portal	HE Evening	
the number of pupils involved from our school (if any) and from the academies/ schools;	CLSG:11  City Academy Southwark:4  Newham College Sixth Form: 10  One Day	CLSG:14  City Academy Islington: 4  City Academy Southwark:6  Newham College Sixth Form: 10  One Day	CLSG:2  City Academy Islington: 5  City Academy Southwark:4  Newham College Sixth Form:3  One Day	CLSG: 75  Newham Sixth Form College: 12  City Academy Islington: 41, 3 staff  3 hours	
the number of hours involved;	2 hours				
an Impact statement, if you can get your contact at the other school to give you a quote about how it has helped their pupils, then that would be very useful too	<u>City Academy Southwark – Hannah Snell</u> Regarding those who attended the interview workshop last year, 2 students received offers for Medicine, 4 students received invites to interview at Oxford and Cambridge and 1 received an offer from Cambridge. Others did receive offers (and attend) Imperial and LSE and other Russell Group universities <u>Newham Sixth Form College – Kateryna Law</u> Of the 11 Oxbridge candidates offered mock Interviews, 6 achieved a place.	<u>City Academy Southwark – Hannah Snell</u> Last year we had 1 of the students from the BMAT/UKCAT workshop applying for Medicine (the others reconsidered) and she is now studying Medicine at King's College.	<u>City Academy Southwark – Hannah Snell</u> 3 of the students who attended the LNAT session last year went on to study Law at a university that required the LNAT.	Impact was Information giving – difficult to quantify precisely.	

## Bridge Academy - Diana Mensah

### Of the 5 Oxbridge candidates offered mock interviews, 3 achieved a place.

we have been supporting our students with mock interview practice for a number of years and we've found this to be one of our most valued links. Bridge Academy is a mixed, non-denominational 11-19 school. The Academy is located in an area of significant social and economic deprivation. All of Hackney's wards are classified as being amongst the most deprived in the country and 67% of the Academy's students are from disadvantaged backgrounds. Our top end students will typically make up about 3-5% of their cohort, so we can easily become complacent with the quality of the brightest amongst a small pool. Therefore, preparing our students for the highly academic environment that they will be exposed to at Oxford and Cambridge is paramount. This includes providing them with the opportunity to physically be outside their comfort zone; being in the independent sector, which is often a world far removed from that of their own, alleviates some of their preconceptions.

Students have always found the actual mock interviews extremely useful. As they are given one-to-one mock interviews with a subject expert, the insight and experience they gain is a fundamental step in their preparation process. The majority of our students have never experienced an official interview so the formality and rigour of Oxbridge interviews is a huge leap from the comprehensive milieu to which they are accustomed. The mock interviews afford them the opportunity to acclimatise to this alien environment and allow them to refine and develop their responses. This is integral for our cohorts and aids them in aligning with students who may be more familiar with such academic scrutiny. The feedback from students has been universally positive. Our students undoubtedly felt more ready for the challenge and were able to hone their interview technique more efficiently and accurately as a result. Four from six of our interviewees received offers which is testament to the effectiveness of their preparation and practice.

## **Appendix 2: City of London Freeman's School – Outreach and Partnerships Report**

### **Summary**

This paper outlines:

- a) Current/on-going outreach activities;
- b) Charitable work engaged in by members of the school community;
- c) Ways in which the school has engaged with the local community;
- d) Other Outreach successes and developments;
- e) Potential for future collaborations/events currently being planned.

The full extent of the School's engagement with its local community and the needs of others both near and far goes significantly beyond what can be outlined in a two-page report; inevitably, this document cannot be exhaustive.

### **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 outreach 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' tests that apply to fee-paying schools which are, the Governors have rightly expressed a clear desire to monitor the School's public benefit, partnership and outreach activities, given the charitable origins and founding ethos of the School.

Freemen's continues to engage in worthwhile outreach opportunities and feels that it is important to encourage young people to be aware of their social responsibilities. The Headmaster continues to explore ways of engaging more fully with the City's Education Strategy in the years ahead, not least in its relations with other City Schools and Academies.

An Outreach and Partnerships Officer (in post since June 2016) works to formalise existing arrangements and initiate and sustain, where appropriate, new partnerships.

The school has a strong tradition of encouraging pupils in their service of others and of nurturing a sense of social responsibility duly reflecting the essence of the school's foundation to care for the orphans of Freeman of the City. Today, our charitable and community work is encouraged and inspired by our links with the livery companies and guilds, which themselves have many charitable concerns. The school is also very aware of its position and social responsibility within the village of Ashted, in Mole Valley, Leatherhead and Epsom, and engages with local schools and other partners to this end. As of September 2018, this engagement is being embedded and formalised within the Counterpoint (please see 8.) programme.

## **A. Current/on-going outreach activity**

1. The provision during the academic year 2017-18 included:

### *Sixth Form:*

- Volunteering to support teaching staff in two local primary schools as classroom assistants
- Helping at a local school for children with profound learning difficulties
- Helping members of the Ashted Learning Difficulties Action Group (ALDAG) at their social events
- Visiting residents at Griffin Court sheltered housing in Ashted

### *Senior School:*

- Hosting tea parties for local elderly residents
- Preparing meals for the 'The Meeting Room' charity that provides meals for homeless people in the Ashted area
- Planting out some of the saplings we have grown for the Woodland Trust at Langley Vale Wood
- Collecting goods at Harvest for the Epsom and Ewell Food Bank
- Helping the FSA prepare for the Christmas Fair

### *Junior School:*

- Visiting the residents at two local residential and nursing homes – The Red House and Walton Heath Manor
- Making and writing Christmas cards for residents of Lime Tree Court Sheltered Housing
- Planting out some of the saplings we have grown for the Woodland Trust at Langley Vale Wood (planted out about 600 saplings in total).

2. Furthermore, many pupils take part in the Duke of Edinburgh's Award scheme; the School has set up a community leadership activity for students to encourage them to devise their own volunteering programme; 11 students from Glyn Academy are in the CCF; the drama department has collaborated to support the City Schools' Concert, has supported Carshalton Boys' School teachers, has provided training materials for Surrey Police Department and has performed at the Shakespeare Schools' Festival; Lower 6 and Upper 6 A Level Drama pupils from Freeman's and Rosebury School (cf Counterpoint, 10.) worked together in an intense three hour practical workshop; Freeman's Art teachers have continued to liaise with CoLA Southwark staff as the original 6th form groups develop their ideas and finalise their final coursework projects; an art exhibition in Guildhall for The Society of Heads' schools was set up and run by Outreach and Partnerships Officer and our Art department working alongside a fellow Society school in January 2018; we have run (annual event) practice interview activities for potential medics from Reed's, St Andrew's, Freeman's and Therfield hosting 17 students in total; science teachers have attended TeachMeets at Therfield sharing good practice; Junior Chamber musicians performed at St Christopher's Music Festival and Senior Brass performed at CHASE hospice; the Modern Foreign Languages Department has supported Manor House School and Rosebery School (through Counterpoint) with initiatives involving our language assistants; Jon Moore, i/c Rugby, ran a Rugby Sevens event with the Harlequins development staff for a variety of local state schools - Hinchley Wood; St Andrews; Therfield; Ashcombe; Blenheim; the Mathematics department has supported teaching in Glyn Academy and Rosebery (Counterpoint); we held a Model United Nations Conference



at Freeman's in June working with Glyn Academy - 25 Years 7 and 8s from each school learning how MUN works; all Year 2 pupils (usually 30 to 36 pupils) from St Giles' Infant School visit Freeman's three times a year for an hour's session being taught by Freeman's staff.

### **B. Charitable work engaged in by members of the school community**

3. Throughout the year there are many events, both locally and on a national or international scale, which offer further opportunities for pupils and staff to build an awareness of the needs of others and respond to those needs. Altogether, the charitable efforts of pupils and staff raised a significant sum of £10970.90 during the 2017-18 school year. It is worth noting that this total includes only the money which is given via the school, and many members of the school community are involved with other charitable work, both locally and further afield.

### **C. Ways in which the school has engaged with the local community**

4. We have been continuing to work with Leatherhead Youth Project (LYP supporting vulnerable children in North Leatherhead, one of the most socially deprived pockets of Surrey); the Music Schools were used by St Christopher's pre-prep for a parents' event bringing in five local state primary schools; the Burrows Nursery School continues to hold their Christmas nativity Concert in the Ferndale each December borne out of our Sixth Formers volunteering with them; St. Martin's School Epsom and St Giles' Ashted use our new pool for junior swimming lessons (affording us the opportunity to help them to deliver a compulsory component of the national curriculum); the Maths department continues to work with Glyn Academy helping students to prepare for Maths entrance exams for top universities (resulting in one confirmed Oxford place) and has begun to support Rosebery School - in line with Counterpoint aims – providing maths teachers in their free time to support year 11 pupils when Rosebery suddenly lost two teachers owing to ill health and death; one games teacher helps out at a local state infant and junior school in a coaching role through 'Girls' Attack' a provider of netball and team based activities and holiday camps for local state schools, and another is lead coach for Surrey Rugby U16.
5. Every year, the City of London Freeman's School runs a Careers, Education and Gap Convention (CEG), giving pupils from the School and the local area the opportunity to access our visiting exhibitors. This year we invited 34 local schools both independent and state and over 80 state school pupils attended; the careers department has supported local state school pupils in offering mock Oxbridge interviews.
6. The school continues to enjoy close links with the local parish, making an annual financial contribution. In return, the school has continued to enjoy the use of St. Giles' Church building for weekly junior assemblies and occasional school services.

### **D. Other Outreach successes and developments:**

7. The Royal National Springboard Children's Foundation full boarding, full bursary students are well embedded now. We have four Springboarders on our roll as of January 2019 and are looking to replace our outgoing year 13 student with two incoming year 12 students come September 2019; three additional students from

City of London state schools have come to us on full bursaries this year; we continue to work on strengthening our relationships with livery companies who donate to bursary funding; our graduate assistant programme continues to introduce young graduates to teaching; we successfully welcomed our first student visitors from Miyagi, Japan in March 2018.

8. One of the biggest changes in our approach to and strategy in Outreach and Partnerships has been to start up the Counterpoint Programme with Achievement for All. Not only does the programme give gravitas to partnerships with local state schools, it also enhances our offering for our own students.

#### **E. Potential for future collaborations/events - some currently being planned**

9. The Music department is planning to take the lead from the MFL Love Languages programme and run a choral day at Freeman's in Autumn 2019; plans are underway for Freeman's staff to run a return trip to Japan in the next couple of years; new Director of Sport is keen to engage with the wider community bringing students in from local primaries for some specialist sports events and connecting with Counterpoint partners for longer-term programmes sharing coaches and facilities; in Enrichment we plan to reconnect with Lime Tree Court Sheltered Housing in 2019; in boarding, we are weighing up ways in which to work with LYP in some of their evening activities, inviting them in to student led homework clubs or sending staff to help them onsite from time to time.

**Appendices: None**

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## Appendix 3: City of London School – Outreach and Partnerships Report

### Summary

City of London School (CLS) sees its partnerships with other educational institutions as central to its values and ethos. Through effective partnership, the School can broaden its perspective and learn from excellent practice elsewhere; it can play its part within the broader Corporation, city and society of which it is part; and it can enrich both the educational experience of the pupils, and the professional experience of staff.

This report provides a brief summary and flavour of the partnership and outreach work that has been undertaken (or facilitated) by the School over the last academic year. It should be noted that, in addition to the work that is referenced in this report, very many CLS pupils are engaged in further community-based work within their local communities. Since the continued development of this work is at the heart of the School's Strategic Plan for the coming years, the final section of the report provides a brief summary of the areas for further development over the coming year.

### Recommendation(s)

Governors are asked to note the report.

### Main Report

#### Partnership and Outreach Work involving CLS Pupils

In much of CLS's partnership work, CLS pupils benefit from the opportunity to work with other young people and institutions.

- The pupils' annual Charity Appeal continues to be at the very heart of School life. The pupils vote for the charity that they wish to support, and the entire community then works together, through a very wide range of activities and initiatives, to raise funds for that charity over the academic year. In September 2018, the School presented a cheque for over £84,000 to **AmRef Health Africa** (<https://amref.org>): these funds had been raised through the 2017-18 academic year, and the total was a record for the School. Later in the Autumn Term, the pupils elected to support **Tiny Tickers** ([www.tinytickers.org](http://www.tinytickers.org)) for 2018-19, a small charity that seeks to improve the early detection and care of babies with serious heart conditions. Charitable endeavours through the current year have included the Spring Soiree, the Sponsored Walk and the Sponsored Row, alongside an ongoing programme of mufti days, cake sales, busking and much more besides. The Head is undertaking a sponsored sky-dive in June 2019 as part of the appeal!
- The School continues its engagement with **IntoUniversity** (<https://intouniversity.org>), an organisation that seeks to prepare young people from disadvantaged backgrounds for progression to tertiary education. Boys have, over the course of this year, volunteered for over 150 hours, and this is further enhanced by staff support. Over the Easter holiday, five staff

volunteered to provide targeted academic support in preparation for upcoming public examinations.

- The School continues its engagement with **Project Rousseau** ([www.projectrousseau.org](http://www.projectrousseau.org)), an organisation that seeks to prepare young people from disadvantaged backgrounds in the USA for progression to tertiary education. CLS pupils once again hosted Project Rousseau pupils during their visit to London in January 2019, with the Annual Dinner hosted at CLS on 17<sup>th</sup> January 2019. CLS pupils will be travelling to the USA in October 2019, to support the organisation's work in New York.
- The School is developing a new and exciting link with the **City of London Corporation's Virtual School**, which provides an education for young people who have arrived in the City of London, seeking asylum from unstable conditions in their home country. The School has developed a ten-week programme of activities for pupils in the Virtual School, which will include opportunities in Art, Drama, Science, DT, Sport and reading. CLS pupils in Year 12 will support this programme, which will be overseen on a voluntary basis by CLS staff. The programme is running for the first time through the Summer Term 2019, though it is hoped that it can be repeated for new cohorts of Virtual School pupils through the 2019-20 academic year.
- The **Salmon Centre** is an institution in South London that provides both the young and the elderly in the community with facilities, contacts and events that help to enrich their lives. The School has a long-standing relationship with the Centre, and the current Chairman is the parent of a CLS pupil. Pupils from CLS help with events at the Salmon Centre on a weekly basis, including football, music recitals and even historical re-enactments!
- On a weekly basis, a group of pupils undertakes voluntary work at the **Maggie Cancer Care Centre** at St. Bart's. Primarily, this involves the co-ordination of activities with a musical focus.
- The **Medical Society** organised and hosted a Medical Conference for over 100 Year 12 pupils from across London (primarily aimed at supporting subsequent applications to university), with free places provided to pupils from City of London Corporation academies. Newham Collegiate was particularly well represented at the Conference itself.
- The work of the **Community Service Organisation** continues to make a significant impact on the local community. 35 pupils in Year 10 devote 60 hours each over the year, setting up their own community projects, which include working with local places of worship, giving chess lessons at a local centre for the elderly, working with asylum seekers, or working with local charitable organisations. A further 12 pupils in Year 10 are Youth Ambassadors for Transport for London, working with a range of school communities to raise awareness of safe travel amongst young people. A further 12 pupils in Year 10 are part of the Green Schools' Project, a social action group that seeks to implement ways of increasing environmental awareness and green operations at CLS.

- 115 pupils at CLS take part in the **Duke of Edinburgh Programme**, and contribute to the wider community as part of the service aspect of the course. This work includes coaching at local sports clubs, helping out at local libraries, working in local charity shops, helping at local churches, and contributing as part of the IntoUniversity programme.

The School is also seeking to increase the range of activities that are undertaken in partnership with the City of London School for Girls. Alongside long-standing partnership work in music and drama in particular, over 60 pupils from CLSG are now coming to CLS on a weekly basis as part of the School's CCF Contingent, and they are also participating in camps and all other training activities. This year's IGEN Project is also drawing pupils together from both CLS and CLSG.

### **Partnership and Outreach Engagement by CLS Staff**

All of the activities outlined above see staff from CLS working with pupils. In addition, CLS staff are involved in the following projects.

- The School's link with **Bentworth Ark Academy** continues: a member of the School's SMT sits on the Academy's Board of Governors, and takes responsibility for Board oversight of teaching and learning. A member of School staff provides sessions to introduce pupils in the Academy to debating, and then invites Year 6 pupils to CLS in the Summer Term, to enrich their education in Science.
- The School continues to offer and provide practice interviews for applicants to the universities of Oxford and Cambridge from other Schools. In addition, pupils from the City of London academies were invited to participate in the School's programme of mock interviews for medical applicants, and pupils from Newham Collegiate attended the School's US Universities' Forum. The member of staff at the School who supports applications to US universities has offered to act as a consultant for Newham Collegiate, to support their work in this area.
- The School's Head of Senior Debating hosted a debating workshop in February 2019, delivered by the English Speaking Union, in which teams of pupils from most of the City of London Family took part.
- The Head of Economics runs the Fundamentals of Financial Services Course every summer, and five City schools have once again been invited to participate.
- The School Librarian sits on the National Committee of the School Libraries' Group, representing School Librarians from all types of school. He recently hosted a Regional Training Day at the School, and last year hosted the inaugural meeting for School Librarians from all of the City of London Corporation's schools. All City of London schools are also invited to bring pupils to our regular Author Events.

- The School is increasingly seen as a vanguard in the promotion of LGBT+ equality. The Deputy Head (Pastoral) and Head of Sixth Form have been invited to advise and support other schools as they set up LGBT+ societies, and CLS has hosted and visited other schools to meet with teachers and pupils, offering further advice and support.

These activities sit alongside a range of others: staff serve as governors at local schools; staff provide support to schools in the areas of learning support, safeguarding, reading and curriculum development.

### **CLS Premises**

CLS is also delighted, wherever possible, to make its premises available to support educational and charitable initiatives in the local community.

Most significantly, the School is proud to be the home for the **London Youth Choir** ([www.londonyouthchoir.com](http://www.londonyouthchoir.com)). This Choir (which, in fact, runs five separate choirs for young people of different ages and experience) seeks to bring music to children from across London, who might not otherwise have that opportunity. This sees over 250 young people from across London coming to CLS each Monday; the Choir is progressing towards a membership of 300. Each week, the Choir rehearses at CLS, and the School has hosted the Choir's concerts in July 2018 and October 2018, and will do so again in July 2019. In March 2019, the Choir participated in a joint concert with pupils from CLS.

Beyond this, CLS's premises have been used for the following over the last academic year:

- The Samaritans (whose international headquarters are adjacent to the School) used the School site for their summer party, and will use the School for its annual national conference in July 2019.
- 40 tickets were provided free of charge to staff from the City Schools to CLS's conference on Creativity and Innovation in Education (October 2018).
- St. Paul's Cathedral School uses the CLS swimming pool on a weekly basis for swimming lessons for its own pupils.
- The choristers from the Temple Church use the premises for football each Sunday, and the Temple Church Conference was hosted at CLS in January 2019.
- In June 2018, CLS hosted a national event for the Duke of Edinburgh Award Scheme, with 180 delegates in attendance.
- The Physics Partners' Charity holds meetings at CLS each term: the charity trains Physics teachers across Africa.

### **Developments for 2019-20**

Over this academic year, the School's partnership work has been overseen by the Assistant Head (Head of Sixth Form). From September 2019, following a reallocation of roles on the Senior Management Team, this work will be undertaken by the Senior Deputy Head and the Deputy Head (Co-Curricular and Operations).

Whilst sustaining the projects outlined above, a major strategic aim for the School is to develop its partnership work over the coming five years: it is a central theme in the new Strategic Plan for the School. As this work is undertaken, the School will seek to do the following: quantify the value of its work with increasing rigour, so as to dedicate resources to activities where it can have the most positive impact (and, in so doing, demonstrate ever more clearly the public benefit of the School's work); ensure that the School's curriculum provides the scope for all pupils to benefit from the School's partnerships; work with the Education team at the City of London Corporation to ensure that it continues to contribute fully to the City of London's Education Strategy; and ensure that the operational infrastructure within the School provides the basis for delivering the School's medium-term aims in the areas of partnership and outreach.

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**Appendix 2 – Summary of the total value of 2019/20 City Premium Grant proposals.**

<b>Academy</b>	<b>Maximum eligible amount 2019/20</b>	<b>Amount awarded at May 2019 Education Board</b>	<b>Proposal for approval at July 2019 Education Board</b>	<b>Total value of 2019/20 City Premium Grant proposal</b>
Galleywall Primary School	£60,000	£23,362	£36,638	£60,000
Redriff Primary School	£100,000	£100,000	£0	£100,000
City of London Primary Academy Islington	£40,000	£40,000	£0	£40,000
City of London Academy Highbury Grove	£250,000	£249,230	£0	£249,230
City of London Academy Highgate Hill	£200,000	£199,830	£0	£199,830
City of London Academy Shoreditch Park	£140,000	£42,050	£75,000	£117,050
City of London Academy Southwark	£250,000	£0	£250,000	£250,000
City of London Academy Islington	£250,000	£250,000	£0	£250,000
The City Academy Hackney	£250,000	£240,000	£10,000	£250,000
Newham Collegiate Sixth Form	£150,000	£150,000	£0	£150,000
<b>Total</b>	<b>£1,690,000</b>	<b>£1,294,472</b>	<b>£371,638</b>	<b>£1,666,110</b>

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## SAFEGUARDING REVIEW

2019

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## INTRODUCTION

One of the key priorities set out in the City of London Corporation's Education Strategy 2019-2023 is the commitment to *"...work in partnership to deliver education that is safe, inclusive, supportive and empowering for all – regardless of age, background or circumstance"*.

Through equality of opportunity and by maintaining a proactive stance on promoting inclusion and social mobility, the City of London aims to uphold the rights of children to protection, provide a safe environment for children to learn in, and ensure that the health, safety and welfare of pupils are of paramount importance to all the adults who work in the Family of Schools.

As part of its 2018/19 Annual Action Plan, the Education Board commissioned this review to quality assure safeguarding practices against statutory requirements and current guidance to align best practice approaches across the Family of Schools within their localised contexts.

The objective of this review is to ensure robust safeguarding arrangements are in place across each school so that children and young people are kept safe in education and enabled to flourish and achieve their full potential.

The review was designed and conducted between January and March 2019 by the author of this report, Sham Kidane, Safeguarding Consultant.

## METHODOLOGY

The scope of this review included examination of safeguarding practice across the following three key areas:

- Leadership & Management
- Child Protection, Safeguarding & Promoting Child Welfare
- Partnership Working

The review framework was based on an audit tool (see Appendix A) that addressed the statutory requirements, guidance and best practice standards of a wide range of safeguarding measures against each of the above key areas.

The full review programme involved:

- Examining the documentary evidence provided by schools
- Reviewing the school website and published inspection reports where available
- Meetings with the Headteacher, Designated Safeguarding Lead (DSL), Deputy DSL(s), and Safeguarding Governor
- A guided review of the Single Central Record (SCR) by the relevant SCR lead
- A guided tour of the school
- Checks with the local authority Designated Officer and education safeguarding service

The review was also informed by:

- Observation of one City of London Education Safeguarding Forum
- Observation of one Headteachers' Forum
- Interviews with the City of London corporate HR and Recruitment business partners
- Interviews with the City of London Academies Trust (COLAT) CEO and HR Director

Notable limitations of the design and conduct of this review is that it did not include:

- Direct involvement of parents, pupils or teaching staff
- Site visits to any location other than the main school building
- Full content review of each policy or procedure submitted as evidence

While all schools welcomed visits and actively engaged in discussions about their safeguarding arrangements, the extent of their participation in the review varied for several reasons primarily to do with timing. The table below lists the dates each school was visited and the record of the Safeguarding Leads in the schools at the time of this review can be found in Appendix B.

TABLE 1: SCHOOL SITE VISIT DATES

SCHOOL	DATE OF VISIT(S)
City of London School for Girls	6 <sup>th</sup> & 12 <sup>th</sup> February
Guildhall School of Music and Drama (GSMD)*	26 <sup>th</sup> February & 5 <sup>th</sup> March
City of London School	1 <sup>st</sup> March
Redriff Primary City of London Academy	4 <sup>th</sup> March
City of London Academy Southwark	4 <sup>th</sup> March
Newham Collegiate Sixth Forum	5 <sup>th</sup> March
City of London Academy Highgate Hill	6 <sup>th</sup> March
City of London Academy Highbury Grove	6 <sup>th</sup> March
City of London Academy Hackney	7 <sup>th</sup> March
City of London Academy Islington	7 <sup>th</sup> March
City of London Academy Shoreditch Park	8 <sup>th</sup> March
City of London Primary Academy Islington	8 <sup>th</sup> March
Gallleywall Primary City of London Academy	11 <sup>th</sup> March
Sir John Cass's Foundation Primary School	11 <sup>th</sup> March
City of London Freeman's School	12 <sup>th</sup> March

Lastly, it is important to highlight that this review was not only an audit of existing safeguarding practices but also an opportunity to share best practice approaches and to gather participants' views about the role of the City of London in supporting robust safeguarding arrangements to be achieved and maintained as a standard across the Family of Schools.

\* GSMD is not a school but rather a Higher Education Provider that is regulated by the Office for Pupils. They are included in this review because of their Junior Guildhall programme, a specialist Saturday School for children aged 4-18 in London and across their 4 regional centers. The term 'school' is used for simplicity and to highlight that it is only their safeguarding arrangements for under 18s that have been included in this review.

## FINDINGS

### OVERALL

Safeguarding across the Family of Schools is effective. Although there were areas for development in both practice and systems, in most cases these were not areas that left children at risk.

All 15 schools understand and believe in the principle that safeguarding is everyone's responsibility; they recognise the essential role schools play in protecting children from abuse, safeguarding them from harm and promoting their welfare and demonstrated throughout this review that they take this responsibility seriously.

The recommendations and proposals set out at the conclusion of this report are informed by the following general findings and the feedback gathered directly from schools.

### LEADERSHIP & MANAGEMENT

Headteachers and experienced DSLs provide good leadership in cultivating a culture of safeguarding in schools. This is evident in the relationships seen and described between school staff and children across the Family of Schools and the extended safeguarding teams established in most schools.

In most primary schools and across all secondary schools, the safeguarding teams go beyond the requirement of one DSL and deputy DSL structure to include safeguarding leads across year groups and school services (e.g. afterschool clubs, boarding, pastoral teams etc.).

Safeguarding leads, teaching and support staff are well-trained to recognise and respond to children's safeguarding needs and there are clear reporting lines that are understood and followed in most schools.

Most schools demonstrated a dynamic range of learning and development approaches to delivering safeguarding training across their staff group, including whole school induction programmes, regular in-person and email briefings, multi-agency training, and e-courses. The topics covered in training programmes reflect the requirements set out in statutory guidance, lessons learned from serious case reviews, as well as issues specific to the individual school communities.

The commitment to keeping children safe and promoting their welfare as observed in practice and described by school leaders was often a stronger indication of their safeguarding culture than what is reflected on school websites and in written policies and procedures. This was often due to policies being out-of-date or model templates that have not been adapted to the specific school and therefore not accurately reflective of the safeguarding culture or practices on the ground.

In terms of site safety, schools with multiple sites and those operating out of temporary locations or sites undergoing building works have increased safeguarding and health and safety risks, which leaders understand require careful attention and close management. While a full audit of on and off-site safety was not completed, observations of the

safeguarding arrangements in the main school buildings visited indicate that school leaders understand their contexts well and have implemented appropriate measures to keep children safe in school.

Safer recruitment practice across the Family of Schools is generally good. It is strongest amongst teaching staff and support staff recruited directly by school and with adults who are clearly engaging in Regulated Activity.

There are sound recruitment and hiring processes in place, but these can become convoluted when split between schools and corporate HR in the City.

Evidence of schools' commitment to safeguarding was seen in recruitment material and in the value-based interview questions in use, and, in most cases, schools were aware of relevant changes in legislation and guidance and working towards implementing these (e.g. changes in Disqualification by Association checks and management of agency staff providers and contractors).

As part of this review, the administrators of the Single Central Record (SCR) for 14 out of 15 schools were interviewed, spot checks of the live SCR were conducted in 11 schools, printed copies were seen in two schools, and in one school the findings from a recent external inspection report was relied upon to inform this review.

The general finding is that the quality of SCRs across the Family of Schools is variable.

The most effective and well managed SCRs were those that were administered by experienced personnel who understood the requirements well, knew their systems confidently, and could explain the work underway to address known gaps.

The efficacy of the SCR as a safeguarding measure was improved further in schools with senior leaders who understood their responsibility for and content of the SCR and exercised oversight through a regular programme of quality assurance spot checks.

Recording is an important aspect of safeguarding practice. The quality of recording can affect schools' ability to recognise and respond to concerns, apply appropriate thresholds, account for decision-making and actions taken and ultimately keep children safe.

The review of recording practice across all 15 schools found variable practice.

Practice was strongest where DSLs were able to demonstrate good quality oversight over the range of safeguarding issues in their schools including an ability to analyse information, recognise patterns, and account for the profile of concerns (i.e. how many children known to have concerns, at which level, and what is being done about it). Where practice required improvement, this was largely due to recording systems and methods that did not clearly bring to light information that should be knowable or was not organised in a useful way.

The majority of schools operate a paper or computer file recording system (n=12) while a few others are using safeguarding software programmes to support their recording, reporting and reviewing practice (n=3). Safeguarding software is being trialled or actively considered by four schools, and there is software in place in one other school, but it is not yet in use.

The software programmes in use are called *Safeguard* and *My Concern* and the one being considered across several schools is *CPOMS*.

While there are clear benefits to software solutions, if the practice standards around recording are not sound, a software programme will not itself improve the quality or effectiveness of recording, reporting or reviewing. The need to think carefully about what is recorded, reviewed, and reported, why, how and by who was highlighted in discussions with each school.

Essential to the review of leadership and management of safeguarding across the City's Family of Schools was the specific consideration of governance arrangements and more specifically, the role of the Safeguarding Governor.

In line with statutory requirement for governing bodies and proprietors to have a senior board level lead to take leadership responsibility for their school's safeguarding arrangements, this review found that there is a named Safeguarding Governor for each school and in the one case where recent board changes resulted in a vacancy in this position, the Chair of Governors assumed this role as an interim measure in recognition of its importance and to ensure compliance.

Of the 12 individuals who serve as named Safeguarding Governors across the 15 schools, 10 took part in this review by engaging in interviews in person or via telephone conference. Governors' direct involvement as well as feedback from school staff and a review of safeguarding reports, where provided, helped inform the findings about the quality and effectiveness of existing arrangements.

In most schools, Safeguarding Governors were found to be carrying out their role to a good standard. While there were some who were considerably more engaged and knowledgeable, there was also a minority of cases where improvements would be required for this role to be effective.

Where it presents as most effective, Safeguarding Governors can demonstrate their understanding of school safeguarding requirements and how they maintain oversight of these arrangements. These governors engage in and promote training, they work closely with the DSLs to provide support and challenge as needed, they know the school's profile of need as well as the measures being taken to keep children safe. In these cases, there are clear reporting lines between the Head and DSL, the Safeguarding Governor and the full governing body.

Separate to the work of named Safeguarding Governors at the LGB level, a notable strength of COLAT is the systematic oversight of safeguarding arrangements that the Trust CEO maintains through receipt of termly monitoring data completed by DSLs and a programme of annual visits across all eight academies to review safeguarding practice in schools, the findings of which are then collated and reported annually to the COLAT Board.

## CHILD PROTECTION, SAFEGUARDING & PROMOTING CHILD WELFARE:

The review findings in this section were largely positive. Heads and safeguarding leads across the Family of Schools know their school community well. They understand the key safety threats children in their schools face and have measures in place to mitigate the risk factors.

All DSLs understand their schools' obligations under Working Together to Safeguard Children (2018), KCSIE (2018), the Prevent Duty (2015), Mandatory Reporting Duty of female genital mutilations (2015) and the local safeguarding protocols.

The staff training programmes and information bulletins seen reflect the comprehensive range of safeguarding and child protection matters that schools need to be aware of. Although improvement is required in the way training is logged and monitored, in most cases DSLs can demonstrate that key information reaches staff, volunteers and visitor so that they are appropriately trained and briefed about the school's safeguarding arrangements and their role in keeping children safe.

Schools engage in campaigns such as Safer Internet Day, Anti Bullying Week, and Child Mental Health Week as well as ensuring safeguarding and welfare matters such as these are addressed in the curriculum, in the pastoral care provided and in standalone policy and procedures.

There are clear and well informed arrangements in place to keep children safe online with most schools having a named lead for E-Safety within the safeguarding team.

Schools have behavioural policies in place that are appropriately distributed to staff as part of their induction programme. They are aware of and make good use of DfE advice and guidance on the management of peer on peer abuse with some schools being further ahead in learning about and accessing new Contextual Safeguarding approaches to understanding and responding to the risks of extra-familial and peer-on-peer abuse.

Most schools display key contact information about the safeguarding team, the pastoral support services available, and out of school support options on their websites, in their newsletters, on-site on bulletin boards and often in the schools' reception area.

While the prevalence of certain risk factors and welfare concerns varied across schools, the mental health and emotional wellbeing of pupils stood out as the most common challenge and concern reported by DSLs. In most schools there is good quality corresponding resources in the pastoral care offer, external partnerships and well-established links with community services in response, but nevertheless this remains a great area of need.

A key area for improvement in several schools was their safeguarding response to children who go missing from education. Both in practice and in policy, the need for a stronger focus on the safeguarding implications of children who miss education and a more robust approach to managing this risk was identified and highlighted with schools directly. As with the behavioural policy, effective 2018, schools' management of this risk factor is a required focus of staff induction.

Case examples discussed with each of the 15 schools demonstrated both strengths and areas for development in practice and the safeguarding arrangements in place. Schools engaged openly in this review, demonstrating thoughtful reflection and good quality understanding of the protection, safeguarding and welfare needs of their pupils and the challenges and opportunities in their local areas.

Schools know themselves and their communities well.

#### PARTNERSHIP WORKING

The City of London Family of Schools are spread across 6 different local authorities<sup>†</sup> and the findings from this review confirm that each are well connected and appropriately compliant with their local safeguarding partners and protocols.

It is recognised that many pupils live in local authorities other than where their schools are based and as such, DSLs across the Family of Schools often have to interface with many more children's service departments than those in their local area. Schools understand these requirements well as indicated by case examples discussed and evidence of the confident use of escalation pathways seen in situations where there was a need to challenge the threshold response to concerns raised.

Of the 15 schools, 13 are in local authorities that were judged to be Good at their most recent Ofsted inspection of Children's Services, one is in a local authority that was judged as Requiring Improvement, and one that was found to be Inadequate.

The schools are aware of their local authority's position and in the case of the Inadequate authority, the DSL is involved in the partnership engagement meetings to keep abreast of the improvement work underway.

Schools are actively engaged with their local safeguarding children boards (LSCB) through the take up of multi-agency training, learning from serious case reviews, access to resources and use of local protocols such as escalation pathways. Schools are alert to the move from LSCBs to local safeguarding partnership arrangements and for the most part, they are monitoring this transition closely.

The feedback received from the education safeguarding leads consulted in each of the six local authorities was consistently positive. They know the schools well, have good quality relationships with DSLs and Heads and tend to have good oversight of the main issues in each setting.

For the schools where feedback from MASH, Child Protection Chairs and Independent Reviewing Officers was obtained, the findings highlighted good quality partnership working through information sharing, written reports, and attendance and contributions to multi-agency planning meetings.

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<sup>†</sup> When taking into account the spread of GSMD's Centres for Young Musicians (CYM), the numbers of local authorities in which children receive regular tuition increases to 11. The additional 5 local authorities - Norwich, Essex, Lambeth, Peterborough and Somerset - were not included in the scope of this review.

All six local authority designated officers were consulted, and they were largely positive about how allegations of abuse against staff were managed in the schools they knew of, but could not account for those they had not received referrals from.

DSLs in schools without recent experience or any history of managing allegations of abuse against staff or volunteers were encouraged to reflect on the reasons for low or no incidents of allegations against staff to assure themselves that this is down to effective safer recruitment practices, good staff conduct, appropriate relationships and the strength of the safeguarding culture in their schools instead of any failure to recognise or respond appropriately or any doubt that pupils know when and how to report concerns about teachers and other adults in schools. Doing such an exercise could help schools identify gaps as well as offer assurance.

Local authority designated officers are on hand to provide advice, support and training to help schools review their understanding and application of this procedure and schools were encouraged to take this up where needed.

As the scope of this review did not extend to the direct involvement of parents or pupils, schools were relied upon to demonstrate the quality and impact of parental engagement in keeping children safe and to identify how the voice and experience of pupils is captured and used to determine how safe they feel in school.

In most cases, schools provided evidence of formal parent forums, informal coffee mornings, regular opportunities to meet with teachers and senior leaders, newsletters, and surveys to demonstrate how they reach parents to share safeguarding information (e.g. how to keep children safe online) and establish their views about their children's safety in school.

In addition to the curriculum, schools report the use of assemblies to disseminate safeguarding information and promote the culture of safeguarding directly with pupils and in some schools, surveys or student led groups are used to establish how safe children feel and what should be done to promote safety. Schools who have requested a sample survey have been given a copy of Ofsted's survey questions for reference that they could consider adapting to fit their local context (see Appendix C).

With respect to parental responsibility, schools demonstrated good quality understanding of the various legal arrangements their pupils are and could be in and the efforts they make to understand their family relationships. Schools have clear records of the pupils who are in local authority care, subject to special guardianship or child arrangement orders, and where disclosed, those who have been adopted. Schools understand what Private Fostering Arrangements are and the need to report this, which is addressed in most schools' safeguarding policy.

While there are real pressures and challenges in accessing services in many local authorities, the quality of partnership working across the Family of Schools is largely positive with schools engaging with local services as well as parents and pupils as key partners in fostering a safe environment for children to learn and grow in.



## CONCLUSION:

Safeguarding arrangements are effective across the Family of Schools. However, there are areas that require improvement to enhance the effectiveness of the arrangements and ensure robust systems are in place.

In summary, these are:

- a. Governance
  - Safeguarding Governors did not routinely demonstrate sufficient understanding of their role or the quality of safeguarding arrangements in the schools they have responsibility for
  - The variability in quality, frequency and content of reporting between the DSL, Safeguarding Governor and the Governing Body and the implication of this on governor oversight
- b. Safer Recruitment and SCR
  - In cases when staff or governors are recruited and appointed by corporate HR, schools' accountability for the suitability of these appointments is limited despite their responsibility for ensuring this
  - DBS arrangements and recording practices vary considerably within and between schools. Tolerance for delays in providing DBS evidence requested amongst the Governor cohort was too high in some cases
  - SCR spot checks are not routinely done at all schools, not done by people who know what is required, and/or not routinely tracked for progress against identified gaps from one spot check to the next
- c. Policies and Procedures
  - Safeguarding related policies are not routinely current or adapted to ensure they are school specific when based on model policies
  - The safeguarding response to children who miss education needs to be strengthened in policy and practice in most schools
  - Most schools would benefit from reviewing their management of allegations against staff practice and procedures
- d. Recording Practice
  - The quality of recording practice is not sufficiently robust across all schools

The recommendations in the following table address the identified areas for improvement as well as offering proposals for the development of sustainable, high quality structured systems of scrutiny and support that fit within the Education Strategy's Accountability Framework and reflect the Family of Schools' commitment to:

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

## RECOMMENDATIONS

1.	Governance	Training
		a. Education Unit to extend its annual Introduction to Safeguarding training for Governors from one session in the morning to include one in the afternoon and one in the evening to make this offer accessible to more governors
		b. At least one of the three sessions should be a refresher training for experienced governors ready for and able to engage in more advanced content
		c. Any Safeguarding Governor opting out of this training should be expected to provide confirmation of similar training completed within the last two years
		Guidance
		d. All Safeguarding Governors to be provided with best practice advice to guide them in their role (see Appendix D)
		Reporting and Evidence of Oversight
		e. COLAT safeguarding monitoring practice to be adopted for use between DSL and Safeguarding Governors for termly updates (Appendix E)
		f. Whether or not termly safeguarding updates are reported to governing bodies, there should be one full annual safeguarding report that offers good quality overview and analysis of key information (see Appendix F). Clerks should take care that safeguarding discussions are adequately recorded in the minutes to reflect the quality of governor scrutiny and oversight
		Lines of Accountability
		g. COLAT to review roles and responsibilities for safeguarding governance between Local Advisory Boards, Local Governing Boards and the City of London Academy Trust Board and support schools to understand these arrangements
2.	Safer Recruitment	Pre-appointment Checks
		a. A culture of safer recruitment needs to be upheld across all school appointments. To assist in standardising the response to any delays in meeting the statutory requirement for pre-appointment checks, this review, with the support of many administrators, proposes the use of an escalation protocol for the benefit of SCR administrators and to assist oversight of senior leaders and governing bodies. The escalation protocol should address the need for: non-compliance to be reported up within set timescales; risk assessments and interim safeguards to be implemented where there is senior leadership agreement to allow more time; and that the appointment offer will be withdrawn should the information required not be forthcoming.

		SCR – Single Central Record
		<ul style="list-style-type: none"> <li>b. COLAT to consider the content of their Assurance Letters for academies' SCRs to include the specific names of the relevant individuals. The use of the letters should also be considered against the frequency and type of contact and access central staff have across the schools.</li> <li>c. Administrators and senior leaders, including relevant governors, who quality assure SCRs should receive training</li> <li>d. SCR administrators and those who are responsible for spot checking its content to complete Safer Recruitment training</li> <li>e. SCR spot checks should be logged to confirm who completed this, when and the outcome as standard practice</li> </ul>
3.	Policies & Procedures	Policy updates
		a. Senior leaders and governing bodies to ensure safeguarding policies and procedures are current and reflective of their specific school needs and arrangements
		Children Missing from Education
		b. The safeguarding response to children who miss education needs to be clearly communicated to all school staff, addressed specifically in staff induction programmes, shared with parents and, where appropriate, pupils, and clearly reflected in school Attendance Policies. Schools should liaise closely with their local authorities to ensure they understand and align practices
		Managing allegations against staff and volunteers
4.	Recording Practices	<ul style="list-style-type: none"> <li>c. Schools to review their procedures and practice in this area. As part of the review, schools are encouraged to consult with their local authority designated officer</li> <li>d. In the case of COLAT, the procedure needs to be amended to account for the Trust's management structure</li> </ul>
		Recording about Children
		<ul style="list-style-type: none"> <li>a. Safeguarding records and filing practice should meet the following basic elements: <ul style="list-style-type: none"> <li>• Secure (locked) filing arrangements separate from other general pupil records</li> <li>• Clear front sheet of administrative details and key contacts</li> <li>• Chronology/running record that details significant events, concerns, actions, by who and when.</li> <li>• Concerns need to clearly record how this became known, what actions were taken, why, by who, when, and what needs to happen next</li> <li>• Records of one child should be kept together in a way that avoids papers getting lost or mixed up (including incoming/outgoing correspondence, reports, plans etc.)</li> <li>• Systems should include an overview of all the children along with a snap shot of the nature of the worry/ involvement (e.g. CP, Early Help, CIN, CLA, Monitoring)</li> </ul> </li> </ul>

5. Structured System of Scrutiny & Support	Annual Scrutiny Meeting: Safeguarding
	<p>a. School safeguarding arrangements to be included in the City of London's annual scrutiny meeting protocol.</p> <p>In recognition of its paramount importance, the effectiveness of schools' safeguarding arrangements and compliance with statutory requirements should benefit from the structured system of support and challenge available through this existing process.</p>
	<p>City of London Family of Schools' Safeguarding Review</p> <p>b. A comprehensive independent review of safeguarding arrangements across the Family of Schools to take place biennially.</p> <p>The outcome of the independent safeguarding reviews commissioned by the Town Clerk in 2014 and 2016 found that the involved schools at the time (4) welcomed the deeper dive provided by such a process indicating that it was beneficial in terms of evidencing compliance and assisting the schools to develop. This third independent safeguarding review also found that schools valued the opportunity for guided self-assessment and external quality assurance and would want future reviews.</p> <p>However, schools raised that external checks and audit requirements from the City could benefit from better coordination centrally so that the range of expectations could inform the timing, scope and purpose of reviews across the corporation and become more effectively streamlined as a result.</p> <p>With this in mind, the timing and reach of this recommended review programme should be organised following a stocktake of the range of City safeguarding requirements on schools and designed to meet as many of these requirements as possible without diluting the fundamental purpose of this work: to ensure that there is a culture of vigilance and effective procedures in place across City schools to keep children safe.</p> <p>The two-yearly cycle proposed reflects the timing of statutory guidance updates, minimum training requirements for safeguarding leads, accounts for the number of internal monitoring processes schools' are engaged in with their local authorities, and recognises the need for schools to have time to implement learning from reviews and develop their safeguarding arrangements.</p>

<p>6. Family of Schools' Commitment:</p> <ul style="list-style-type: none"> <li>• <i>Develop Partnerships</i></li> <li>• <i>Share Best Practice</i></li> <li>• <i>Learn from each other</i></li> <li>• <i>Efficiency through greater collaboration</i></li> </ul>	DSL Forum
	<p>a. A termly forum for Designated Safeguarding Leads from the Family of Schools</p> <p>Building on what is working well in the Family of Schools led forums for Headteachers, Heads of Sixth Form and Chair of Governors, DSLs as a distinct group amongst school leadership teams would benefit from a safeguarding forum that is not local authority specific but rather focused on raising practice standards across City schools through the exchange of ideas, learning, tools and resources.</p> <p>Feedback received from experienced senior leaders as well as newer DSLs indicated a wish for thinking space amongst peers where there could be a focus on safeguarding as a positive duty, going beyond a compliance, to consider different ways of working to achieve the safe culture that all schools are striving for.</p> <p>Throughout this review, the opportunity to share what was working well in one school with another was highly valued by DSLs with many seeking to make connections and learn directly from their counterparts across the Family of Schools. Examples of this ranged from the use of software solutions, to the management of the DBS updating system, sharing research, exchanging parent engagement methods, sharing approaches to gathering pupil voice, and sharing experience about training methods and providers.</p> <p>The benefit of this DSL forum for individual schools is in the access to increased peer support, learning and resources; collectively, such a forum, could serve to raise standards across the Family of Schools, and as a reputable group of schools in the education community, there is real potential for the Family of Schools to contribute to and influence safeguarding practice at a regional and national level.</p>
	DSL Information Portal
	<p>b. Develop a City of London Family of Schools DSL Information Portal</p> <p>The development of an information portal to share resources across the Family of Schools (training material, strategies, templates, research, notices etc.) is recommended to promote continuous collaboration. In addition to the forum, this portal could serve as a live format for the exchange of practical resources to increase efficiency.</p>

## FINAL NOTE

My grateful thanks to all schools, governors, and local authority safeguarding leads who took part in this review. They all did so with openness, honesty, and a willingness to contribute and learn in the interest of keeping children safe in education.

All arrangements were made efficiently and enabled me to carry out the review in the best of conditions.

The values promoted across the City of London Family of Schools of kindness, inclusion, integrity, pride, empathy, respect and responsibility were evident in the culture of schools I experienced throughout the site visits.

Best Wishes,

Sham Kidane  
Safeguarding Consultant  
March 2019

## APPENDIX A: AUDIT TOOL

1. LEADERSHIP & MANAGEMENT				
#	Requirements	Findings	Evidence	Recommendations
1.1	Statutory Guidance, Policies & Procedures <ul style="list-style-type: none"> <li>a) Keeping Children Safe in Education</li> <li>b) Child Protection and Safeguarding</li> <li>c) Managing Allegations of Abuse Against Staff</li> <li>d) Whistleblowing</li> <li>e) Code of Conduct</li> <li>f) Complaints</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Hard copy of policies, code of conduct, procedures. Website review.</li> <li>• Evidence of distribution, discussion and communication with staff, parents and pupil</li> <li>• Evidence of tracking/recording who has received and agreed to adhere/uphold school standards</li> <li>• Discussion about how this is promoted to create a culture of safeguarding</li> <li>• Examples of implementation/use</li> </ul>	
1.2	Safeguarding Leads <ul style="list-style-type: none"> <li>a) Designated Safeguarding Lead (DSL)</li> <li>b) Governor lead for Safeguarding</li> <li>c) Senior Leadership support to DSL</li> <li>d) Governors' support/challenge of safeguarding arrangements</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Names of DSL and Governor lead for Safeguarding</li> <li>• DSL Deputy Arrangements</li> <li>• Job description</li> <li>• Training records</li> <li>• Minutes of staff meetings, senior leadership team meetings, Governing Body to evidence safeguarding discussions and actions</li> </ul>	
1.3	Safe Recruitment <ul style="list-style-type: none"> <li>a) Compliant Interview Panels</li> <li>b) Single Central Record</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Safer Recruitment policy and procedure</li> <li>• List of staff and governors who have completed training with dates</li> <li>• Copy of recent adverts showing the commitment to safer recruitment</li> <li>• Examples of interview questions used to explore candidates' motivation for working with children</li> <li>• Discussion with person responsible for the SCR/Review live SCR</li> </ul>	
1.4	Safeguarding Training <ul style="list-style-type: none"> <li>a) Staff</li> <li>b) Governors</li> <li>c) Volunteers</li> </ul> <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>• Training records with dates of most recent /next expected training</li> <li>• DSL and Governor lead for safeguarding training records</li> <li>• List of range of safeguarding training to evidence level, topic, type</li> <li>• Evidence of monitoring/tracking system</li> </ul>	

## 1. LEADERSHIP & MANAGEMENT

#	Requirements	Findings	Evidence	Recommendations
1.5	<p>On Site Safety</p> <ul style="list-style-type: none"> <li>a) Entrance/Exits /Pick up/Drop offs</li> <li>b) Supervision outside of class time</li> <li>c) Visitor Arrangements</li> <li>d) Pre/After School clubs</li> </ul> <p><a href="#">What to Consider</a></p>		<ul style="list-style-type: none"> <li>• Signing in book and ID requirements</li> <li>• Security arrangements in the building and on school grounds</li> <li>• Evidence of school response to pupil who go missing from school</li> <li>• Evidence of approved adult and emergency contact list for pupils</li> <li>• Standard on internet access for visitors</li> </ul>	
1.6	<p>Off Site Safety</p> <ul style="list-style-type: none"> <li>a) School Visits</li> <li>b) Work Experience</li> <li>c) Pupils in Alternative Provisions</li> <li>d) Transportation</li> </ul> <p><a href="#">What to Consider</a></p>		<ul style="list-style-type: none"> <li>• Safeguarding on School Visits procedures</li> <li>• Pre-visit checklists for staff</li> <li>• Work Experience agreement requirements</li> <li>• Evidence of Risk assessments</li> </ul>	
1.7	<p>Reporting, Recording &amp; Reviewing</p> <ul style="list-style-type: none"> <li>a) Information Sharing Protocols</li> <li>b) Record Keeping Standards</li> <li>c) Leadership/Governance line of sight</li> <li>d) Sharing and implementing learning</li> </ul> <p><a href="#">What to Consider</a></p>		<ul style="list-style-type: none"> <li>• Training Records</li> <li>• Copies of relevant forms such as Disclosures Forms, Cause for Concern forms</li> <li>• Review of record keeping system</li> <li>• Evidence of monitoring forms</li> <li>• Annual Safeguarding Report to Governing Board</li> <li>• Evidence/examples of notification/communication to CoL of significant safeguarding incidents</li> </ul>	



## 2. CHILD PROTECTION, SAFEGUARDING & PROMOTING CHILD WELFARE

#	Requirements	Findings	Evidence	Recommendations
2.1	Children Missing Education <a href="#">What to Consider</a>		<p>Suggested evidence is applicable to each requirement</p> <ul style="list-style-type: none"> <li>• Policies, Procedures, local protocols</li> <li>• Evidence that the above is shared appropriately with staff, pupils and parents (e.g. meeting minutes, posters, leaflets, assembly agenda etc.)</li> <li>• Evidence of implementation (e.g. talk through anonymised case examples, records)</li> <li>• Curriculum material and any example of use of external agencies/speakers/projects to address CP, Safeguarding, Child Welfare</li> <li>• Evidence of issue specific training, awareness raising and information sharing with staff (e.g. meeting minutes, news bulletins, training records)</li> <li>• Evidence of awareness of local issues and school's response</li> <li>• Evidence that school seeks feedback and views of parents and pupil (e.g. surveys, forums, comment cards, suggestion box etc.)</li> <li>• Record of actions taken in response to the above</li> <li>• Support arrangements for children post disclosure/post incident</li> <li>• Evidence of safeguarding culture in the school (e.g. Is the DSL known to pupils, are there strategies to identify/support parents facing adversity, examples of how school learns from experiences and improves processes/systems accordingly?)</li> </ul>	
2.2	Sexual Violence and Harassment between Children <a href="#">What to Consider</a>			
2.3	E-Safety <a href="#">What to Consider</a>			
2.4	Child Sexual Exploitation <a href="#">What to Consider</a>			
2.5	Mental Health <a href="#">What to Consider</a>			
2.6	Radicalisation and Extremism <a href="#">What to Consider</a>			
2.7	Anti-bullying <a href="#">What to Consider</a>			
2.8	Managing Behaviour <a href="#">What to Consider</a>			
2.9	Safe Relationships <a href="#">What to Consider</a>			
2.10	Sharing Concerns <a href="#">What to Consider</a>			
2.11	Safeguarding in the Curriculum <a href="#">What to Consider</a>			
2.12	Faith, Culture and Beliefs <a href="#">What to Consider</a>			
2.13	Families Facing Adversity <a href="#">What to Consider</a>			

### 3. WORKING WITH OTHERS

#	Requirements	Findings	Evidence	Recommendations
3.1	Local Procedures a) Local Safeguarding Protocols b) Escalation Policy <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Records (anonymised) showing attendance and contributions to CP, CiN, and/or TAC meetings</li> <li>Examples of referrals initiated by the school</li> <li>Examples of use of the escalation pathways</li> <li>Evidence to show that DSL has shared information about local developments with staff</li> </ul>	
3.2	Designated Officer (formerly LADO) a) Local Protocol <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Examples of referrals made and outcome</li> <li>Examples of referrals considered and not made</li> <li>Evidence of recording and reporting</li> <li>Evidence of learning reviews and any changes made as a result</li> <li>Evidence of training for DSL and HR Lead</li> </ul>	
3.3	Local Safeguarding Children Board (LSCB) a) S.175/157 (s.11) Audits b) Multi-Agency Training c) Safeguarding Practice Reviews (formerly Serious Case Reviews) <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Evidence of most recent s.11 audit / compliance letter</li> <li>Evidence of awareness and take up of multi-agency training</li> <li>Examples of learning from local/national SCRs and any change in local practices that resulted from this</li> </ul>	
3.4	Working with Parents <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Website has link to the most recent safeguarding policy and policy is available to parents on request</li> <li>Displays of key contacts in school for parents includes DSL</li> <li>Copy of any additional safeguarding information given to parents</li> <li>Example/anonymised case study of showing school's engagement with parents</li> </ul>	
3.5	Parental Responsibility (PR) <a href="#">What to Consider</a>		<ul style="list-style-type: none"> <li>Evidence of engagement with Designated Teacher for looked after children and the relevant Virtual School (e.g. PEPs)</li> <li>Evidence of school's knowledge of pupils' legal status</li> <li>Evidence that staff know what Private Fostering is / any referrals made</li> </ul>	

## APPENDIX B: SCHOOL SAFEGUARDING LEADS

CITY OF LONDON SCHOOL	
CHAIR OF GOVERNORS	James Thomson
HEAD OF SCHOOL	Alan Bird
DESIGNATED SAFEGUARDING LEAD	Coco Stevenson
SINGLE CENTRAL RECORD LEAD	Sheetal Gill
SAFEGUARDING GOVERNOR	Rosie Gill
LOCAL AUTHORITY	City of London
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton

CITY OF LONDON SCHOOL FOR GIRLS	
CHAIR OF GOVERNORS	Clare James
HEAD OF SCHOOL	Ena Harrop
DESIGNATED SAFEGUARDING LEAD	Susie Gilham
SINGLE CENTRAL RECORD LEAD	Vicky Pyke
SAFEGUARDING GOVERNOR	William Russell
LOCAL AUTHORITY	City of London
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton

CITY OF LONDON FREEMEN'S SCHOOL	
CHAIR OF GOVERNORS	Roger Chadwick
HEADMASTER	Roland J. Martin
DESIGNATED SAFEGUARDING LEAD	Stuart Bachelor
SINGLE CENTRAL RECORD LEAD	Kelly Montague
SAFEGUARDING GOVERNOR	Stuart Fraser
LOCAL AUTHORITY	Surrey
LA DESIGNATED OFFICER	Maggie Poole
LA EDUCATION SAFEGUARDING LEAD	Jane Dufton

SIR JOHN CASS'S FOUNDATION PRIMARY SCHOOL	
CHAIR OF GOVERNORS	Matt Piper
HEADTEACHER	Alexandra Allan
DESIGNATED SAFEGUARDING LEAD	Alexandra Allan
SINGLE CENTRAL RECORD LEAD	Graham Watson
SAFEGUARDING GOVERNOR	Sally Moore
LOCAL AUTHORITY	City of London
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton

REDRIFF PRIMARY CITY OF LONDON ACADEMY	
CHAIR OF GOVERNORS	Antony Smyth
EXECUTIVE HEADTEACHER	Mickey Kelly
HEAD OF SCHOOL	Charlotte Heath
DESIGNATED SAFEGUARDING LEAD	Charlotte Heath
SINGLE CENTRAL RECORD LEAD	Emma Bartlett
SAFEGUARDING GOVERNOR	Lucas Green
LOCAL AUTHORITY	Southwark
LA DESIGNATED OFFICER	Eva Simcock
LA EDUCATION SAFEGUARDING LEAD	Apo Cagirci

GALLEYWALL PRIMARY CITY OF LONDON ACADEMY	
CHAIR OF GOVERNORS	Antony Smyth
EXECUTIVE HEADTEACHER	Mickey Kelly
HEAD OF SCHOOL	Sheila Cohring
DESIGNATED SAFEGUARDING LEAD	Sheila Cohring
SINGLE CENTRAL RECORD LEAD	Janie Ewing
SAFEGUARDING GOVERNOR	Lucas Green
LOCAL AUTHORITY	Southwark
LA DESIGNATED OFFICER	Eva Simcock
LA EDUCATION SAFEGUARDING LEAD	Apo Cagirci

CITY OF LONDON ACADEMY SOUTHWARK	
CHAIR OF GOVERNORS	Antony Smyth
EXECUTIVE PRINCIPAL	Richard Bannister
HEAD OF SCHOOL	Bryce Wilby
DESIGNATED SAFEGUARDING LEAD	Mehmet Emin
SINGLE CENTRAL RECORD LEAD	Sian Lehrter
SAFEGUARDING GOVERNOR	Lucas Green
LOCAL AUTHORITY	Southwark
LA DESIGNATED OFFICER	Eva Simcock
LA EDUCATION SAFEGUARDING LEAD	Apo Cagirci

NEWHAM COLLEGIATE SIXTH FORM CITY OF LONDON ACADEMY	
CHAIR OF GOVERNORS	Rachel McGowan
PRINCIPAL	Mouhssin Ismail
DESIGNATED SAFEGUARDING LEAD	Annie Lomax
SINGLE CENTRAL RECORD LEAD	Jo Spiller
SAFEGUARDING GOVERNOR	Gerald Mehrtens
LOCAL AUTHORITY	Newham
LA DESIGNATED OFFICER	Nick Pratt
LA EDUCATION SAFEGUARDING LEAD	Sheila Weeden

CITY OF LONDON ACADEMY HIGHGATE HILL	
CHAIR OF GOVERNORS	Roy Blackwell
PRINCIPAL	Prince Gennuh
DESIGNATED SAFEGUARDING	Eleni Clarke
SINGLE CENTRAL RECORD LEAD	Peter Clarke
SAFEGUARDING GOVERNOR	Roy Blackwell
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

CITY OF LONDON ACADEMY Highbury Grove	
CHAIR OF GOVERNORS	Mark Boleat
EXECUTIVE PRINCIPAL	Clare Verga
PRINCIPAL	Aimee Lyall
DESIGNATED SAFEGUARDING LEAD	Dan Charlton
SINGLE CENTRAL RECORD LEAD	Sarah Counter
SAFEGUARDING GOVERNOR	Rachel Sherman
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

CITY OF LONDON PRIMARY ACADEMY ISLINGTON	
CHAIR OF GOVERNORS	Ann Holmes
HEAD TEACHER	Kim Clapham
DESIGNATED SAFEGUARDING LEAD	Kim Clapham
SINGLE CENTRAL RECORD LEAD	Kim Nottage
SAFEGUARDING GOVERNOR	Mary Robey
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

CITY OF LONDON ACADEMY SHOREDITCH PARK	
CHAIR OF GOVERNORS	Robert Howard
PRINCIPAL	Holly Arles
DESIGNATED SAFEGUARDING LEAD	Helen King
SINGLE CENTRAL RECORD LEAD	Simone Glenister
SAFEGUARDING GOVERNOR	Rita Krishna
LOCAL AUTHORITY	Hackney
LA DESIGNATED OFFICER	Liesel La Roux
LA EDUCATION SAFEGUARDING LEAD	James Sykes

CITY OF LONDON ACADEMY HACKNEY	
CHAIR OF GOVERNORS	Dawn Elliot
PRINCIPAL	Mark Malcolm
DESIGNATED SAFEGUARDING LEAD	Mhairi Stewart
SINGLE CENTRAL RECORD LEAD	Nasma Katon
SAFEGUARDING GOVERNOR	Rita Krishna
LOCAL AUTHORITY	Hackney
LA DESIGNATED OFFICER	Liezel La Roux
LA EDUCATION SAFEGUARDING LEAD	James Sykes

CITY OF LONDON ACADEMY ISLINGTON	
CHAIR OF GOVERNORS	Richard Verrall
EXECUTIVE PRINCIPAL	Clare Verga
PRINCIPAL	Sonia Jacob
DESIGNATED SAFEGUARDING LEAD	Nick Chinnock
SINGLE CENTRAL RECORD LEAD	Ewan Dunn
SAFEGUARDING GOVERNOR	Lady Helen Curran
LOCAL AUTHORITY	Islington
LA DESIGNATED OFFICER	Timur Djavit
LA EDUCATION SAFEGUARDING LEAD	Michelle Viridi

GUILDHALL SCHOOL OF MUSIC AND DRAMA	
CHAIR OF GOVERNORS	Vivienne Littlechild
PRINCIPAL	Lynne Williams
DESIGNATED SAFEGUARDING LEAD	Alison Mears
DEPUTY DESIGNATED SAFEGUARDING	Hetsie Van Rooyen
HR LEADS	Steve Eddy and Donna Dix
SAFEGUARDING GOVERNOR	Marianne Fredericks
LOCAL AUTHORITY	City of London Corporation
LA DESIGNATED OFFICER	Pat Dixon
LA EDUCATION SAFEGUARDING LEAD	Kristie Hilton

## APPENDIX C: OFSTED PUPIL SURVEY QUESTIONS

Schools give out online questionnaires when they're being inspected. This document lists the questions they ask their pupils in these online questionnaires. It is for reference only.

<p><b>1. <u>Year group</u></b> Drop down menu of options (Years 1-14)</p>	<p><b>2. <u>I enjoy school</u></b> All of the time Most of the time Some of the time Almost never Never</p>
<p><b>3. <u>Teachers help me to do my best</u></b> In every lesson In most lessons In some lessons In very few lessons In none of my lessons</p>	<p><b>4. <u>My teachers give me work that challenges me</u></b> In every lesson In most lessons In some lessons In very few lessons In none of my lessons</p>
<p><b>5. <u>I enjoy learning at this school</u></b> All the time Most of the time Some of the time Almost never Never</p>	<p><b>6. <u>Teachers listen to what I have to say in lessons</u></b> Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>
<p><b>7. <u>There is an adult at school I can talk to if something is worrying me</u></b> Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>	<p><b>8. <u>The behaviour of other pupils in my lessons is good</u></b> All the time Most of the time Some of the time Almost never Never</p>
<p><b>9. <u>The behaviour of other pupils around school is good</u></b> All the time Most of the time Some of the time Almost never Never</p>	<p><b>10. <u>Is bullying a problem at your school</u></b> It doesn't happen It happens and teachers are really good at resolving it It happens and teachers are good at resolving it It happens and teachers are not good at resolving it It happens and teachers do nothing about it</p>
<p><b>11. <u>I feel safe when I am at school</u></b> All the time Most of the time Some of the time Almost never Never</p>	<p><b>*12. <u>What makes you feel unsafe at school?</u></b> (free text)</p>

<p><b>13. <u>My school encourages me to look after my physical health (for example healthy eating and fitness)</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>	<p><b>14. <u>My school encourages me to look after my emotional and mental health</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>
<p><b>15. <u>I take part in school activities outside of lessons, like clubs, sports, music and art</u></b></p> <p>Very frequently Frequently Sometimes Not very often Never</p>	<p><b>16. <u>My school encouragements me to be independent and take on responsibilities</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>
<p><b>17. <u>My school encourages me to respect other people from other backgrounds and to treat everyone equally</u></b></p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>	<p><b>18. <u>My school provides me with information about my next steps</u> <i>(For example: moving year group or school, choosing qualifications for the future, going to university or other education and training options like apprenticeships, or finding a job)</i></b></p> <p>Yes, but it was too much information and was not helpful Yes, I received the right amount of information that was helpful Yes, but there wasn't enough information that was helpful* No, I haven't received any information*</p>
<p><b>19. <u>What information would like to have received</u> (free text)</b></p>	<p><b>20. <u>I would recommend this school to a friend moving to the area</u></b></p> <p>Yes Maybe No</p>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674461/Pupil\\_survey\\_questions\\_-\\_schools\\_-\\_January\\_2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674461/Pupil_survey_questions_-_schools_-_January_2018.pdf)



## APPENDIX D: GUIDANCE FOR SAFEGUARDING GOVERNORS

THE ROLE OF THE SAFEGUARDING GOVERNOR	
1. Understand safeguarding requirements	<ul style="list-style-type: none"> <li>• Complete safeguarding training and ensure this is kept up to date as needed and not less than once every two years</li> <li>• Read Keeping Children Safe in Education at least annually</li> <li>• Be familiar with Working Together to Safeguard Children (2018), What to do if a child is being abused (2015), Prevent Duty, Relevant inspection framework</li> </ul>
2. Check that school is compliant with statutory guidance	<ul style="list-style-type: none"> <li>• Ensure that the child protection and safeguarding related policies are current, specific to the school, available publically, and implemented in practice</li> <li>• Ensure that there is a staff behaviour policy (code of conduct)</li> <li>• Be involved in policy reviews</li> </ul>
3. Support the work of the Designated Safeguarding Lead	<ul style="list-style-type: none"> <li>• Meet with the DSL at least once a term to understand and support their work</li> <li>• Agree when and how contact should be made in between meetings</li> </ul>
4. Ensure compliance with safer recruitment requirements	<ul style="list-style-type: none"> <li>• Complete Safer Recruitment Training to understand the requirements</li> <li>• Check that appropriate processes are in place</li> </ul>
5. Ensure that the Single Central Record is compliant	<ul style="list-style-type: none"> <li>• Understand the SCR requirements</li> <li>• Whether conducted by you, the Head or the DSL, ensure spot checks are completed termly, logged and tracked</li> </ul>
6. Ensure the staff training programme reflects the school's needs and statutory guidance	<ul style="list-style-type: none"> <li>• Review training program with DSL</li> <li>• Spot check training logs</li> </ul>
7. Ensure that there is appropriate monitoring and tracking in place for vulnerable students	<ul style="list-style-type: none"> <li>• Ask how this is done and review the process over time during school visits</li> <li>• Track live case examples</li> <li>• Use the Safeguarding Monitoring Form during termly meetings</li> </ul>
8. Ensure that safeguarding record keeping is of a good standard	<ul style="list-style-type: none"> <li>• Understand the recording practices</li> <li>• Ensure basic requirements are met (records must be securely kept in one place, away from general records, and should be organised per child)</li> <li>• Spot check recording practice and quality of safeguarding</li> </ul>

9. Ensure there are appropriate safeguards in place for students placed with Alternative Providers and, where relevant, across all school sites	<ul style="list-style-type: none"> <li>Schools remain responsible for the safeguarding of their pupils when they're placed in alternative provision – establish how your school achieves this</li> <li>Visit your schools' sites</li> </ul>
10. Check out whether there is consistency in safeguarding across the whole school	<ul style="list-style-type: none"> <li>Meet with a variety of school staff (e.g. deputy DSL(s), teaching staff, support staff)</li> <li>Walk through the school to get a sense of the safeguarding culture</li> <li>Observe and/or participate in staff briefings, the staff induction and/or safeguarding related assemblies</li> </ul>
11. Ensure that the curriculum for safeguarding reflects the risks for the young people in the area	<ul style="list-style-type: none"> <li>See examples of how this is done</li> <li>Observe a class</li> <li>Build understanding of main safeguarding issues in the school</li> </ul>
12. Ensure the pupils' voice and parents views about safeguarding is sought and acted upon	<ul style="list-style-type: none"> <li>Establish how your school knows if pupils feel safe, what makes them feel unsafe, what needs to change to make the school safer, and if young people know how to seek help</li> <li>Establish what the parents' views are and what the quality of parental engagement around safeguarding is</li> <li>Consider attending /observing a parent event</li> <li>Review summary of findings from any pupil or parent surveys completed</li> </ul>
13. Report back to the governing body how effective the school safeguarding arrangements are	<ul style="list-style-type: none"> <li>Keep the governing body updated on your activities and findings in order to facilitate scrutiny of safeguarding, ensure compliance with statutory duties, and the oversight of the impact on pupils</li> <li>Ensure that the governing body is kept aware of any significant safeguarding risks to pupils and any deficiencies in the safeguarding arrangements</li> <li>Ensure that the governing body receives an Annual Safeguarding Report on the implementation of the school's safeguarding requirements</li> <li>Encourage other members of the governing body to develop their understanding of the governing body's responsibility for safeguarding and assist them to perform their function in respect of keeping children safe in schools and promoting a culture of vigilance</li> </ul>

## APPENDIX E: SAFEGUARDING MONITORING FORM

### TERMLY SAFEGUARDING MONITORING

SCHOOL			
COMPLETED BY			
TERM		DATE	

HAVE THE FOLLOWING GROUPS RECEIVED SAFEGUARDING AND PREVENT TRAINING (INCLUDING REFRESHER TRAINING) THIS ACADEMIC YEAR?						
TEACHING STAFF	YES		NO		DATE	
NON-TEACHING STAFF	YES		NO		DATE	
GOVERNORS	YES		NO		DATE	
HAVE THE FOLLOWING COMPLETED DESIGNATED SAFEGUARDING TRAINING (INCLUDING REFRESHER TRAINING) IN THE LAST TWO YEARS?						
DESIGNATED SAFEGUARDING LEAD	YES		NO		DATE	
DEPUTY DESIGNATED SAFEGUARDING LEAD(S)	YES		NO		DATE	
WHEN WAS THE SCHOOL'S SINGLE CENTRAL REGISTER LAST REVIEWED BY THE HEAD/PRINCIPAL, DSL OR SAFEGUARDING GOVERNOR						
DATE		REVIEWER		ANY ISSUES IDENTIFIED?		

	GOVERNORS	STAFF
HOW MANY GOVERNORS AND MEMBERS OF STAFF HAVE UP-TO-DATE SAFER RECRUITMENT TRAINING?		

ARE THERE ANY SIGNIFICANT SAFEGUARDING ISSUES THAT SHOULD BE REPORTED TO THE BOARD OF TRUSTEES/BOARD OF GOVERNORS FOR ACTION OR INFORMATION?	

NUMBER OF SAFEGUARDING REFERRALS MADE TO THE LADO THIS ACADEMIC YEAR	
NUMBER OF PREVENT REFERRALS MADE THIS ACADEMIC YEAR	
NUMBER OF REFERRALS MADE TO CHILDREN'S SERVICES THIS ACADEMIC YEAR	
PERCENTAGE OF SCHOOL POPULATION KNOWN TO SOCIAL SERVICES	
NUMBER OF CURRENT OPEN CASES WITH SOCIAL SERVICES	
NUMBER OF LOOKED AFTER CHILDREN	
NUMBER OF CHILD PROTECTION	
NUMBER OF CHILDREN IN NEED	
NUMBER OF CHILDREN OPEN TO EARLY HELP	
NUMBER OF CHILDREN WITH A MEDICAL PLAN	

SAFEGUARDING GOVERNOR MONITORING NOTES AND KEY ACTION POINTS TO BE ADDRESSED	DATE COMPLETE	SIGNED

## APPENDIX F: ANNUAL SAFEGUARDING REPORT

*Governing bodies are responsible for ensuring that the school has effective policies and procedures in place in accordance with Keeping Children Safe in Education. In addition to the regular updates, an annual report should be submitted to the governing body so that they can monitor compliance with the statutory requirements and identify areas for improvement beyond minimum standards.*

*The report must not contain details about individual pupils but should provide enough information for the governing body to enable it to make a judgement about the quality of safeguarding within the school. Where areas for development are identified, the governing body should ensure that these are addressed within the school improvement plan and the progress towards achieving the desired outcomes is regularly monitored. Board minutes should reflect the quality of safeguarding scrutiny undertaken by governors.*

*This following example offers a framework for the Annual Safeguarding Report.*

### ANNUAL SAFEGUARDING REPORT TO THE GOVERNING BOARD:

Name of School:	Date:
This report is for the period DDMMYY to DDMMYY:	
Report Author:	Role:
Date presented to governing body:	

### SAFEGUARDING MANAGEMENT TEAM:

*DSL training should be updated every two years, with evidence of at least annual updates*

SAFEGUARDING ROLE	NAME & ROLE IN SCHOOL	DATE OF MOST RECENT SAFEGUARDING IN EDUCATION TRAINING FOR DSL
Designated Safeguarding Lead		
Deputy Designated Safeguarding Lead(s)		

NAME OF SAFEGUARDING GOVERNOR	DATE ATTENDED SAFEGUARDING FOR GOVERNORS TRAINING

## INDUCTION

All staff should be aware of the school's safeguarding systems and these should be explained to them at induction. *Induction must include - school's safeguarding policy, staff code of conduct, behaviour policy, information on the school's safeguarding response to children who miss education, and the role and identities of the DSL and deputy DSLs at minimum.*

*Evidence that all staff have read and understood Part 1 of KCSIE (2018) and staff who have contact with children have read Annex A.*

STAFF	NUMBER	DATE OF SAFEGUARDING INDUCTION	KCSIE PART 1 AND ANNEX A	DATE OF INITIAL SAFEGUARDING TRAINING
Teaching staff				
Support staff				

Who is responsible for providing the induction?

Is an induction checklist completed to evidence the date that information was provided? Where is this stored?

What safeguarding information is supplied to volunteers, contractors, and supply staff? How is this information provided? How is the provision of this information evidenced?

## TRAINING

All staff should receive regular safeguarding and child protection updates (including online safety) as required, and at least annually, to provide them with the relevant knowledge and skills to safeguarding children effectively.

STAFF GROUP/MEMBER	TRAINING COMPLETED	METHOD/PROVIDER	DATE
e.g. whole staff training/ teacher training/ DSLs/ administrative staff	e.g. Prevent Duty	Home Office e-learning course	

How is training evidenced (e.g. certification, attendance list, copies of materials provided, evaluation forms)?

Who is responsible for maintaining these records? Where is the evidence of training stored? What arrangements are in place for members of staff who have not received suitable training?

How are all staff provided with regular safeguarding updates? Where is the evidence that this information is provided (e.g. e-mails, e-bulletins, staff meeting minutes)?

In addition to training, how do the Designated Safeguarding Leads ensure they access regular safeguarding updates in order to keep their knowledge and skills up to date? How is this evidenced?

## SAFER RECRUITMENT

How is the school working within safer recruitment guidelines? How is this information collated and evidenced? How is responsible for maintaining these records?

*Confirm that as a minimum: safer recruitment checklist is used, all adverts and related documentation contain a safeguarding statement, all person specifications have safeguarding element, all job descriptions highlight safeguarding responsibility, applications are scrutinised for missing information and inconsistencies are followed up, all interviews address safeguarding, successful candidates' qualifications are verified and their identity is checked, reference requests require confirmation that the person is suitable to work with children, references are requested from the current/most recent employer, missing or vague information is always followed up with the referee.*

SAFER RECRUITMENT TRAINING: *List all staff and governors trained in safer recruitment. The School Staffing (England) Regulations 2009 make it mandatory for at least one person involved in the interview process to be trained in safer recruitment.*

ROLE	NAME	TRAINING PROVIDER/METHOD	DATE COMPLETED
Headteacher			
Governor			
Others (e.g. HR, DSL)			

## SINGLE CENTRAL RECORD (SCR)

NAME & ROLE OF PERSON RESPONSIBLE FOR MAINTAINING THE SCR	RELEVANT TRAINING COMPLETED – TYPE AND DATE	DATE SCR WAS LAST CHECKED	SENIOR LEADER WHO COMPLETED THE SCR CHECK

## SCR CHECKLIST

Is there an SCR in place that covers all staff?	Does it include all members of the proprietor body?
Does the SCR indicate that identity checks have been carried out, by whom and when?	Does the SCR record the date when enhanced DSB and/or Barred List checks were carried out, by whom and when?
Does the SCR record qualifications where this is a requirement of the job	Does the SCR record evidence that a prohibition from teaching check has been carried out on teachers and those staff in 'teaching activity' that have been appointed since Sept 2013?
Does the SCR evidence a check of 'right to work' in the UK and suitability checks as appropriate?	
Does the SCR evidence Section 128 checks for those taking part in the management of a school (e.g. independent schools including academy or free school, those in departmental headship and maintained school governors)?	Does the SCR evidence the further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions?
For supply staff: does the SCR evidence written confirmation of safer recruitment checks for each supply staff provided. Does the school have a copy of supply staff/contractors' safer recruitment policy and procedures to confirm compliance with requirements?	

## POLICIES & PROCEDURES

*Schools must have effective safeguarding policies that describe procedures in line with statutory guidance and local protocols. It should be updated as required and at least annually and be available publically (e.g. school website).*

DATE SAFEGUARDING AND CHILD PROTECTION POLICY WRITTEN:	
Date policy was approved by the governing body:	Next review date:

RELATED POLICIES (LIST NOT EXHAUSTIVE)	IS THIS IN PLACE? Y/N	DATE OF POLICY	NEXT REVIEW DATE
Management of allegations against staff and volunteers			
Staff Code of Conduct			
Whistleblowing			
Attendance			
Behaviour			
Online Safety (including Acceptable Use of ICT)			
Anti-bullying			
Peer-on-Peer Abuse			
Drugs & Substance Misuse			
Information Sharing			
Relationships & Sex Education			
First Aid (including management of medical conditions, intimate care)			
Health & Safety (including school security)			
Emergency procedures (e.g. lockdowns, evacuations)			

### ONLINE SAFETY

Are suitable filtering and monitoring systems in place to ensure that children are safe when accessing the Internet in school (including filters for terrorist and extremist material)?

What is the whole school approach to online safety, including the policy for the use of mobile technology within the school?

### PREVENT DUTY

Does the school have clear procedures in place for protecting children at risk of radicalisation?  
*(Note: procedures may be set out in existing safeguarding policies; it is not necessary for schools to have distinct policies on implementing the Prevent Duty)*

Have the DSLs undertaken Prevent awareness training (WRAP) in order to provide advice and support to others?

Have all staff received appropriate training or guidance and have the ability to identify children who may be vulnerable to radicalisation, and know what to do when they are identified?

#### SAFEGUARDING IN THE CURRICULUM

Describe how the school supports pupils to identify, assess and manage risk appropriately to keep themselves safe. Provide evidence that children are taught about safeguarding, including online safety and healthy relationships, as part of a broad and balanced curriculum.

#### PUPIL VOICE AND PERCEPTIONS OF SAFETY

Describe the school's process for gathering the voice of pupils and provide evidence that the views have been listened to and acted upon.

Outline how you have tested pupil, parental and staff perception of safety at the school (*provide a summary and analysis of the results of any surveys undertaken and the resultant action plan*)

#### PROFILE OF SAFEGUARDING ACTIVITY

KNOWN TO CHILDREN SERVICES	NUMBER
Early Help	
Children in Need	
Child Protection	
Children in Care	
Percentage of pupil population	

Number of referrals made by the school	
Number accepted for assessment	

ALLEGATIONS MADE AGAINST STAFF	NUMBER
Allegations against staff/volunteers	
Referrals to the local authority DO	
Number of investigations	
Outcome (e.g. substantiated, unsubstantiated, unfounded, malicious, false)	

MEETINGS ATTENDED	NUMBER
TAC	
CIN	
CP	
CLA	
Total	

Number of Prevent referrals made	
Number of pupils open to Channel	

EXCLUSIONS	NUMBER
Internal	
Fixed Term	
Permanent	
Total	

Overall attendance %	
----------------------	--



ANALYSIS OF THE SAFEGUARDING ACTIVITY OVER THE LAST 12 MONTHS (*e.g. consider the safeguarding arrangements in place and the presenting concerns to identify the strengths, challenges, patterns, lessons learned etc.*)

ACTION PLAN FOR NEXT ACADEMIC YEAR DDMMYY TO DDMMYY (*based on your analysis, what is your plan for the next year to maintain or improve the safeguarding arrangements to ensure that they are effective?*)

ACTION REQUIRED	DESIRED IMPACT	RESOURCE NEEDED	TIMESCALE	RESPONSIBLE LEAD

NAME AND POSITION:

SIGNATURE:

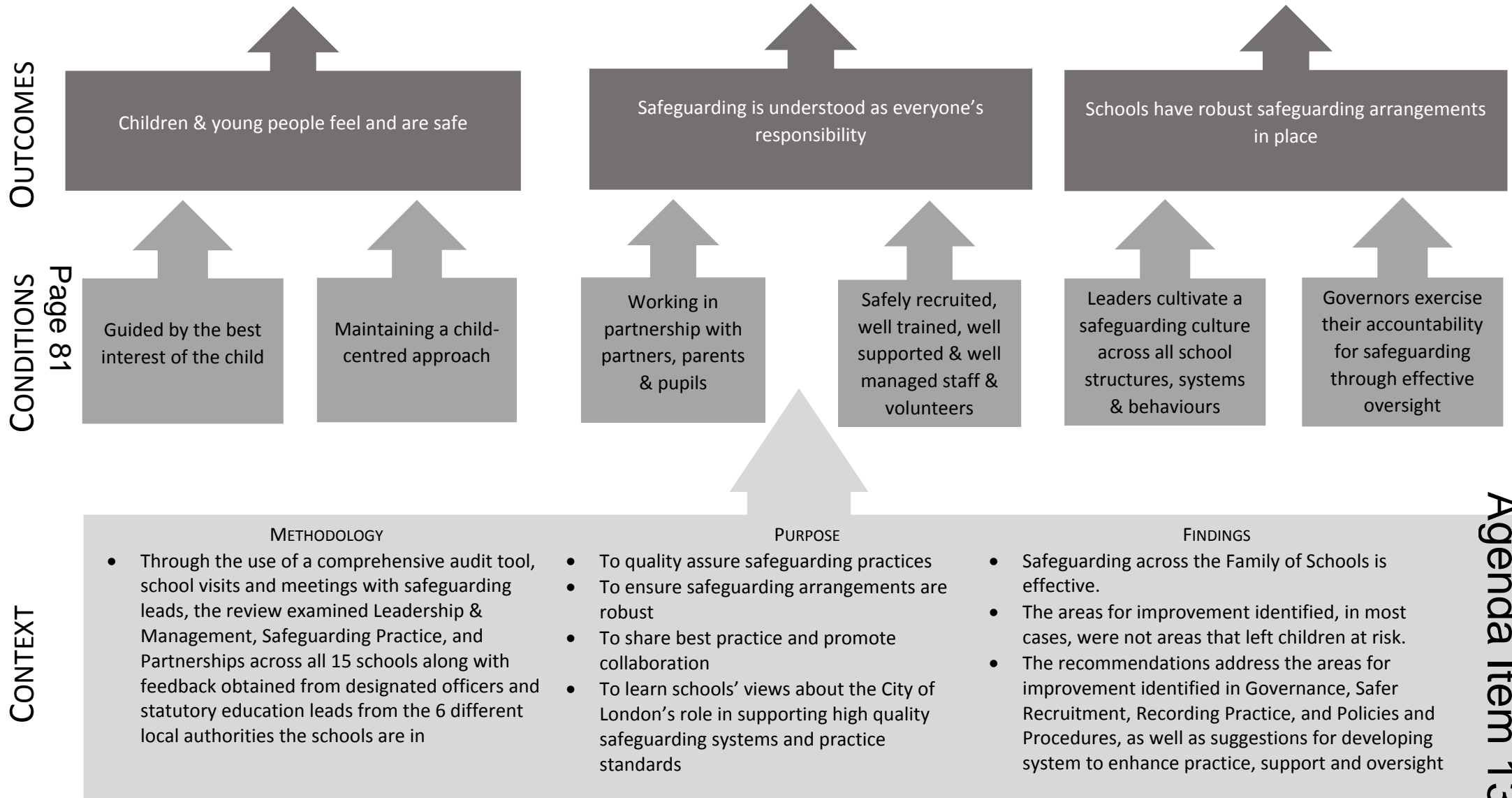
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**City of London Family of Schools Safeguarding Review 2019: Summary**



The City of London is committed to upholding the rights of children to protection; providing safe environments for children to learn in; and ensuring that the health, safety and welfare of pupils are of paramount importance to all the adults who work in the family of schools.



# RECOMMENDATIONS

GOVERNANCE	SAFER RECRUITMENT	POLICIES & PROCEDURES	RECORDING PRACTICE	STRUCTURED SYSTEM OF SCRUTINY & SUPPORT	FAMILY OF SCHOOLS COMMITMENT
<p>1.CoL to increase number of Introduction to Safeguarding Training Sessions from 1 to 3</p> <p>2.One of the 3 session should be for experienced governors ready for more advanced content</p> <p>3.Governors opting out should provide confirmation of compliance with training requirements</p> <p>4.Safeguarding Governors to be provided with best practice advice to guide them in their role</p> <p>5.COLAT Safeguarding Monitoring practice to be adopted for use between DSLs and Safeguarding Governors for termly updates</p> <p>6.Annual Safeguarding reports to be reviewed by Governing Bodies and reflected well in meeting records to evidence scrutiny</p> <p>7. COLAT to review roles and responsibilities for safeguarding governance between LABS, LGBs and the Trust Board</p>	<p>1.A culture of safer recruitment to be upheld across all school appointments. The development and implementation of an escalation protocol to assist in standardising the response to any delays in compliance with requirements for pre-employment checks</p> <p>2.COLAT to review the content of their Assurance Letters for academies' SCRs and consider including the specific names of each person and position it covers. The use of the letters should also be considered against the frequency and type of contact and access central staff have across the schools</p> <p>3.Anyone who administers, or quality assures SCRs, including governors, should receive training</p> <p>4.SCR spot checks should be logged to confirm who completed the check, when, and the outcome as standard practice</p>	<p>1.Senior leaders and governing bodies to ensure safeguarding policies and procedures are current and reflective of their specific school needs and arrangements</p> <p>2.The safeguarding response to children who miss education needs to be clearly communicated to all school staff, addressed specifically in staff induction programmes, shared with parents and, where appropriate, pupils, and clearly reflected in schools' Attendance Policies. Schools should liaise closely with their local authorities to ensure they understand and align practices</p> <p>3.Schools to review their Managing Allegations Against Staff and Volunteers procedures and practice. Consultation with the local authority designated officer is advised. In the case of COLAT, the Trust's management structure should be included in the procedures</p>	<p>1.Safeguarding records and filing practice should meet the following basic elements:</p> <ul style="list-style-type: none"> <li>Filing arrangements that are secure (locked) and separate from general pupil records</li> <li>Administrative details and key contacts clearly stated on a front sheet</li> <li>Concerns need to clearly record how this became known, what actions were taken, why, by who, when and what needs to happen next</li> <li>Chronology/running record that details significant events, concerns, actions, by who and when</li> <li>Records of one child should be kept together in a way that avoids papers getting lost or mixed up</li> <li>System should include an overview of all pupils along with a snapshot of the nature of the worry/involvement (e.g. CP, Early Help, CIN, CLA, Monitoring)</li> </ul>	<p>1. Annual Safeguarding Scrutiny Meeting. School safeguarding arrangements to be included in the City of London's annual scrutiny meeting protocol. In recognition of its paramount importance, the effectiveness of schools' safeguarding arrangements and compliance with statutory requirements should benefit from the structured system of support and challenge available through this existing process</p> <p>2. A comprehensive independent review of safeguarding arrangements across the Family of Schools to take place biennially. Feedback from schools has consistently found that the schools value the opportunity for guided self-assessment and external quality assurance and would want future reviews</p>	<p>1. DSL Forum. A termly forum for Designated Safeguarding Leads from the Family of Schools. Building on what is working well in the existing forums, DSLs as a distinct group would benefit from a safeguarding forum that is not local authority specific but rather focused on raising practice standards across City Schools through the exchange of ideas, learning, tools and resources. Feedback received from experienced senior leaders and newer DSLs indicated a wish for thinking space amongst peers where there could be a focus on safeguarding as a positive duty, going beyond compliance, to consider different ways of working to achieve the safe culture that all schools are striving for</p> <p>2. DSL Information Portal. An information portal to share resources and promote continuous collaboration and increase efficiency</p>

## Appendix 1 – Guildhall School of Music and Drama 2018/19 Scholarships

The Guildhall School remains exceptionally grateful to the Education Board for its grant of £30,000 in order to support scholarships for students in vital need.

Studying in London has never been more expensive. With tuition fees and the cost of living increasing year on year, receiving a scholarship can mean the difference between undertaking our programmes and benefiting from the exceptional training at the Guildhall School, or not continuing to pursue training at all. The School aims to ensure that anyone with the talent and ambition to excel are not constrained by financial circumstances.

### 2018 / 19 Scholarship Awards

No. of students supported:	570
Percentage of student body:	50%
Total awarded:	£2.1million

### The scholarship awarding process

Scholarships are awarded based on three main criteria: (1) talent demonstrated through audition or interview, (2) potential to benefit from the training offered by the Guildhall School, and (3) personal financial need. Financial need is assessed by asking students to submit details about: Whether they are independent or if they have family who are able to support them; Parental occupation and income; Information relating to family's ability to support the student (e.g. additional dependents in higher education); Predicted expenditure; Predicted Income (including private funding, student loans, employment). This information is then considered collectively in making scholarship awarding decisions.

### The cost of training

The average fees for the 2018/19 academic year are £9,250 (UK/EU students) and £21,750 (overseas). With living costs estimated to amount to an additional £15,000 per year, the substantial financial challenge facing students becomes abundantly clear.

Whilst student loans (where eligible), can go some way to covering these costs, the intensity of the course and significant additional practice hours required, prevents students from funding their studies with concurrent paid employment, meaning that most students commencing study at the School require additional sources of support.

### Pressure on the scholarships fund

The School has experienced a considerable increase in demand on its scholarships fund, with a 29% increase in applications over the last three years. It is also becoming clear that a diverse cohort is only possible with increasing scholarship support, as those without the privilege of family support face an increasing disparity between their student loans and the actual costs of undertaking an intensive arts education in central London.

### Case Studies

The Scholarships Fund is generously supported by a broad spectrum of donors including individuals, trusts, liveries and corporate companies. The following case studies represent

students in receipt of awards from the general Scholarships Fund in the 2018/19 academic year and are typical of the kinds of student to whom we would hope to allocate Education Board support in the future.

#### **Student A**

Bachelor of Arts (Acting)

Black British

£7,830 maintenance award

Student A was born and raised in Southwark, attending City Technology Schools in Rotherhithe and Deptford. Student A is estranged from their family therefore is entirely self-funded and their student loan only goes part of the way to covering their tuition fees and living costs.

Alongside their studies, student A had been working 12 hour shifts each Sunday (12pm – 12am) to be able to afford to continue studying, but this began to have a detrimental impact on their studies, and so Student A applied for maintenance support. This has allowed student A to dedicate themselves fully to their training, as well as having a significant effect on their health and wellbeing.

#### **Student B**

Bachelor of Music

White British

£13,000 maintenance award

Student B grew up in the Scottish Highlands, attending State schools in Fort William, Inverness. They come from a low-income single parent family, and their father is disabled and unable to work and contribute to student B's expenses.

"If it were not for your generous financial assistance, I would have been forced to decline my place and give up on my dream of becoming a professional musician. Now that I am here I am confident that I will succeed both here at Guildhall and in becoming a professional musician, and your support has and will continue to play a massive part in that."

#### Widening Participation & Access

The Guildhall School encourages applications from students whose backgrounds are underrepresented in higher education. We value the diversity of cultures at Guildhall and we believe in the power and duty of arts to transform lives and society. We are committed to ensuring there are no barriers to deter talented students from applying and coming to the School.

Alongside our major commitment to financial scholarships, the School has undertaken a range of Widening Participation and Access activities including:

- Signed up to a three-year partnership with the Diversity School's Initiative, set up to address under-representation and diversity in UK Drama Schools.
- Increased commitment to Fee Waivers for applicants from target areas.
- Increased our work in Widening Participation and Creative Learning, engaging with tens of thousands of young people across London and beyond.
- Partnered with Open Door, a charity dedicated to supporting those from disadvantaged backgrounds with the skills and financial resources needed to apply for leading drama schools.

**Jeremy Newton**

Vice Principal & Director of Advancement

Guildhall School of Music & Drama

June 2019



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## **Culture Mile School Visits Fund**

### **Progress report for the financial year 2018/19**

#### **About the Culture Mile School Visits Fund**

The Schools Visits Fund was launched in November 2015 to help schools in disadvantaged areas of London make visits to the 21 cultural venues supported by the City of London Corporation, all of which are Culture Mile Learning partners. From April 2018 eligibility was widened to include not-for-profit educational organisations that work with school-age children (age 4–18) to enable even more children to benefit from the fund.

#### **Eligibility criteria:**

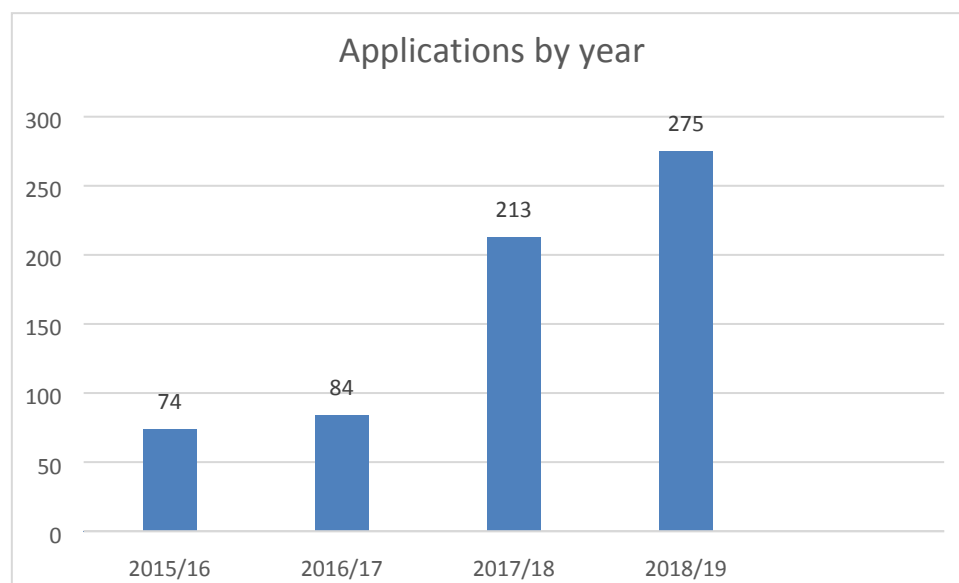
- Schools or organisations must be in Greater London (within the M25)
- At least 35% of pupils at the school must be eligible for Pupil Premium funding (to reflect the London average of 35%). Special schools do not need to meet this requirement
- Educational organisations are required to provide a supporting statement about the organisation's purpose and detailing how the fund will be used to enable a visit for school-age children who face barriers to participating in cultural activities

#### **Performance of the fund since November 2015 (as of 31 March 2019)**

- There have been 659 successful applications to the fund, which have benefitted 24,032 pupils. This easily exceeds the target set on establishing the fund to receive 100 successful applications per year
- The fund has enabled 388 different schools to make visits to all 21 cultural venues
- The average Pupil Premium rate of schools applying to the fund is 50%
- Schools from all London boroughs have made applications to the fund

## Applications in 2018/19

There were a total of 275 successful applications to the fund in the financial year 2018/19, set to benefit 12,976 pupils. £52,737 of funding was committed during this period.



NB: The fund began in November 2015, therefore 2015/16 figures are not for a full financial year.

## Average Pupil Premium rate

The average rate of Pupil Premium for all applications in 2018/19 was 49%.

The eligibility criteria for the percentage of pupils receiving Pupil Premium was raised from 30% to 35% in April 2018 to reflect the London average of 35%. The national average is 26%.

## School types

	Local authority	Academy	Free
Applications	213	68	3
	Primary	Secondary	Special
Applications	219	39	4

## Organisation types

	Charity	Youth group	Supplementary	Other
Applications	12	1	1	1

There have been fifteen applications from non-school educational organisations.

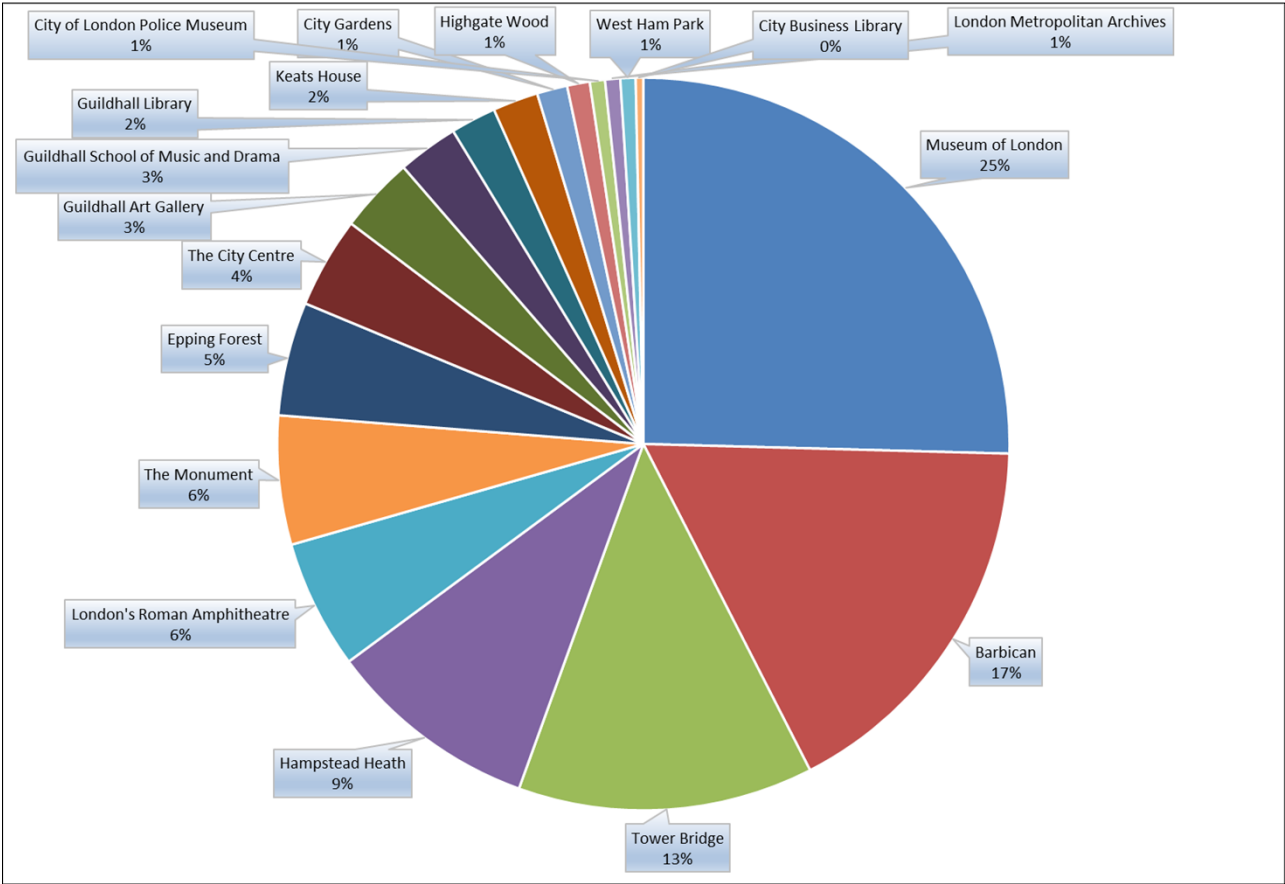
## Applications by venue 2018/19

The table below shows the total number of times each venue has been stated on the original application form. Schools may choose up to three venues to visit in one trip – they often list multiple venues and then only complete a single venue visit.

Venue	Applications
Museum of London	79
Barbican	47
Hampstead Heath	44
Tower Bridge	40
Museum of London Docklands	27
The Monument	20
Epping Forest	13
The City Centre	13
Keats House	10
London Metropolitan Archives	10
Guildhall Art Gallery	8
The Charterhouse	8
City of London Police Museum	6
City Gardens	5
Guildhall School of Music and Drama	5
Highgate Wood	5
West Ham Park	5
Guildhall Library	4
Barbican Library	2
City Business Library	2
London's Roman Amphitheatre*	0

\*Post-visit evaluation forms indicate there were several trips to the Amphitheatre. It is likely that applicants ticked 'Museum of London' only for joint sessions which include a visit to the Museum and the Amphitheatre

Applications by venue 2018/19

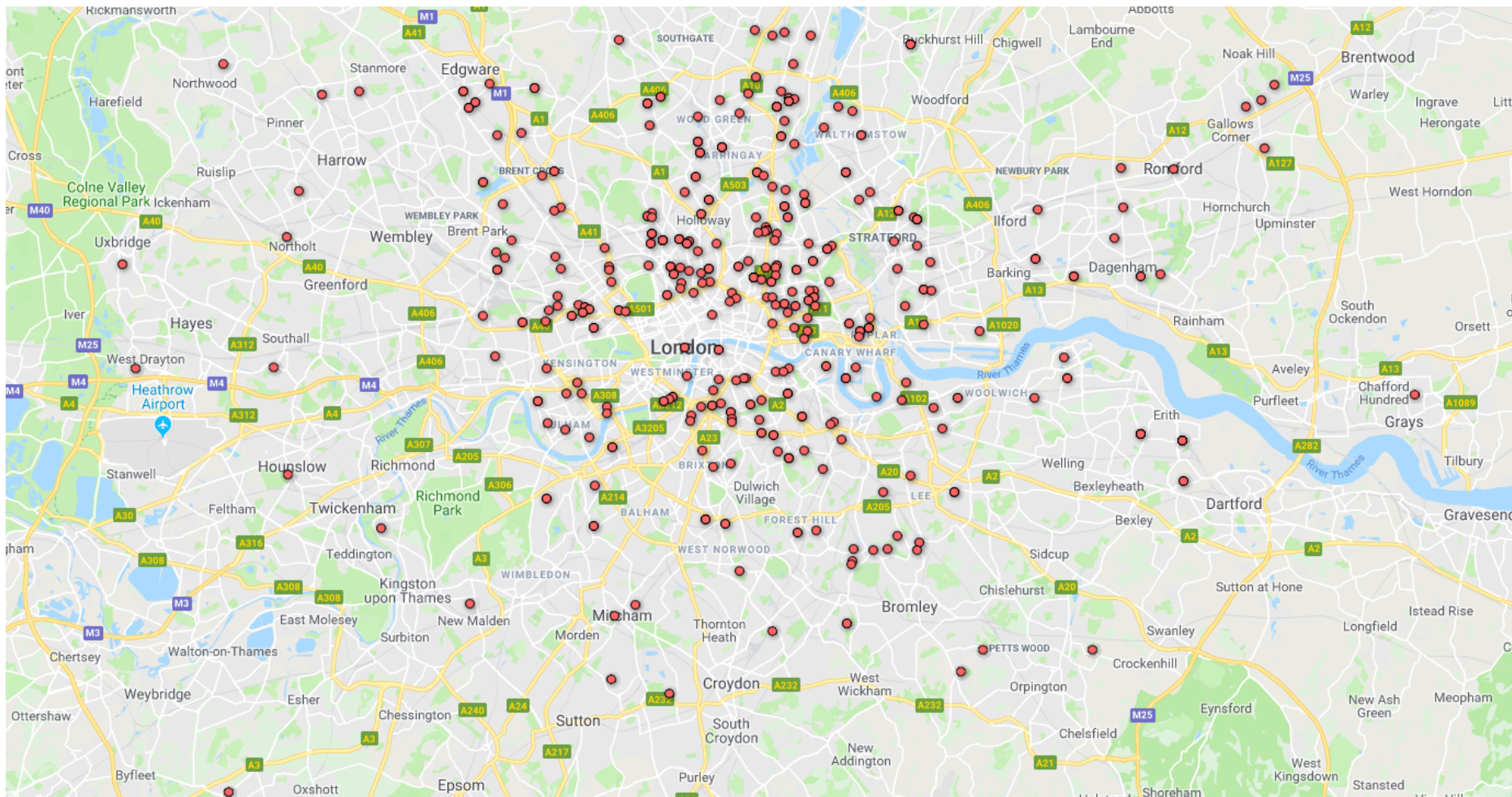


## Breakdown of applications by London borough 2018/19

Borough	2018/19	Total since fund began in 2015
Hackney	40	55
Camden	33	43
Bexley	22	22
Tower Hamlets	19	32
Barnet	15	30
Islington	15	23
Lambeth	15	24
Westminster	14	26
Enfield	11	24
Lewisham	10	14
Newham	10	15
Southwark	9	20
Haringey	7	23
Waltham Forest	7	14
Barking and Dagenham	6	9
Greenwich	4	9
Hammersmith and Fulham	4	9
Other*	2	2
Kensington and Chelsea	3	7
Redbridge	3	4
Wandsworth	3	6

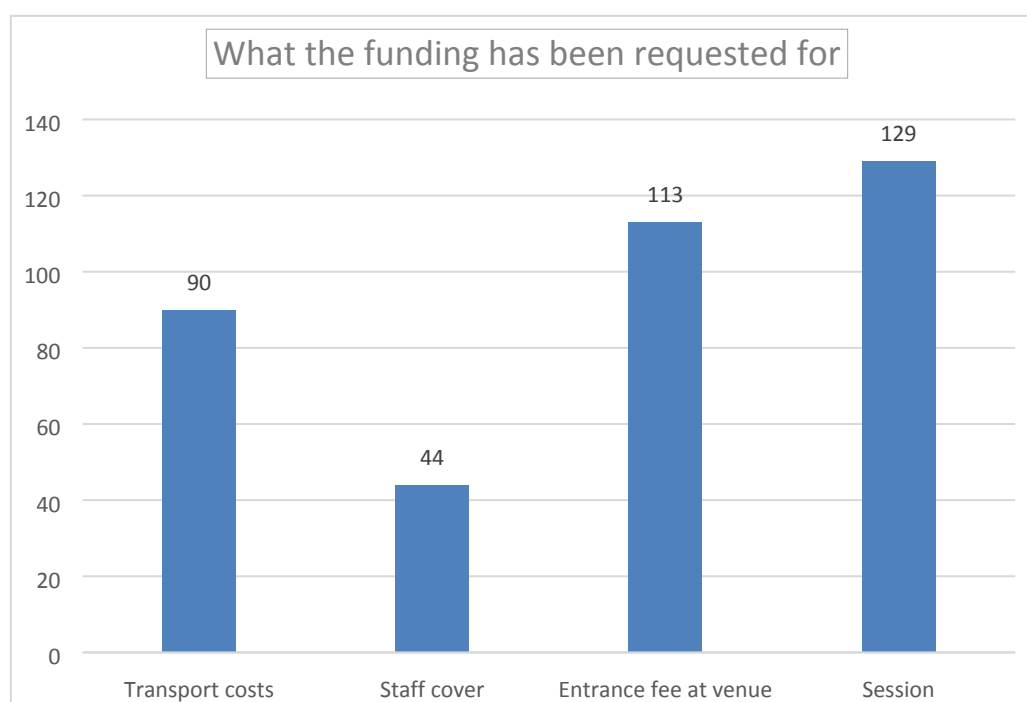
Ealing	2	3
Merton	2	3
Brent	2	8
Harrow	1	2
Hillingdon	1	2
Hounslow	1	1
Croydon	1	2
Havering	1	3
Richmond	0	1
Kingston Upon Thames	0	1
Sutton	0	1
Croydon	0	1
City	0	4

\*Other indicates where an applicant postcode may fall just outside a London borough but inside the M25 and has therefore been accepted.



Location of schools that have applied to the School Visits Fund since 2015

## Use of the fund



NB Applicants may select more than one category.

## Summary of online evaluation

Each teacher or group leader is asked to complete an online evaluation form after their group's visit. A summary of findings is provided below, including examples of feedback.

Ease of applying to the fund	
Application process	91% of teachers found this very easy or easy
Communication with the School Visits Fund Administrator	90% rated this as excellent or good
Website – ease of use	86% rated this as excellent or good
Website – information provided	88% rated this as excellent or good
Venue satisfaction	98% would visit their chosen venue again



How did your pupils benefit from this trip?	
<b>The visit helped develop pupils' skills (eg creative, digital, interpersonal, problem-solving)</b>	<b>91% strongly agreed or agreed</b>
<p>'The children have never had this opportunity before to experience live music in the form of an orchestra and have very little experience with classical music. They may never have this opportunity again because of their home situations. They learnt about different instruments and were able to take part by singing along with the orchestra. It widened their eyes to opportunities they may be able to receive in secondary school (learning to play an instrument).'</p> <p>Broadford Primary School – visited Barbican</p>	
<p>'Students worked in small groups to investigate the causes of changes in species diversity and ground coverage along a transect. The students had to use a range of equipment including soil temperature probes, quadrats and light meters to measure their findings. Back at school the students needed to collate their results and draw conclusions, explaining their method and critiquing them. They made posters summarizing their findings and conclusions. This tested their investigative and analytical skills.'</p> <p>Kelmscott School – visited Epping Forest</p>	
<b>The visit increased pupils' confidence and motivation</b>	<b>92% strongly agreed or agreed</b>
<p>'They watched a theatre performance of the Vikings which engaged them with the topic. The performance was child friendly and humorous which made it extremely memorable. Children who weren't confident in their knowledge could later recall things they had seen.'</p> <p>Grafton Primary School – visited Museum of London</p>	
<p>'We did a project about London and were able to see it all in real. We also learnt about engineering and so were able to learn how the bridge works. The pupils had to be responsible on the buses and be motivated to climb 312 steps to the top of The Monument!'</p> <p>Vishnitz Girls School – visited Tower Bridge/The Monument</p>	

<b>Pupils learnt something new as a result of the visit</b>	<b>100% strongly agreed or agreed</b>
<p>‘The children had the most amazing experience, learnt a lot and enjoyed the learning. Being present where the Great Fire started was an incredible experience and children were able to gain first-hand experience with the area where the fire started – seeing the museum with artefacts also increased their knowledge. They will not forget the visit in a hurry.’</p> <p>Fleecefield Primary School – visited The Monument/Museum of London</p>	
<p>‘Every student took something away from it. The Museum of London related to several of our topics through the school year so far. Our main purpose was to explore artefacts and first-hand accounts from the Victorian and Anglo-Saxon eras. They got to visit a venue that links so directly to the history units we have been covering this year.’</p> <p>Goldbeaters Primary School – visited Museum of London</p>	
<p><b>How valuable was the School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?</b></p>	
<p>‘We have a lot of parents who often can't afford to pay for trips, so getting the funding was essential. It enabled us to book and attend the trip without worrying about the parents not being able to pay.’</p> <p>North Harringay Primary School – visited Hampstead Heath</p>	
<p>‘I can't stress enough how important financial support provided for our children is. They have not had many opportunities to explore London due to financial constraints and the school needs support to be able to show the community what is out there, what potential careers the children could consider to pursue in the future.’</p> <p>Westbridge Primary School – visited Tower Bridge</p>	
<p>‘We are currently only able to offer trips that are free as our budget is not stretching to pay for trips for the children. Without the Culture Mile Schools Visits Fund supporting us we would not have been able to take the children to the Monument.’</p> <p>George Eliot Primary School – visited The Monument</p>	

'Excellent. Travel from Edmonton to the centre of town is always logistically tough and tiring for the children. The funding allowed us to just focus on the visit itself.'

Starks Field Primary School – visited London Metropolitan Archives

'It allowed our pupils to explore topics in greater depth while enjoying each other's company outside the school walls. It showed the children the world out there and the opportunities presented for them. Some of them mentioned they will come with their families for a walk in the future to show their mums and dads what they learned.'

Westbridge Primary School – visited Tower Bridge

## Case studies

The four case studies below have been chosen as they represent examples of how the School Visits Fund has helped primary and secondary school pupils to experience the cross-curricular benefits of cultural learning.

Case study 1	Barbican Box
Name	Plashet School
Type	Secondary
Borough	Newham
Pupil Premium	53%
Group details	Year 8, 9 and 10 (age 12–15)
Venue	Barbican
Grant provided	£300 session fee
Objectives	‘For students to explore musical composition in a format that was new and relevant to them. Working with a renowned Grime artist has really inspired them and helped them to gain confidence and step outside of their comfort zone.’
How did your pupils benefit from this trip?	‘They are gaining confidence in their musical ability and are beginning to share their ideas with each other. They are working in mixed aged groups so the inspiration and skill is trickling down to the younger students. They have been able to work closely with industry professionals. They are learning how to use cutting edge technology.’
How valuable was the School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	‘We wouldn't have been able to do this project without it as we can't afford to spend £300 on a project, no matter how good it sounds.’

Case study 2	Languages of London Festival
Name	The Rainbow Club (Action For Refugees In Lewisham – AFRIL)
Type	Charity
Borough	Lewisham
Pupil Premium	n/a. This is a supplementary school for refugee and asylum-seeker primary school-age children
Group details	Ages 5– 11
Venue	Museum of London Docklands
Grant provided	£300 transport costs
Objectives	‘Our work includes visits to sites in London as educational and cultural experiences. This trip’s objective was to be involved in the Languages of London Festival. This provided the students with cultural opportunities during the half-term break.’
How did your pupils benefit from this trip?	‘Our pupils face significant social, cultural and language barriers in access to mainstream education. Trips like these are successful in overcoming these barriers, improving educational attainment and pupils’ confidence. This was an opportunity to do something they would not have been able to afford, a chance to use their creativity, and a chance to work with their parents.’
How valuable was the School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	‘Very valuable. Financial constraints mean often these spaces remain otherwise inaccessible to our pupils and their families who are among the most impoverished in London. Our visit to Museum of London Docklands offered an important but rare educational and cultural opportunity for our pupils. It also makes us more likely to visit all the other venues.’

<b>Case study 3</b>	<b>Wellbeing on Hampstead Heath</b>
Name	Give Youth a Break
Type	Charity
Borough	Barnet
Pupil Premium	n/a
Group details	Ages 5–11
Venue	Hampstead Heath
Grant provided	£300 transport costs
Objectives	‘To help disadvantaged children in the area emotionally and mentally through the beauty of nature. Our focus is on assisting those who might be underachievers in school work and could excel or be developed in other areas, and children coming from low income/big families where they can form healthy relationships with the caring volunteers and delight in a positive social setting to garner the strength to overcome their daily challenges.’
How did your pupils benefit from this trip?	‘These young people do not have the opportunity to go and discover their own city themselves. They received a lot of fresh air, they enjoyed the day out, made new friends and learned a lot about nature and the environment. The long-term outcome of this trip would be to improve their confidence and emotional wellbeing, in order to enable them to develop into healthy, stable adults who will be contributing members of society.’
How valuable was the School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	‘Amazing, these children would not have this opportunity to go together and explore their surroundings due to financial difficulties. The fund staff helped us get the trip off the ground by providing guidance through the funding process.’

Case study 4	Monument to the Great Fire
Name	Brecknock Primary School
Type	Primary
Borough	Camden
Pupil Premium	53%
Group details	Year 2
Venue	The Monument
Grant provided	£150 Transport and entrance fees
Objectives	‘The visit was a key part of our 'London Then and Now' History topic at Key Stage 1. The topic covers the Great Fire of London and rebuilding the area following it. Most of our children had never been across the river or seen this area of London. For the children to experience a trip into central London was wonderful.’
How did your pupils benefit from this trip?	‘They developed a better understanding of the Great Fire of London. Being able to place it in context was really useful. The view from the top of The Monument assisted them in being able to place exactly how important the river was in the evacuation from the fire zone.’
How valuable was the School Visits Fund in helping you overcome barriers that your school faces when conducting school trips?	‘It was essential. Our school has a high proportion of Pupil Premium pupils, many of whom have English as an additional language. Many of our families face financial difficulties and such trips would be difficult for them to undertake independently. Being able to do this trip without having to ask for financial support from families made it accessible to everyone. Not having to cover the cost of the trip from an ever-dwindling school budget allowed us to keep this essential outdoor learning experience as part of our topic.’

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## A National Literacy Trust research report

# Young City Poets

## Evaluation report 2019

In 2018/19 Young City Poets reached 35 teachers and 877 pupils across 32 schools in London, boosting students' enjoyment, confidence and skills in poetry, building their creativity and providing them with positive experiences working with creative professionals.

Finding	Key statistic
<b>Students are better at writing poetry and have more positive attitudes to it as a result of taking part in Young City Poets</b>	81% students told us that they are now better at writing poetry as a result of taking part in Young City Poets. Almost 3 times as many pupils think poetry is brilliant or fun at the end of the project than did before. In the words of one student "poems are a form of art which are amazing".
<b>Students have improved attitudes towards writing in general as a result of taking part in Young City Poets</b>	66% of students say that they now like writing more as a result of taking part in Young City Poets.
<b>Students are more creative and show some improvements in critical thinking as a result of taking part in Young City Poets</b>	16 out of 17 teachers told us that the project has helped their students think more creatively.
<b>The visit to the cultural venue was a valuable experience for students</b>	50% of students told their family and friends about the visit when they got home and many thought that the visit was fun that strengthened their sense of place and belonging.
<b>The workshop with a professional poet had a positive impact</b>	Students described meeting the poet as fun (50%) or enjoyable (42%). It also boosted students' confidence: meeting the poet "made me more confident at performing my poem."

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The National Literacy Trust is a registered charity no. 1116260 and a company limited by guarantee no. 5836486 registered in England and Wales and a registered charity in Scotland no. SC042944. Registered address: 88 South Lambeth Road, London SW8 1RL.

## Background

Over the last five years, the National Literacy Trust has been trialling and developing a writing programme that supports the most disadvantaged children to enjoy and improve their writing. We are very grateful to our partners at Culture Mile Learning and the Tower of London who enable us to work with some of the most renowned cultural venues in London to improve children's writing.

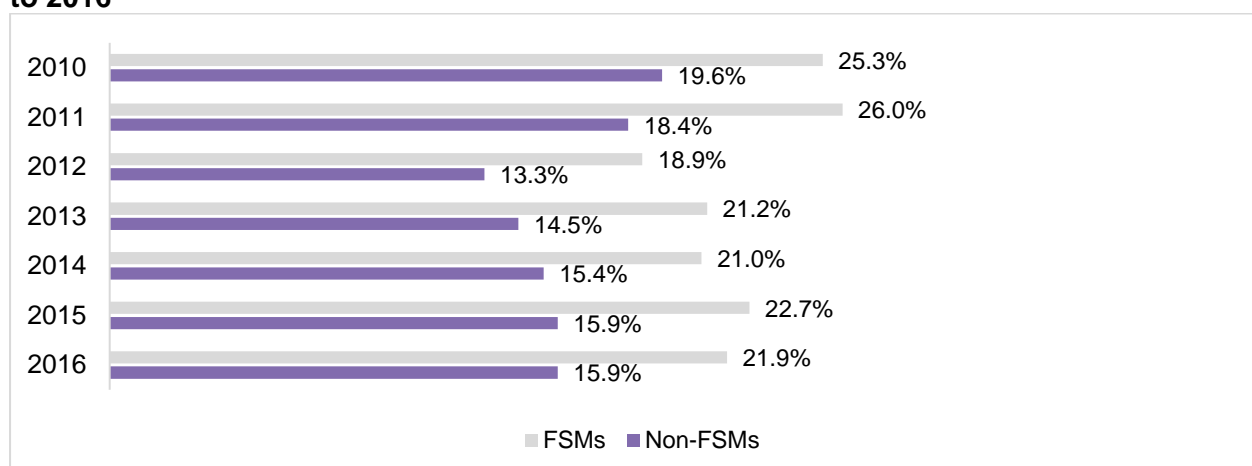
We would also like to extend our thanks to the funders who made Young City Poets possible in 2018/19: Culture Mile, Historic Royal Palaces and the Allen and Nesta Charitable Trust.

### Why poetry?

Poetry is enjoying a boom, particularly among young people (Nielsen BookScan, 2019). Its rise in popularity has been attributed in part to the ease with which it can be shared on social media and the success of 'InstaPoets'.

Our research has consistently demonstrated that more pupils on free school meal, our proxy of socioeconomic background, read and write poetry in their free time than their peers from more advantaged backgrounds (see Figure 1).

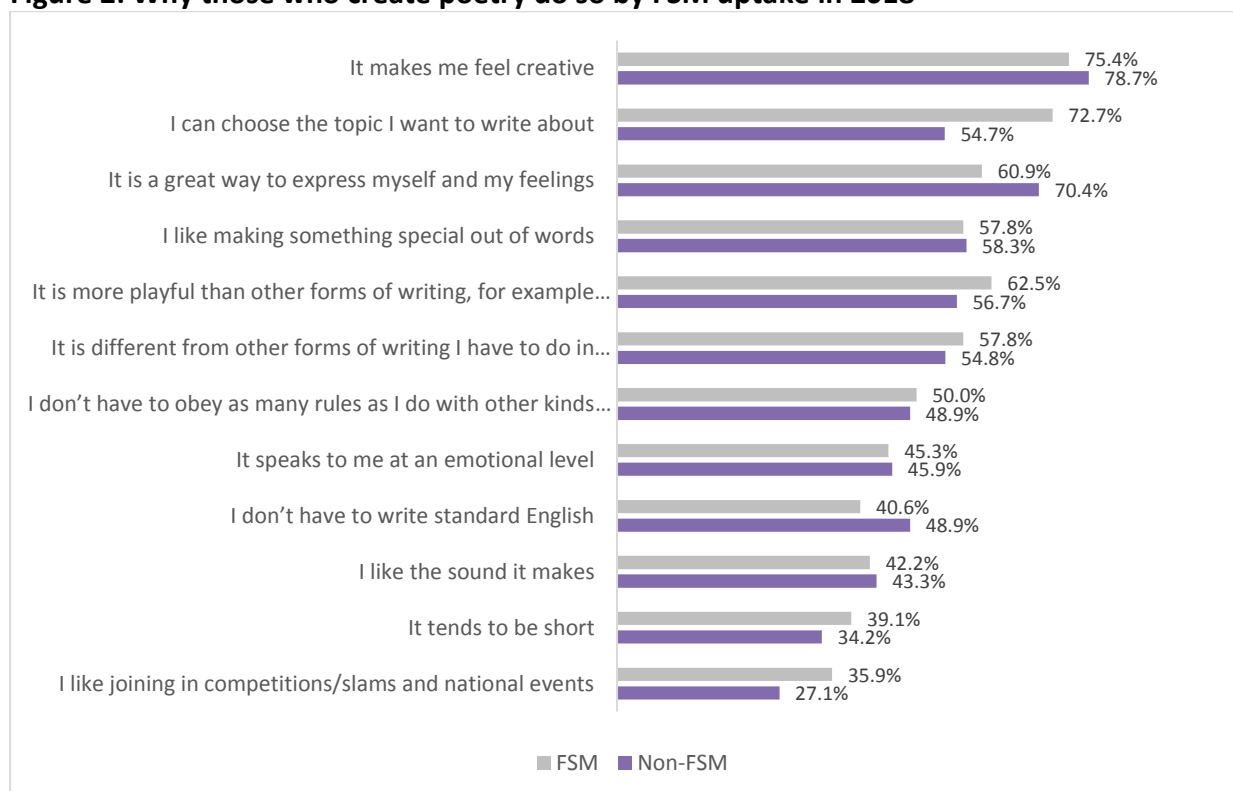
**Figure 1: Reading poems outside class at least once a month by FSM uptake in 2010 to 2016**



The same still holds true even when we look at reading poems digitally or in print. For example, data from 2019 showed us that pupils who receive FSMs are more likely than their non-FSM peers to say that they read poems on screen in their free time (14.1% vs. 9.5%)

In 2018, we produced a report for National Poetry Day that investigated this further. Almost half (46.1%) of the 2,948 children and young people surveyed told us that they engage with poetry in their free time. We found it was consistently the case for children who write poetry in their own time (regardless of whether they receive free school meals or not) that they chose to write poetry because it provided a creative outlet. However, children receiving free school meals were more likely to value the sense of self-agency poetry offered in enabling them to choose the topic, the playfulness of the form and its brevity (see Figure 2). They were also more likely to enjoy participating in poetry slams or competitions.

**Figure 2: Why those who create poetry do so by FSM uptake in 2018**



The aim of Young City Poets is to engage reluctant writers because we know that by improving young people's enjoyment of and attitudes towards writing, we will see a positive impact on their writing skills. At the same time, we know that children who receive free school meals are disproportionately likely to underachieve in writing tests at the end of KS2 and in their English GCSE. As highlighted above, our research has shown that poetry is a format that already resonates with this demographic, and we therefore use poetry as means of engaging young people, particularly those from disadvantaged backgrounds, to help improve their writing.

## Our three pillar approach

Based on existing research and evaluation of our own programmes, we have established a three pillar model for writing. Every school participating in Young City Poets is provided with support to use each of these to help improve students' engagement with poetry. Our three pillars are:

### Memorable experiences

Teachers are excellent at teaching writing but it can be difficult to find the 'spark' or inspiration which motivates their students to want to write. School visits to galleries, museums and heritage sites help bring learning to life for pupils, often providing new creative experiences and supporting them to become learners outside the classroom.

Children from the most disadvantaged backgrounds are least likely to visit galleries, museums and heritage sites and worryingly, school trips are in decline (DCMS 2017, ASCL 2018).

However, EEF (2014; 2018) found that writing approaches which use a memorable experience as the inspiration for writing helped children who struggled with writing to make additional progress.

### Working with a professional writer

There is an increasing amount of work being done to explore the potential impact of writer visits and the most effective ways that professional writers can support learning. Most recently, we published a report which demonstrated a positive relationship between children who reported working with a writer in school and increased levels of enjoyment and confidence in reading and writing, as well as being more likely to be better at reading (Clark and Lant 2019). Evaluation of our poetry programmes in London and Bradford has also demonstrated an increase in children's engagement in poetry where they have had the chance to work with a poet.

One suggested reason for this could be that working with a writer provides young people with the opportunity to experience 'real' writing.

*"Writers articulate clearly their understanding of the writing process as messy and recursive... This contrasts to children's experiences of the writing process in school which is frequently routinised as a linear, chronological process of plan, draft, revise and edit." (Cremin, Myhill et al 2017)*

In addition, anecdotal evidence suggests that meeting a writer can lead to students' increased awareness of writing as a job, which has the potential to build pupils' aspirations for a creative career.

### Real audience and purpose

It is well documented that providing a real audience and purpose for children's writing increases their motivation to write (ACE 2019). In an evaluation of an online self-publishing platform we found that, in addition to increased motivation to write, young people felt more pride in writing they were creating for publication in a book.

We continue to explore meaningful ways to provide a real audience and purpose for students' writing that do not have a disproportionate impact on teachers' workload. Currently we provide opportunities to include students' work in published anthologies ([here is the Young City Poets 2018/19 anthology](#)) and for young people to perform their poems.



## Project delivery

Eight cultural venues connected to the City of London took part in the project: **Barbican, The Charterhouse, The City Centre, Keats House, London Metropolitan Archives, Museum of London, Tower Bridge and the Tower of London**. It was the first year The Charterhouse had participated in the project. The Young City Poets project manager worked with education staff at each venue to update, refresh or produce new poetry workshops to be delivered for the schools during the project.

Reflecting on the past four years of the project, it is noticeable that venues who don't specialise in poetry have gained confidence in this area, with each venue delivering a poetry-focused activity during the teacher CPD day. In some cases this has had a wider impact, for example the Museum of London have built poetry into their primary school offer and the Tower of London include a spoken word stage in their 'Music at the Tower' festival. We have also been able to draw on existing expertise and networks by bringing in professional poets who are actively engaged in Keats House salons and providing Barbican Young Poets with the opportunity to shadow professional poet workshops. Feedback from the cultural partners involved in the project this year has been overwhelmingly positive:

*"One of the strongest elements about the project is the way we work as a partnership. I would value an opportunity for the partners to share their 'best practice' in delivering poetry sessions in a peer-to-peer share sessions."*

We delivered training for **35 teachers** at the Museum of London on 4th December 2018 and the feedback was overwhelmingly positive, with all teachers stating that they would build their learning from the day into their practice.

In total we reached **877 pupils from 32 schools**. This included 12 primary schools 19 secondary schools and 1 SEN group (secondary). Schools were located across London, including the boroughs of Barnet, Croydon, Barking and Dagenham and Westminster. There was a high concentration of schools located in Southwark and Tower Hamlets.

We worked with **7 professional poets: Adham Smart, Antosh Wojcik, Clare Mulley, Laura Rae, Laila Sumpton, Momtaza Mehri and Simon Mole**. Their workshops focused on editing and performance to help pupils reach a final version of their poem. Overall these visits were very well received by pupils and teachers. We would like to be able to build the poets into the programme earlier, enabling them to work with the National Literacy Trust and cultural venues to develop the workshops and ensure that their workshops in school build on this effectively, and to meet the teachers sooner so that the poet workshop can be embedded in the teacher's delivery from the beginning.

Momtaza Mehri worked on the project as one of the placements in her role as Young Poet Laureate for London. Her involvement was coordinated by Spread the Word. One of the poets Antosh Wojcik, wrote a new poem about the Barbican to share with the groups he worked with. He shared the poem and his experience of the project with us for a blog post to celebrate National Writing Day on 26th June 2019: <https://literacytrust.org.uk/blog/magic-poetry-and-out-classroom/>

## Findings

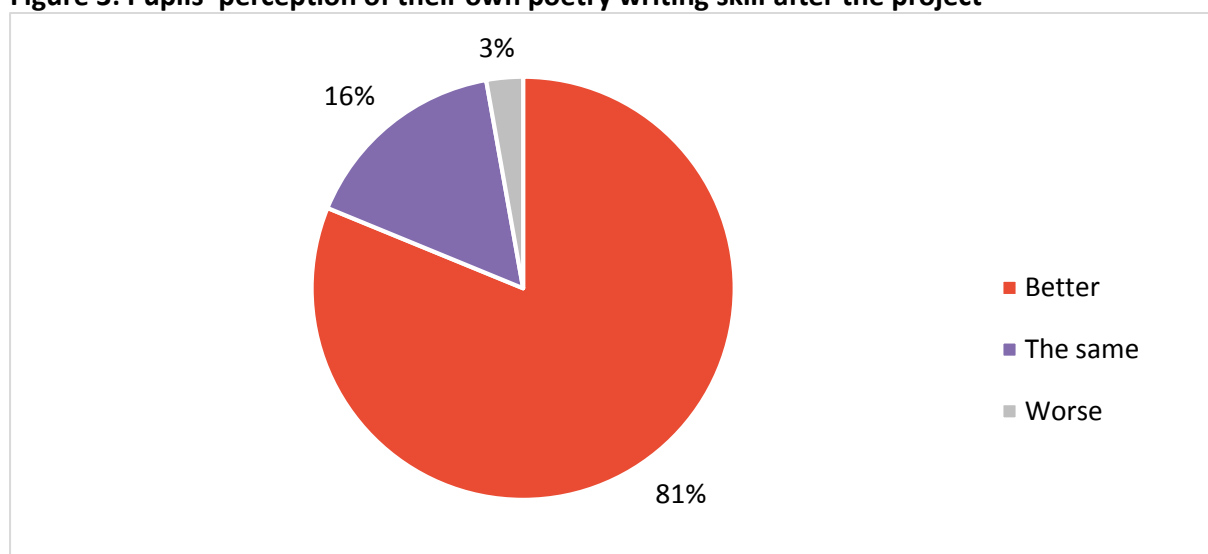
We had data from 252 pupils who completed a reflective post survey (see Appendix 1 for an overview of the evaluation methodology). We had an even gender split, with 46% of boys and 44% of girls taking part (the remaining 10% didn't want to identify their gender). We also had responses from 29% of pupils who said that they receive free school meals, our proxy measure of socioeconomic background. This percentage is higher than the average across London (11%), indicating that our project successfully engaged those from disadvantaged backgrounds.

These pupil voices were complemented by 17 teachers who gave us their feedback on the programme as well as their perceived impact of Young City Poets on their students.

### Key finding 1: Students are better at writing poetry and have more positive attitudes to it as a result of taking part in Young City Poets

We asked students to tell us how good they think they are at writing poetry now that they have taken part in the programme. As Figure 3 shows, 4 in 5 (81%) students told us that they are now better at writing poetry as a result of taking part in Young City Poets.

**Figure 3: Pupils' perception of their own poetry writing skill after the project**



We also asked the students whether they had learnt any new words as result of the visit to a cultural venue that is central to the Young City Programme. As can be seen in the word cloud in Figure 4, they had learnt new words related to poetry (e.g. "haiku" and "ode"), various periods of history (e.g. "plague" and "air-raid") and the venues themselves (e.g. "bascules" for Tower Bridge, "almshouse" for the Charterhouse) amongst other things.

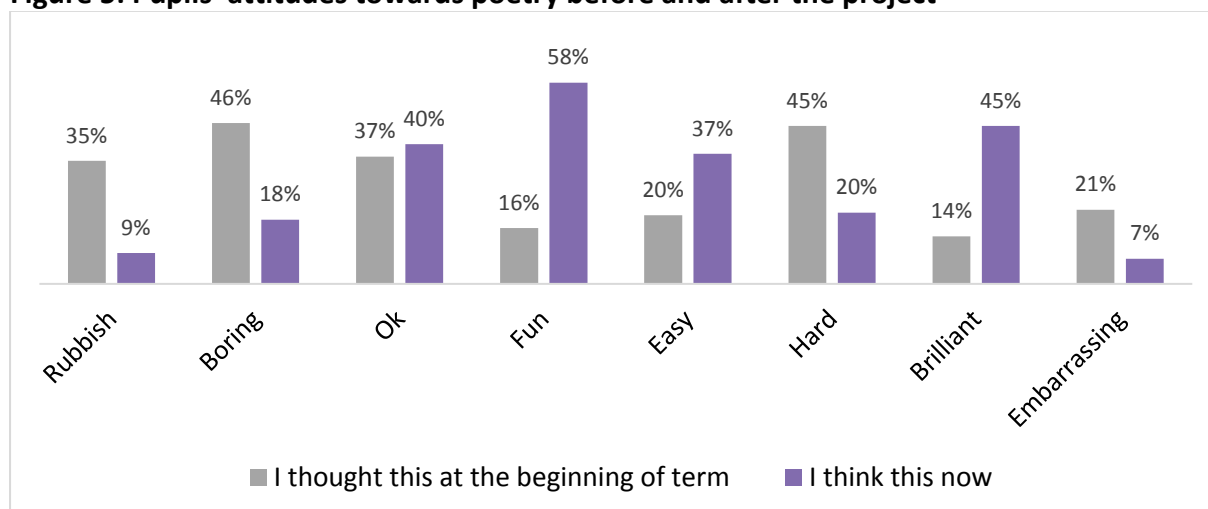
**Figure 4: Word cloud of new words learnt as part of the Young City Poet visit to a cultural venue**



Not only do students feel that they are better at writing poetry and have expanded their vocabulary, they also told us that they have changed their attitudes to poetry, particularly their enjoyment of poetry and their confidence and motivation to write it.

**Almost 3 times as many pupils think poetry is brilliant or fun at the end of the project than did before (see Figure 5). Conversely, students were almost 4 times less likely to think poetry is rubbish (35% before compared to 9% after). Students were also more likely to think poetry was easy (20% of students before the project and 37% after) and less likely to think poetry was hard (45% before, declining to 20% after).**

**Figure 5: Pupils' attitudes towards poetry before and after the project**





These findings are also corroborated by the teachers' post reflective surveys. Of the 17 teachers who completed the survey 15 told us that the programme increased the students writing enjoyment, whilst 12 told us that it had an impact on writing confidence (see Figure 6).

**Figure 6: Teachers' observations on the project impact**

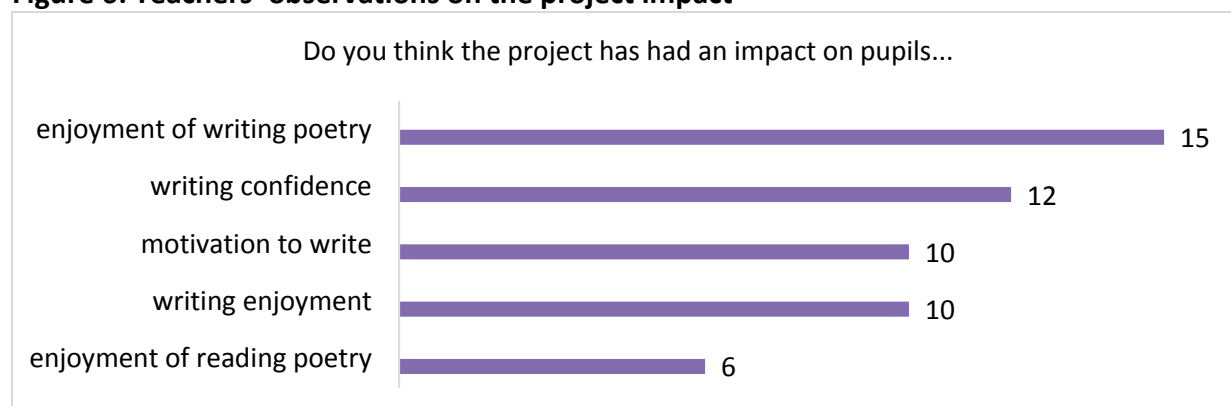


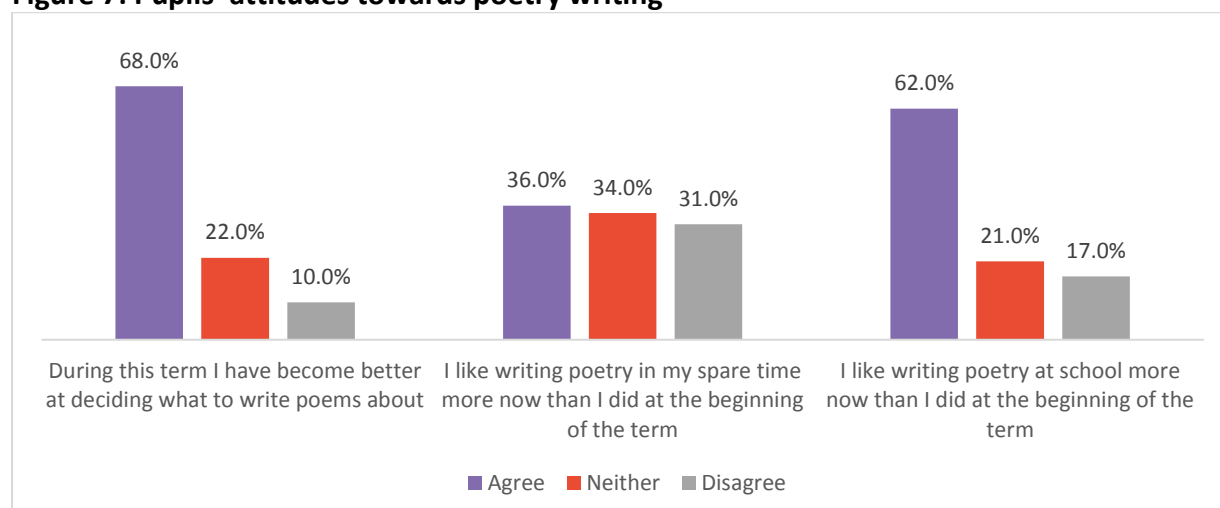
Figure 7 presents more data to corroborate the fact that the programme has had a substantial impact on pupils' enjoyment and confidence. Pupils also told us that they are like writing poetry at school more. 68% agree or strongly agree with the statement that they have become better at deciding what to write poems about. 62% agree or strongly agree that they enjoy writing poetry at school more. Over 1 in 3 (36%) also agreed or strongly agreed that they now like to write poetry in their spare time. Our open-ended survey questions that invited pupils to share their own thoughts also highlighted the interest in writing poetry in their free time. For example:

"I tried writing haikus at home about the blitz"

"I made my own poems at home"

"I wrote a poem about the ring"

**Figure 7: Pupils' attitudes towards poetry writing**





We also asked students to tell us how writing poetry might differ from the other types of writing they do. Here is what some of them told us:

“poems are a form of art which are amazing”

“poems are more like a song”

“I believe with poetry, the words are meant to flow as if it were nothing and provoke a more emotive response from the reader/audience.”

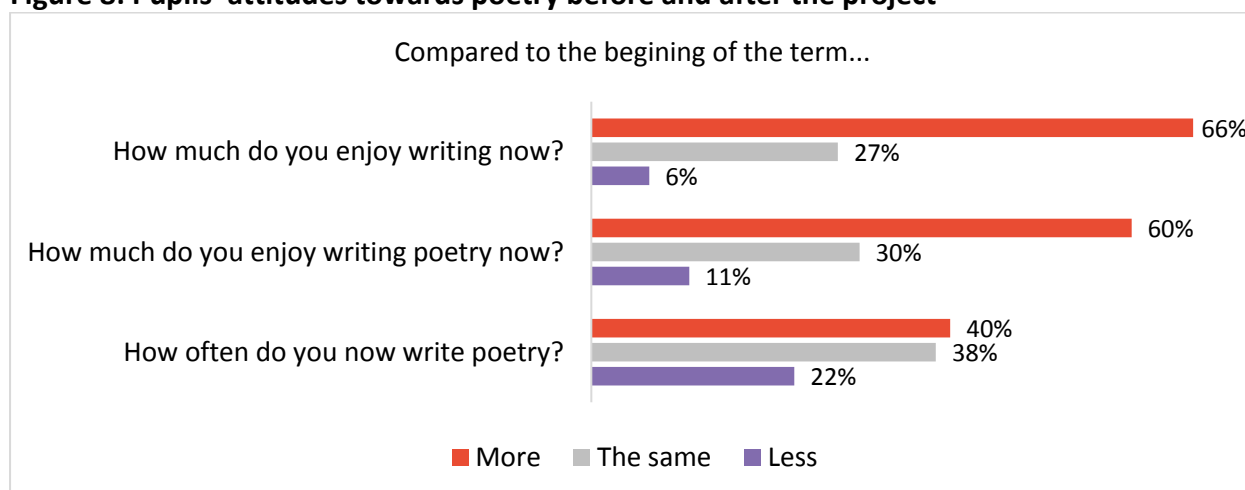
“Poems to me express feelings and is like talking to someone even if you are not”

“Because poetry doesn't have rules for punctuation and there is less holding me back. I that you can do more with poetry and be more free/creative with it”

## Key finding 2: Students have improved attitudes towards writing in general as a result of taking part in Young City Poets.

In addition to the impact on pupils' enjoyment of poetry and how often they write it, the project has had a broader impact on enjoyment of writing more generally. Figure 8 shows that almost 3 in 5 students say that they enjoy writing poetry more and that **2 in 3 now enjoy writing more compared to the beginning of the term.**

Figure 8: Pupils' attitudes towards poetry before and after the project

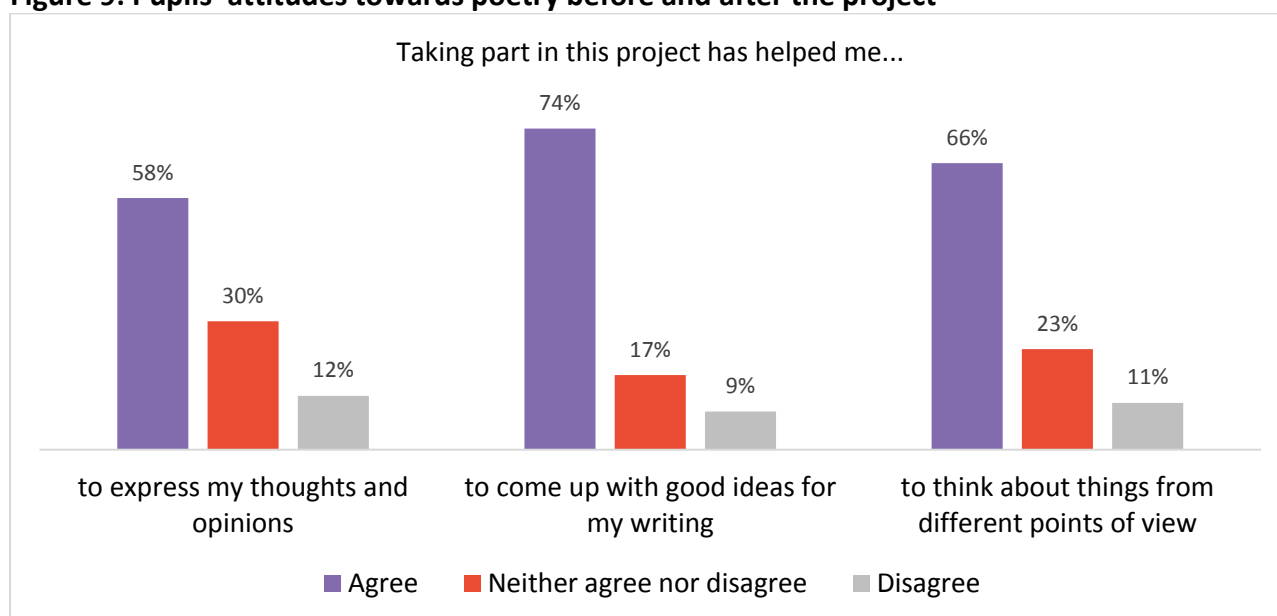


### Key finding 3: Students are more creative and show some improvements in critical thinking as a result of taking part in Young City Poets

The project also had a positive impact on the students' critical thinking and creativity. Studies have demonstrated that memorable experiences enable children to find inspiration for writing and unlock their creative potential<sup>1</sup>.

Figure 9 shows that 3 in 4 students (74%) of students agreed with the statement that taking part in this project has helped them come up with good ideas for my writing. Moreover, the programme has engaged students to think critically by inviting them to consider different points of view. This is shown by the fact that **2 in 3 students (66%) agree with the statement that this project has helped them “think about things from different points of view”**. Lastly, 58% agree with the statement that Young City Poets has enabled them to express their thoughts and opinions.

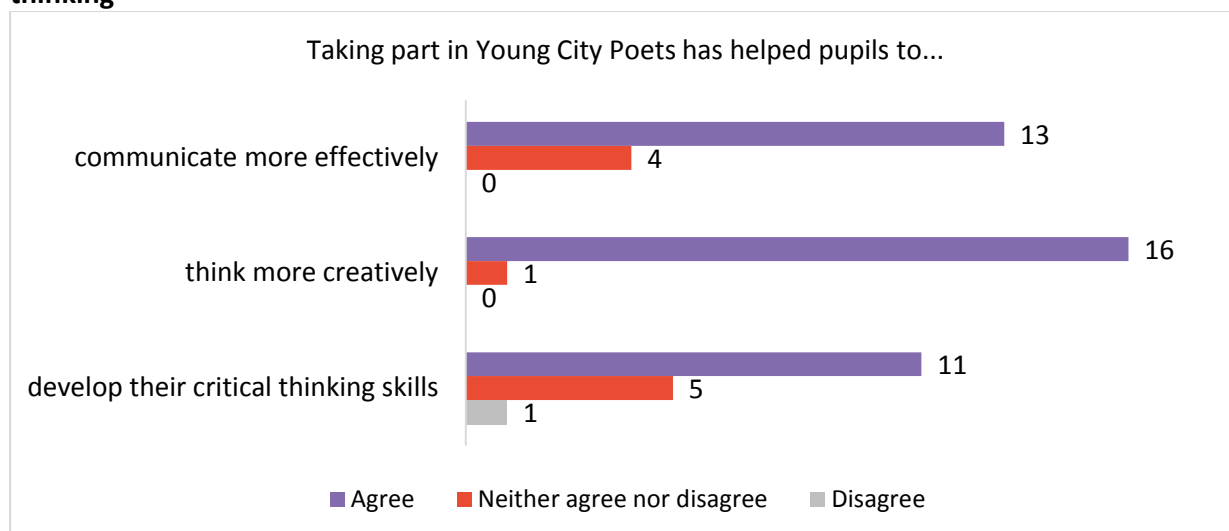
**Figure 9: Pupils' attitudes towards poetry before and after the project**



The findings were also corroborated by the teachers' perspectives (see Figure 10). Of the 17 teachers surveyed, 13 told us that they agreed the project helped their pupils communicate more effectively. Almost all (**16 of 17**) told us that the project has helped their students think more creatively. Finally, 11 of the 17 agreed that the Young City Poets has helped their students to be more critical.

<sup>1</sup> EEF (2014)

**Figure 10: Teachers' perceptions of the impact of Young City Poets on creativity and critical thinking**



#### Key finding 4: The visit to the cultural venue was a valuable experience for students

For students, the inspirational starting point of the Young City Poets project is a visit to a memorable place. After the visit we asked students to tell us about their visit to a memorable place, the responses suggest that the visits were valuable experiences for the children. In total, 32 schools (19 secondary schools, 1 secondary SEN group and 12 primary schools) and 877 students experienced cultural visits as a result of the project. The students were aged 9 to 13 years old and had generally been selected by their teachers because they demonstrated reluctance towards writing or their attainment in writing was lower than expected. The resources developed with each cultural venue were pitched to ensure their relevance to both end of Key Stage 2 and early Key Stage 3 students, broadening the relevance of the cultural venue and expanding the project's reach.

National Literacy Trust target schools always have a higher than average proportion of pupils receiving free school meals. Anecdotally, several of the teachers highlighted that their students were unlikely to access London's cultural offer, especially those based in outer London boroughs:

“Access to cultural experiences which many students lack. More able students in particular were very engaged and took creative risks in their writing.”

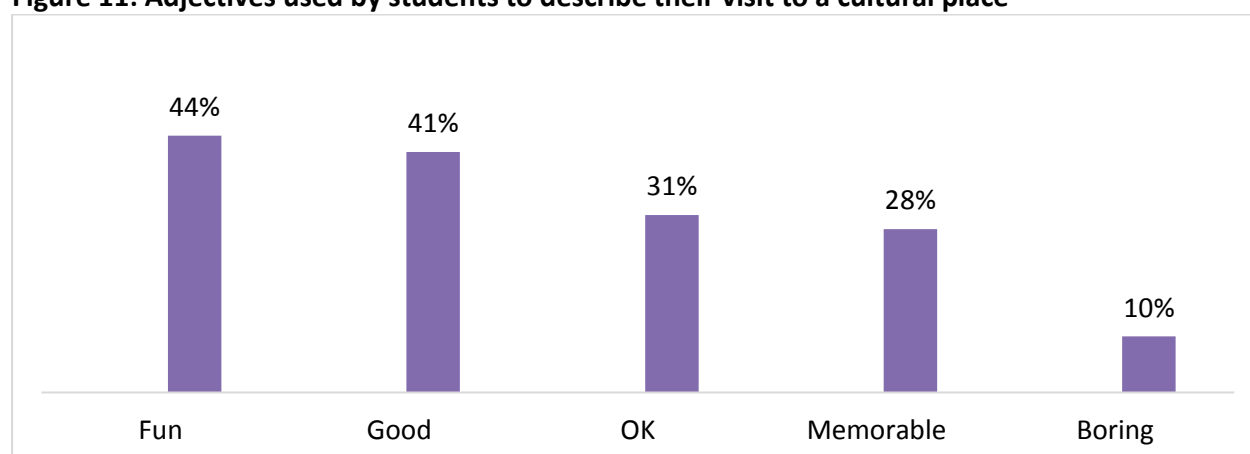
First of all, it was encouraging to find that the vast majority of the children ticked positive adjectives to describe the visit. As seen in Figure 11, **44% of students opted to describe it as “fun”**, whilst 41% described it as “good”. The most interesting part of this survey question were not the close-ended question but the open ended ones, almost 1 in 4 students wanted

to describe the visit as “something else” and several of these (12 students) wrote it was “interesting”. 126 students added additional voluntary comment about the visit expressing how it was such a fascinating experience for them. These included:

“I found it interesting and it inspired my love for poetry and I discover I am very good at poetry”

“I found out a lot more about London than I could have ever known. I am really surprised on all of the things I learnt.”

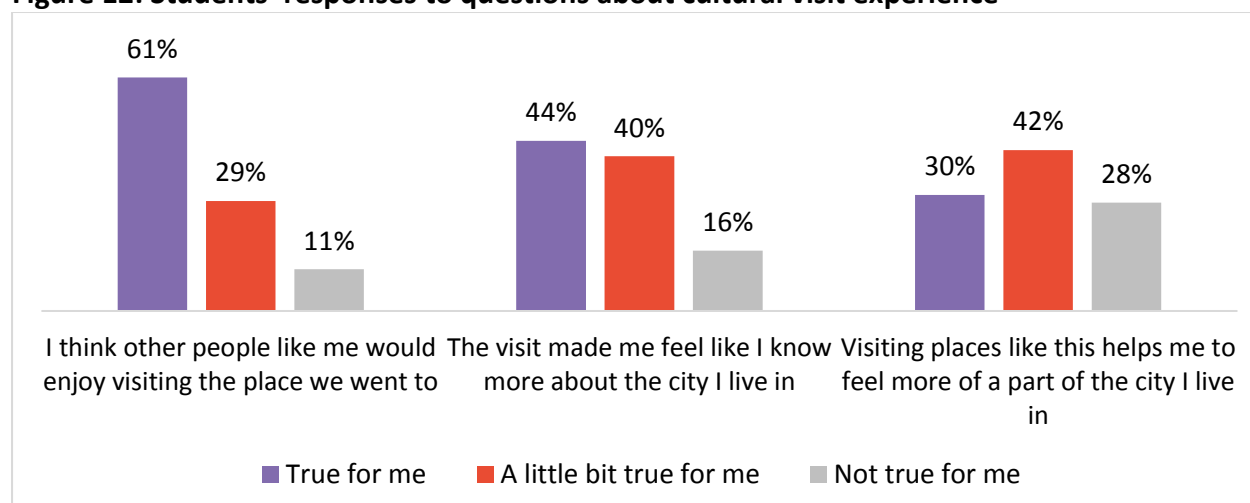
**Figure 11: Adjectives used by students to describe their visit to a cultural place**



Half (50%) of all children told us that they spoke to their friends and family about the visit. We hope that as a result, the students may return to the same or other cultural venues with their family.

The visit also strengthened their sense of place and belonging. As can be seen in Figure 12, almost 90% of students agree that “people like them would enjoy visiting the place they went to”, while 84% said that the visit made them want to know more about the city they lives in. 3 in 10 told us that visting places like this makes them feel part of their city, with almost three quarters of young people agreeing that this was at least a little bit true.

**Figure 12: Students’ responses to questions about cultural visit experience**



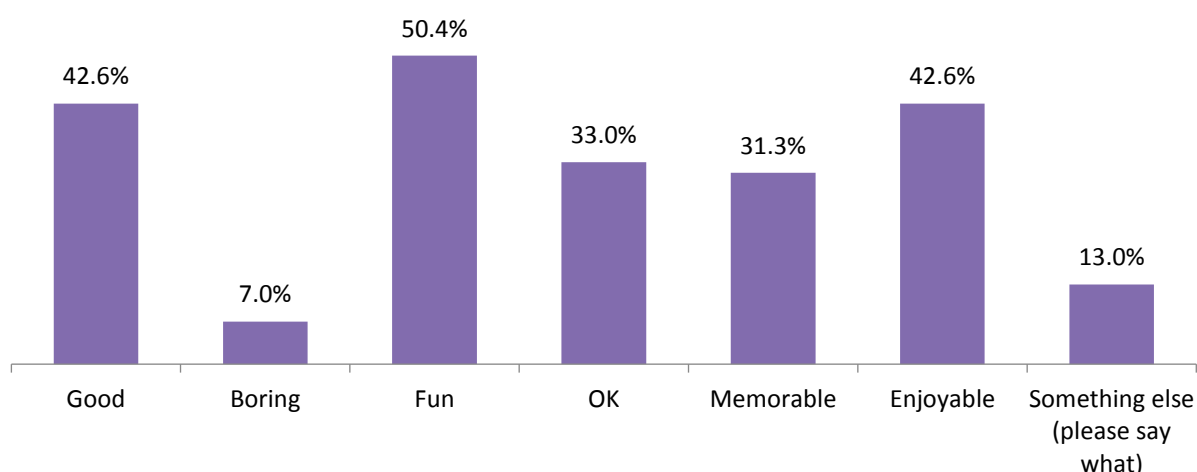
All teachers believed that the visit was a valuable experience, with 11 of the 17 teachers surveyed describing the visit “very valuable” and 6 describing it as “quite valuable”. Several of the teachers mentioned in the comments that the experience was valuable because the students did not typically access experiences at cultural and heritage venues. For example:

“The visit gave the girls chance to engage in a local space that they don't know much about. The visit also introduced the students to a whole new side of British history that they were not aware of.”

### Key finding 5: The workshop with a professional poet had a positive impact

The students responded very positively about the experience of meeting and working with a poet, with most of them describing the poetry workshop as “good” or “fun”, as shown in Figure 13.

**Figure 13: Students’ perceptions of the poet visit experience**



The qualitative comments from students on the experience were very insightful. The two main themes that emerged from the comments were confidence and enjoyment. Several of the students told us the poet visit made them more comfortable to write and perform their own poetry. For instance, students told us:

“It made me more confident at performing my poem.”

“the visit was helpful as Laila Sumpton gave us lots of tips on performance”.

There were also numerous comments from students telling us how the visit was a very enjoyable experience for them, for example:

“I absolutely loved meeting the poet because we had an awesome time with him.”

## Recommendations for the future

The main thing that teachers said would have made the project even better was having more time to deliver it. We are confident that the project does not adversely impact teacher workload as it is aligned with the national curriculum for English in KS2 and KS3. However, we would like to increase the time available for delivery from one term to one and a half terms so that teachers are able to embed the visit, workshop and lessons into their planning effectively.

One teacher suggested that more support from colleagues across the curriculum would have been useful to boost students' confidence. We are aware of some schools where this has happened so can share this as an example of best practice in the future.

A member of a staff at a cultural venue suggested that building stronger relationships with the schools directly would have strengthened the impact of the visit. We would like to work with the cultural venues to explore ways to make this happen in the future.

One of the poets noted that there are few opportunities for poets to share best practice on workshop delivery and to build their own professional network and this is something else we would like to explore.

## Conclusion

From this report it is evident that the project was very successful in achieving its objectives. Delivery was successful, resulting in 35 teachers participating in training, and 877 pupils having the opportunity to write a poem based on a school visit, work with a professional poet to refine the poem, and then publish and/or perform it. The project was delivered to the target population since the cohort had a substantially higher average of students eligible for free school meals in comparison to the London average.

The project was particularly effective in delivering the expected outcomes for students, this was made clear from the students' responses and was triangulated by the teacher surveys. The responses paint a clear picture that the students were effectively engaged with poetry. The proportion of students who actively disliked poetry substantially decreased, and poetry enthusiasts tripled. The project was also clearly effective in engaging students with writing more widely. In addition, the project was effective at unlocking students' creative potential, and to some extent their critical thinking. Students told us that they found it easier to find things to write about and were more capable of thinking of things from different perspectives. The students enjoyed their cultural visit and working with a professional poet.

## Appendix

### Evaluation Methodology

The evaluation strategy for Young City Poets attempts to capture both the perceptions of teachers and the self-reported attitudinal shifts in students. Teachers were asked to complete a training feedback form after their initial training, and were asked to reflect on the programme as whole at the end of the project.

While students were asked to complete a post-reflective questionnaire we explored the changes in attitudes, confidence, and to feedback on their memorable experience and on the poet visit.

Evaluation Tool	What was it measuring
Teacher training feedback	The impact of the training on the way teachers approach writing and poetry in the classroom
Teacher post- reflective survey	The impact of the programme from the teachers' perspective
Students post- reflective survey	The self-reported impact of the programme on students

### Rationale behind evaluation methodology

Pre and post self-report measures are widely used in evaluation research to measure the impact and outcomes of a programme or intervention. This means that students who take part in a programme or intervention are asked to complete self-report surveys at the beginning and end of the programme to help evidence change in outcomes over time.

For the evaluation of Young City poets we opted to remove the pre- survey and administered a post-intervention reflective survey instead. There were two main reasons for this decision:

#### 1. Increased validity:

Using a comparison of a pupil's pre-intervention scores with their post-intervention scores can be problematic due to a confounding factor known as "response shift bias". Response shift bias refers to a pupil's understanding of a concept changing between the pre-test and post-test as a result of the programme. For example, pupils who took part in a programme might understand reading enjoyment differently at the end of the programme than they did before, which would make it difficult to compare their responses over time.

Instead, a reflective post-survey design means that a single instrument (e.g. survey) is used to measure both pre and post responses. This means that while participants will be asked questions only at the end of the programme, they are asked to reflect on how they felt, or what they thought, before the programme. For example, we will be using questions such as, "How much do you enjoy reading?" followed by, "Thinking back to the beginning of the project, how much did you enjoy reading?".

Using this method therefore reduces the possibility of this bias, ensuring that pupils' knowledge and beliefs are consistent when assessing their pre and post programme knowledge, skills and attitudes. Such reflective post-tests have also been found to match more closely with expert judgement of participant knowledge and skills compared to pre-survey ratings.

## **2. Better use of project resources:**

On a practical note, the post reflective design requires only one survey point, lessening teacher workload and potentially increasing response rates, and therefore the reliability of results. In addition, we will no longer lose valuable data due to attrition between the pre and post survey points. In the past, this has been issue for some of our evaluations where teachers didn't survey/test the same pupils at both time points, or pupils didn't entered the "matching variable" correctly, which meant that significantly fewer of the surveys could be matched.

## **Student Sample**

The project was successful in gathering data from almost all students partaking in the project. Table 1 outlines the demographic profile of the students. Almost 3 in 10 (29%) students told us that they were entitled to free school meals. This is above the average for the city of London, which in 2018 was 11% <sup>2</sup>. Therefore, students who were taking part in the project were more likely to come from economically disadvantaged backgrounds.

Table A1: Sample demographic

<b>Total Respondents</b>	<b>250</b>
<b>Boys</b>	<b>46%</b>
<b>Girls</b>	<b>44%</b>
<b>Other</b>	<b>10%</b>
<b>Free School Meals</b>	<b>29%</b>

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<sup>2</sup> Department for Education (2018), Mayor of London Data. Students Eligible for Free School Meals.



## **Appendix 1 – Music Education Mapping Summary**

<b>Line of enquiry linked to Cultural and Creative Learning Strategy</b>	<b>Areas for further exploration with schools, Culture Mile Learning and industry partners</b>
What music education offers are pupils currently experiencing in the Family of Schools?	<ul style="list-style-type: none"> <li>• Some schools provide a broader offer of music – explore whether pupils from other schools could access or share those offers.</li> <li>• Explore whether digital music experiences be offered at earlier ages with Culture Mile Learning or other partners supporting these experiences.</li> <li>• Explore the impact of widening the offer free instrumental lessons to secondary pupils.</li> <li>• Explore whether GCSE/A-Level Music courses be shared between schools within the Family of Schools.</li> </ul>
What music education offers do pupils receive outside of the school?	<ul style="list-style-type: none"> <li>• Can more opportunities occur for primary pupils to perform in external venues within the Family, Culture Mile Learning, and the local community? Increase the opportunities for pupils to take part in youth panels and youth decision-making.</li> <li>• Work with secondary schools and Culture Mile Learning to ensure that all pupils can perform in professional quality venues over the course of the academic year.</li> <li>• Explore whether schools which do not offer school trips to musical performances can collaborate with other schools which do to create shared experiences.</li> </ul>
Is music education continuous and sequential?	<ul style="list-style-type: none"> <li>• Use subsequent phases of these reviews to map individual pupil journeys to establish whether for them, music education is clear, delineated and sequential.</li> </ul>
Do pupils have access to world-of-work experiences in music and exposure to experiences representative of the current music industry?	<ul style="list-style-type: none"> <li>• Ensure pupils in primary schools have access to workplaces experiences in music.</li> <li>• Increase the provision of world-of-work offers in music-related careers, including both information/advice/guidance (IAG) in the school and visits to workplaces, ensuring experiences across a broad spectrum of music/sound industry professions.</li> <li>• Ensure that there are opportunities for pupils who are interested in music careers to have a work experience in musical venues and post-production workplaces.</li> </ul>
Is music education generally inclusive and accessed equitably?	<ul style="list-style-type: none"> <li>• Ask secondary schools to self-reflect on their targeting of the music education offer and how this balances overall access (especially for the disadvantaged) against talent development.</li> <li>• Develop practices for ensuring that SEND pupils receive a musical offer which is suited to their skills, interests and capabilities.</li> </ul>

<p>Music leadership and teaching</p>	<ul style="list-style-type: none"> <li>• Explore ways in which the Family of Schools can share music specialists across schools to ensure efficiency, quality of leadership and sharing best practice.</li> <li>• Share the results on music related CPD with Culture Mile Learning to inform their CPD programme.</li> <li>• Identify whether some schools can provide CPD to other schools in the CPD areas identified as 'useful'.</li> </ul>
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## **Appendix 2 – Music education mapping across the Family of Schools**

### **Strategic context**

1. The Education and Cultural and Creative Learning Strategies 2019-23 commit to ensuring that pupils in the Family of Schools receive high quality and continuous education both in and through the arts.

Additionally, the Cultural and Creative Learning Strategy includes the outcomes that:

*An ambitious programme for music and performing arts education is delivered through the Family of Schools; and that music and performing arts have a strengthened role across a sustained and sequential cultural and creative learning offer from early years through to post-16 education.*

To establish a baseline for the current provision of music and performing arts education delivered across the Family of Schools, the Education Board approved an action in the 2018/19 Action Plan to review the current provision and talent pathways for pupils in the Family of Schools ensuring that there are clear and delineated access routes into further opportunities and talented pupils have the 'next steps' to pursue their interests and skills.

The Education Unit have started the review process with a mapping exercise of music education delivered across the Family of Schools. The subsequent phases of this review will include a mapping exercise for the other performing arts which will be conducted over the 2019/20 academic year.

### **Objectives and methodology**

2. The primary objective of the music mapping exercise was to establish a baseline for the provision and sequence of music education delivered across the Family of Schools, and, to establish the starting point for delivering on the Goals of the Cultural and Creative Learning Strategy. On this basis, the questions of the review sought to discover the current position on the following key lines of enquiry based on the aims of the Strategy:
  - a) What music education offers are pupils currently experiencing in the Family of Schools?
  - b) What music education offers do pupils receive outside of the school?
  - c) Is music education continuous and sequential?
  - d) Do pupils have access to world-of-work experiences in music and exposure to experiences representative of the current music industry?
  - e) Is music education generally inclusive and accessed equitably?

3. The mapping exercise was carried out via an online survey with questions based on the five lines of enquiry. There were additional questions on music leadership in the school and continued professional development (CPD). The survey was sent to the staff representative on the City of London Cultural and Creative Learning Forum to share with the music lead in the school (where they are different). There were separate surveys for primary schools and secondary schools.

A draft version of the survey was discussed at the Music Education Coordinating Committee coordinated by the Guildhall School of Music and Drama (GSMD) to receive feedback from colleagues in GSMD, the Barbican, London Borough of Islington and the London Symphony Orchestra on the questions. The feedback from the group was incorporated into the final version of the survey.

### Primary Survey results

4. The survey findings are split under primary schools and secondary schools and themed according to the line of enquiry they relate to.
5. All four primary schools in the Family of Schools took part in the survey:
  - Sir John Cass's Foundation Primary School
  - Galleywall Primary School
  - Redriff Primary School
  - City of London Primary Academy Islington.

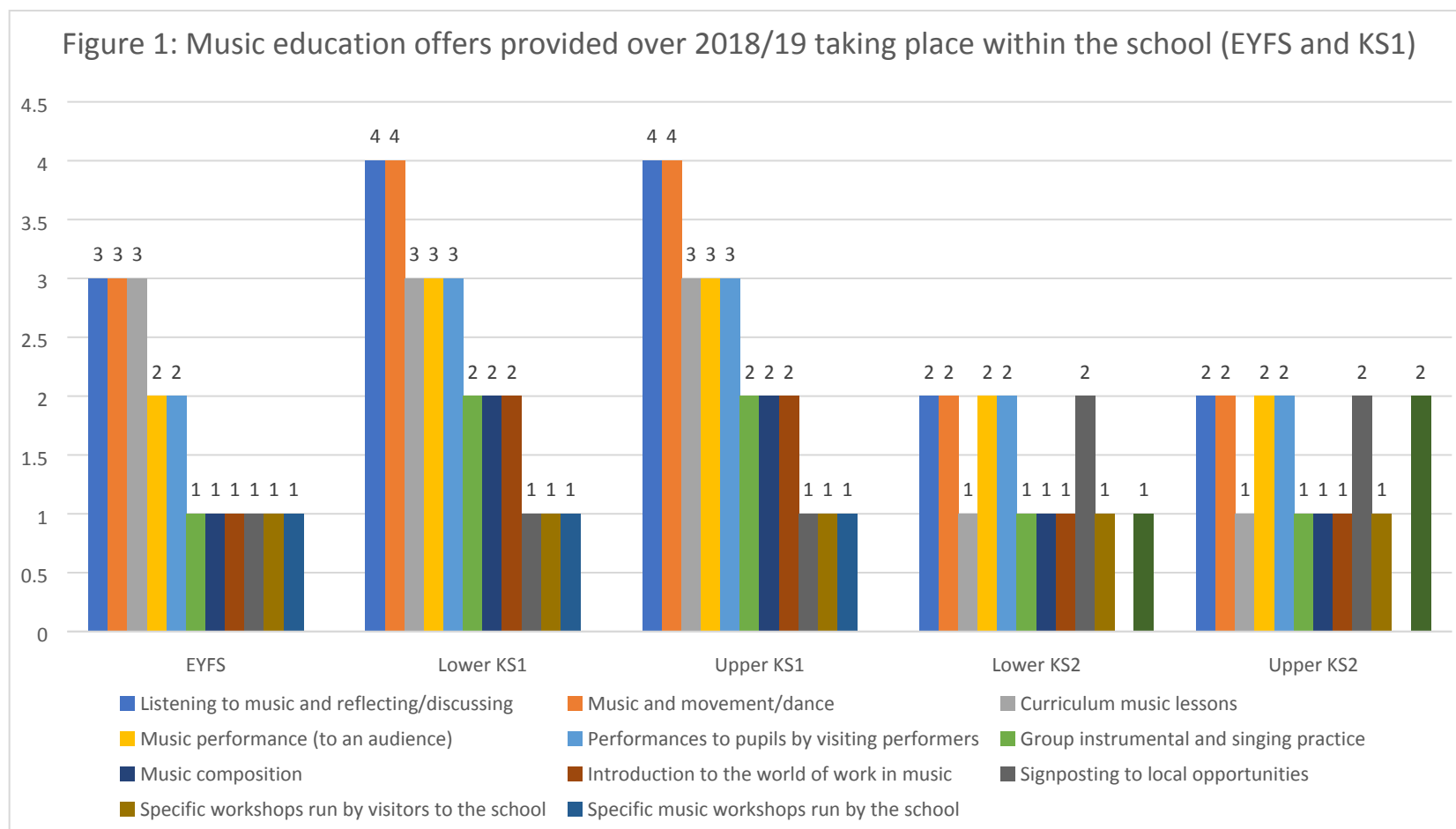
All four schools have pupils in Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). However, it is important to note that at the time of conducting this survey, only two schools had pupils in Key Stage 2 (KS2).

6. What music education offers are pupils currently experiencing in the school across the Family of Schools?
  - Survey respondents were provided with a matrix of music education offers<sup>1</sup> and asked to select whether the offer was provided over the 2018/19 academic year and in which key stages (splitting each key stage into 'lower years' and 'upper years'). In the analysis, a score of '1' was given each time the offer was provided in the key stage.

*Figure 1* below shows the most commonly provided music education offers across the primary schools and compares EYFS with KS1 noting that all four primary schools had pupils in these key stages.

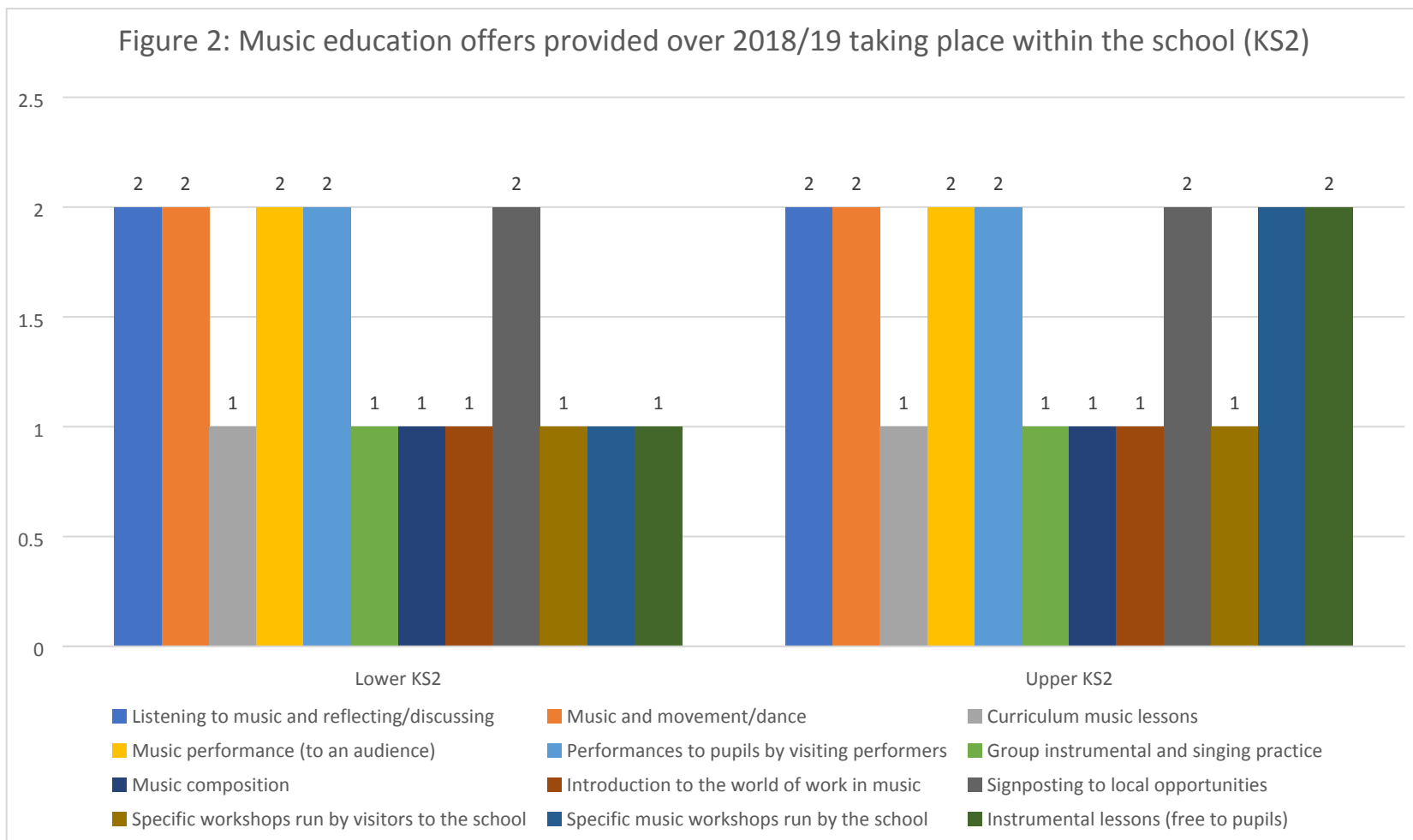
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<sup>1</sup> Options were based on the National Curriculum, desktop research on national music programmes, and feedback from the Music Education Coordinating Committee.



- The table suggests that a broad range of music education is provided across the Family of Schools at EYFS and KS1.
- Across the four primary schools, music education generally increases in KS1 and retains the same level of breadth.

Figure 2 below shows the most commonly provided music offers across the two primary schools with KS2.



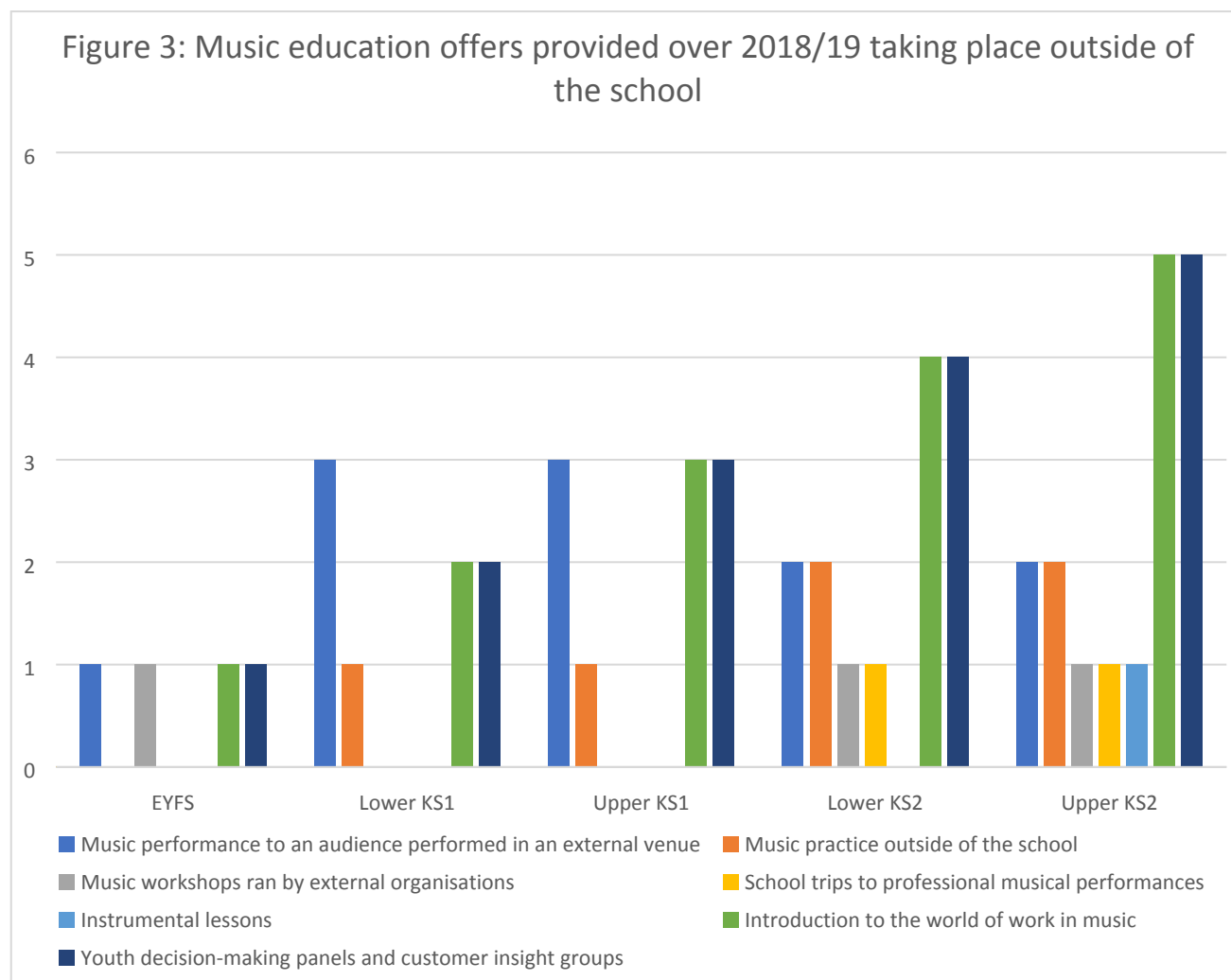
- Similar to EYFS and KS1 data, the music education offer is broad at KS2. However, one school offers double the breadth of the other. This highlights a potential area for further enquiry into whether opportunities can be shared across schools.
- The offers which were options in the survey but not selected by any of the four primary schools for any key stage were:
  - Instrumental peripatetic lessons.
  - Digital music experiences.

- Support to self-generated music.
- Music mentorship provided by the school.
- Music mentorship from a visitor to the school.
- Respondents were also asked to state how many hours of curriculum music lessons were offered per week for each year group.
  - At EYFS, 50% of schools (2 schools) offered less than one hour, and 50% offered 1 hour per week.
  - In Years 1 and 2, 100% of schools offered 1 hour per week.
  - In Years 3-6, 50% (1 school) offered 1 hour of curriculum music lessons per week, and 50% offered 2 hours per week.

7. What music education offers do pupils receive outside of the school?

- Schools were provided with a matrix of externally provided music education offers and asked to select whether the offer was provided over 2018/19 and in which key stage. The question is closely linked to the aims of the Cultural and Creative Learning Strategy which commits to enabling schools to take pupils to experience culture, performances and workplaces in the arts and creative sectors.

*Figure 3* below shows the most commonly provided external music offers across the primary schools and compares all key stages (continuing to note that the number of schools with pupils in KS2 is half of that in KS1). *Figure 2* also shows the gaps, where the offer was not selected for any key stage.



- The external music education offers which were not offered at any key stage across the four schools were:
  - Introduction to world of work in music; and
  - Youth decision-making panels.



- The breadth of externally provided offers increases in KS2. This is unsurprising noting the age of pupils in EYFS and KS1.
- It is positive to see that music performances in external venues was offered by all schools at every key stage as it aligns with the aim of the Cultural and Creative Learning Strategy that children and young people perform in quality venues at least three times per year and share their performances with families. Of the responses, two schools offered this opportunity once, one school offered it 3 times, and one school offered it 4 times.

8. Is music education continuous and sequential?

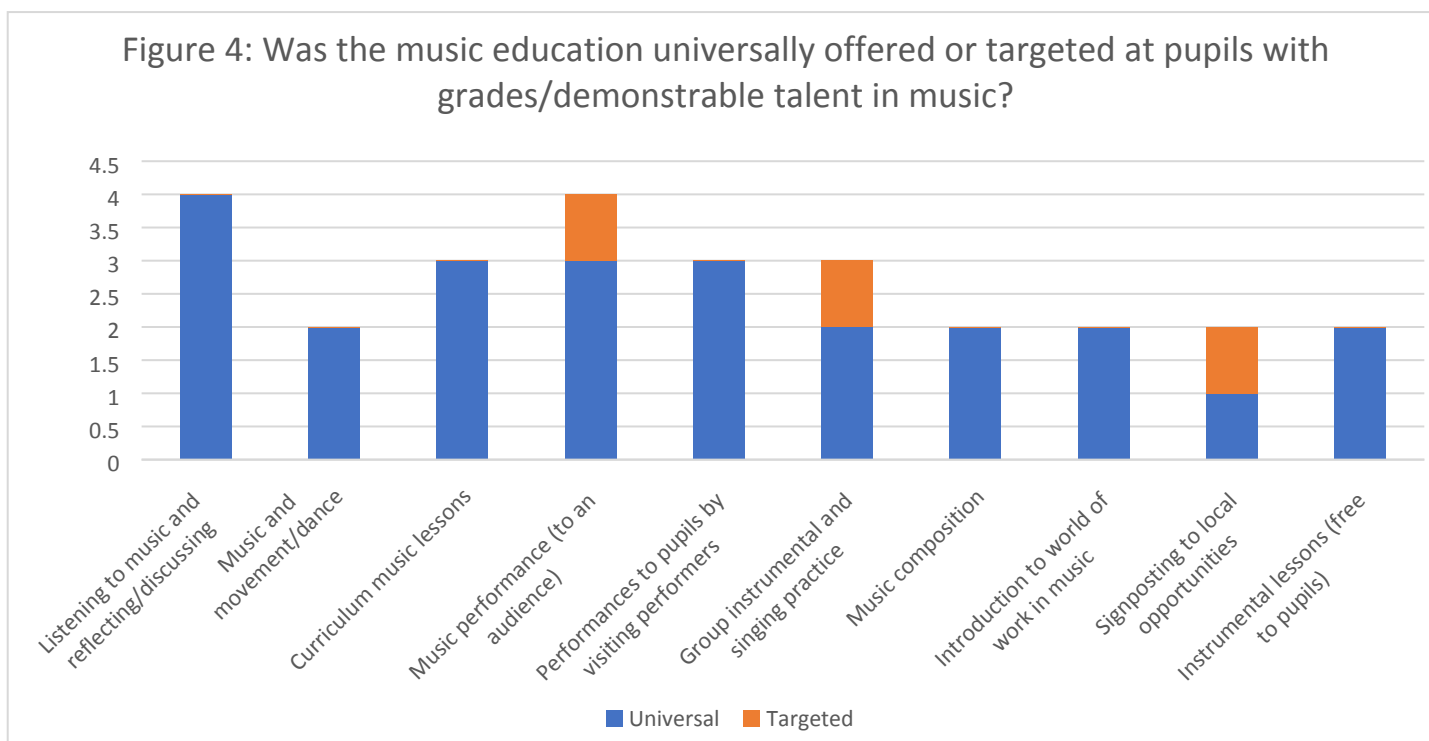
- There are limitations in assessing the continuity of music education across the primary schools because only 50% of the schools have admissions across all primary key stages.
- There were no examples of music education offers dropping off in higher year groups, and in KS2, the offer provided in the school increased by introducing instrumental lessons, which is some evidence of the offer being provided in a sequence as pupils move up year groups.
- Similarly, the externally provided offers increased as pupils moved up year groups which suggests a sequential layering of music education experiences as pupils grow older.

9. Do pupils have access to world-of-work experiences in music and exposure to experiences representative of the current music industry?

- Some schools offer world-of-work experiences in music provided in the school. No schools offer world-of-work experiences in music taking place in external venues (e.g. music workplaces).
- Respondents were also asked whether pupils have experiences in music education which is closely aligned with the job roles and sectors of the music industry today, including: Music journalism, music video production, music-making apps, mixing/DJing, music tech (e.g. microphones and amps). Only schools with pupils in KS2 offered these kinds of musical experiences.

10. Is music education generally inclusive and accessed equitably?

- Respondents were asked to select for each music education offer provided in the school, whether it was offered universally (open to all pupils) or targeted at pupils with music grades and/or demonstrated talent. This is represented in *Figure 4* below which shows that, on the whole, music education offers provided in the school were available to all pupils.



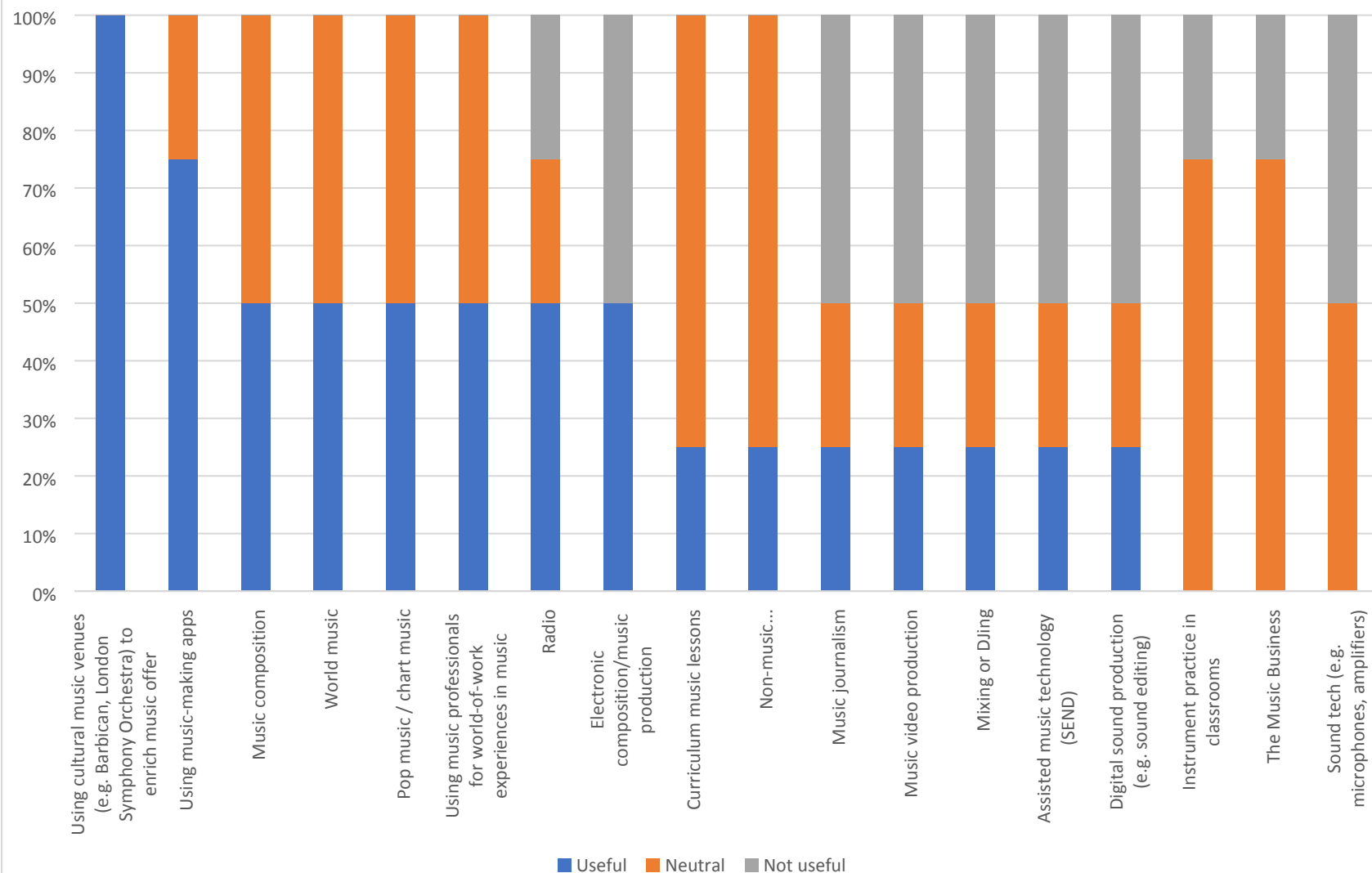
- Externally provided music education was much more likely to be targeted at pupils with grades/demonstrated talent.
- 100% of schools said that pupils with special educational needs and disabilities (SEND) always received the same music education offer in the school as pupils without SEND.
- 100% of schools said that pupils with SEND received the same externally provided music education offers as pupils without SEND.

#### 11. Music leadership and teaching

- None of the surveyed primary schools have a designated Music Lead or Music Coordinator in the school.
- Three out of four schools have a qualified music teacher in the school, and one school has a music teacher with experience teaching music but who is not a qualified music teacher.

- To support the work of Culture Mile Learning in developing Continued Professional Development (CPD) for teachers in the Family of Schools around cultural and creative learning, we asked teachers what CPD topics related to music education they would find useful. The responses are shown in *Figure 5* below:

Figure 5: How useful would the following CPD offers be for staff members in your school?



- 100% of primary schools would find CPD in using cultural music venues to enrich learning. The following CPD offers were all rated useful by 50% or more of schools:
  - Using music-making apps
  - Music composition
  - World music
  - Pop music/chart music
  - Using music professionals for world-of-work experiences in music
  - Radio
  - Electronic composition/music production

### Secondary survey results

12. Nine secondary schools in the Family of Schools took part in the survey. Namely, these are:

- City of London School
- City of London Freeman's School
- City of London Schools for Girls
- The City Academy Hackney
- City of London Academy Islington
- City of London Academy Southwark
- City of London Academy Highbury Grove
- City of London Academy Highgate Hill
- City of London Academy Shoreditch Park
- Newham Collegiate Sixth Form (NCS) were not included in the survey. This is because they are a new sixth form which does not currently offer A Level music and many of the music enrichment offers are available through partnerships with other schools. The provision of music education in the school will be captured as part of a future review of sixth forms.
- All nine surveyed schools had pupils in Years 7 and 8 over the 2018/19 academic year. 8/9 schools had pupils in Years 9, 10 and 11. 7/9 schools had pupils in the Sixth Form.

13. What music education offers are pupils currently experiencing in the school across the Family of Schools?

*Figures 6, 7 and 8* below show the most commonly provided music offers across the secondary schools, split into three tables for KS3, KS4 and Sixth Form. Additional options were included for the secondary school survey to include GCSE and A Level Music.

Figure 6: Music education offers provided in the school over 2018/19 academic year (KS3)

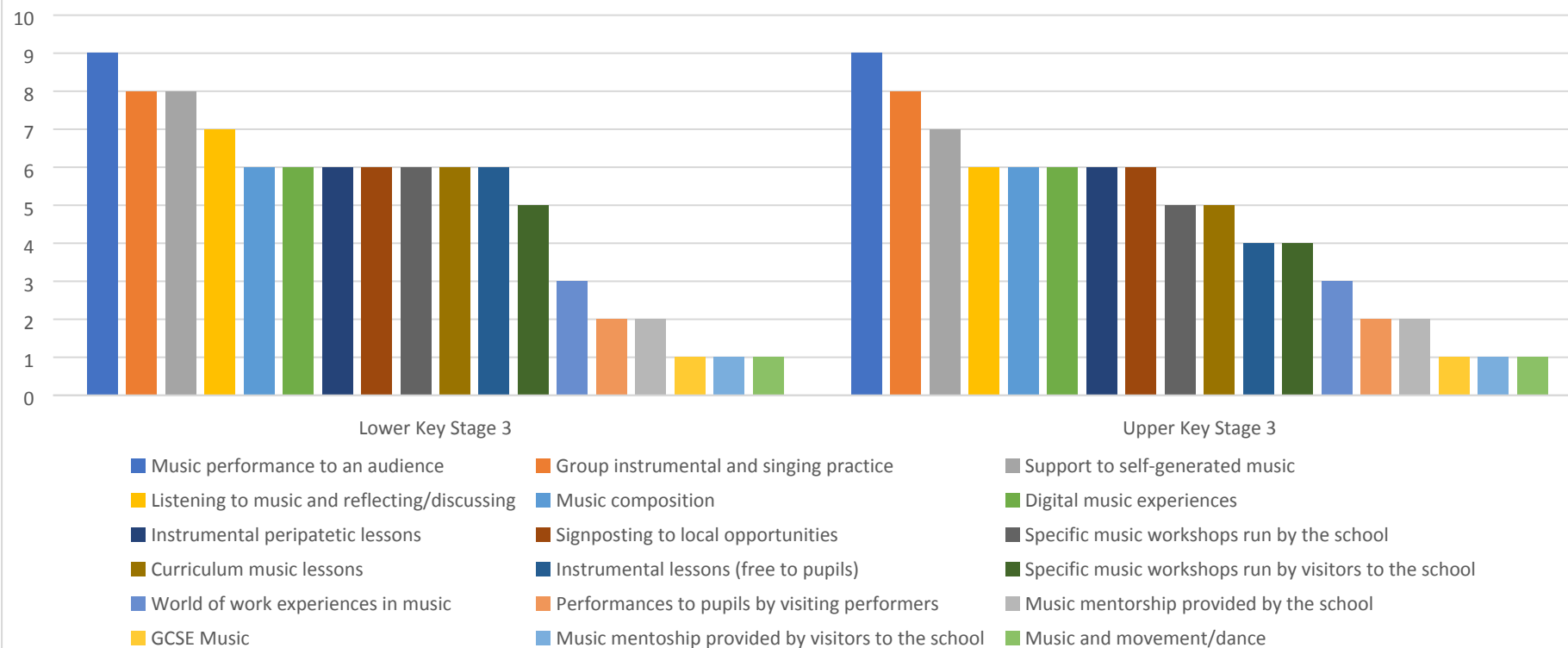


Figure 7: Music education offers provided in the school over 2018/19 academic year ( KS4)

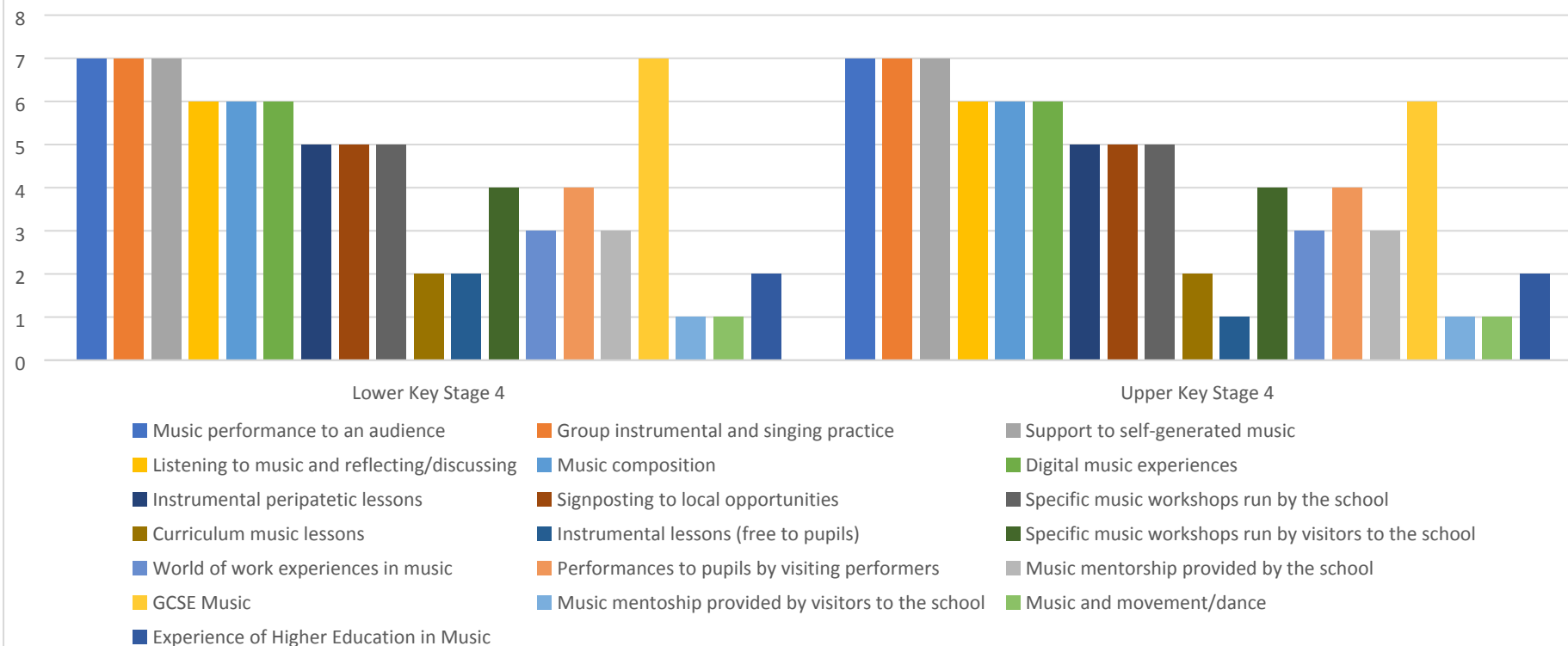
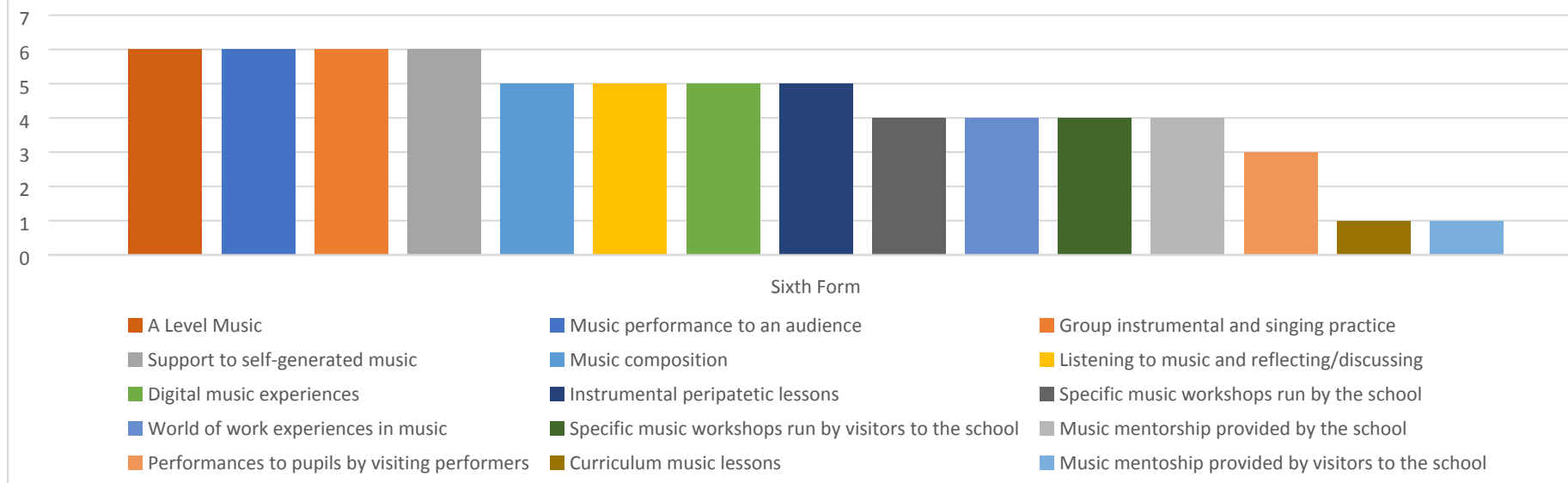


Figure 8: Music education offers provided in the school over 2018/19 academic year (Sixth Form)



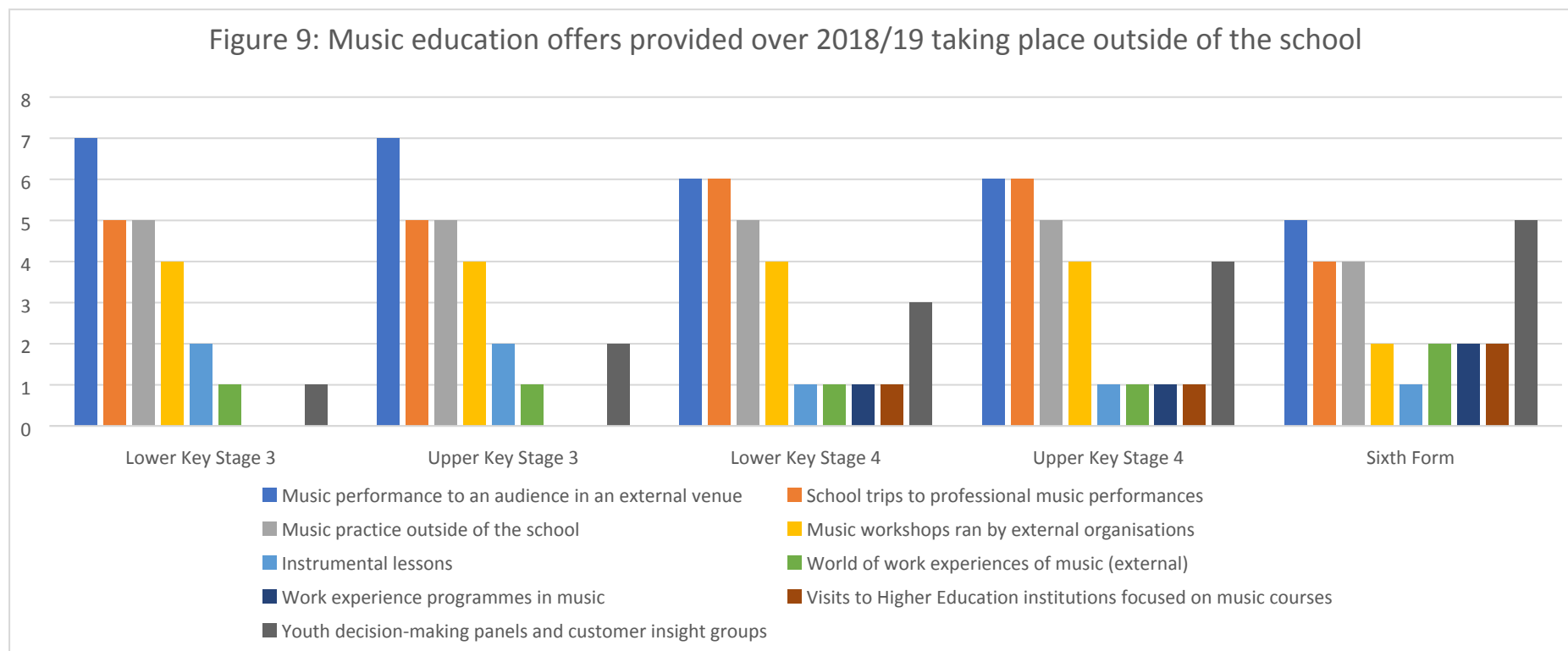
- The tables show that a broad range of music education is provided across the Family of Schools from Year 7 to Year 13. The breadth of music education offers is retained in the higher key stages.
- There were no options in the matrix which were not selected at all from any school.
- At KS3, all schools provided opportunities for pupils to perform music to an audience. 6/9 schools offer free instrumental lessons to pupils which in 4/6 cases were universally available to all pupils in the school. 6/9 schools offered peripatetic instrumental lessons to pupils which in all cases were offered universally.
- At KS4, the most notable changes from KS3 are the increase in GCSE Music. At KS4, one school (which had pupils in KS4 over 2018/19) did not offer GCSE Music over 2018/19. At KS4, schools were also more likely to offer specific music workshops from by visitors to the school (4/8) and performances to pupils from visiting performers (4/8).
- In the Sixth Form, one school (which had pupils in the Sixth Form over 2018/19) did not offer A Level Music. The breadth of music education offers is, in most cases, retained in the Sixth Form.

#### 14. What music education offers do pupils receive outside of the school?



- One school did not complete the questions relating to externally provided music education.

*Figure 9* below shows the most commonly provided external music offers across the secondary schools and compares all key stages (continuing to note that the number of schools with pupils in KS4 decreases to 8/9, and then 7/9 for Sixth Form). *Figure 9* also shows the gaps, where the offer was not selected for any key stage.



- The only external offer which was not provided at any school was the opportunity to participate in youth decision-making panels and customer insight groups. This highlights a potential gap in music education offers across the Family of Schools since one of the aims of the Cultural and Creative Learning Strategy is that pupils participate in cultural decision-making.
- Where schools offered school trips to professional music performances, in 100% of cases, this occurred twice per year.

- Not all schools provide opportunities for pupils to perform in external venues, which highlights a potential gap since one of the aims of the Cultural and Creative Learning Strategy is that pupils perform in professional quality venues at least three times per year. Where this did occur, 50% of the time, it occurred twice per year, 25% of the time it occurred three times per year, and 25% of the time it occurred four times per year. The quality of performance venues in the school was not a question in the survey to identify whether performances in the school would be in professional quality venues.

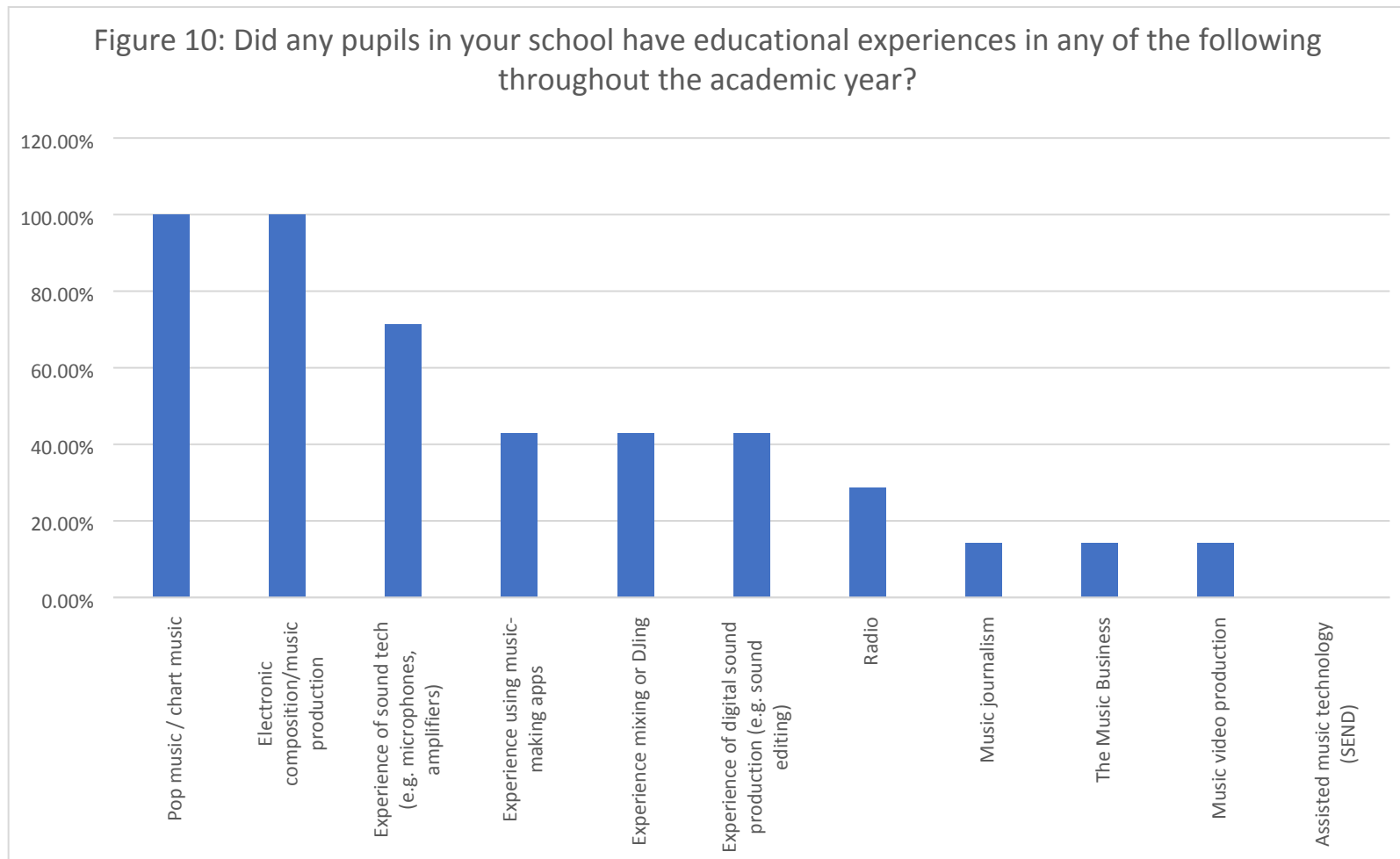
15. Is music education continuous and sequential?

- Overall, the breadth of music education offers is continuous from lower KS3 to Sixth Form. Whilst there is some variation between key stages, there are not sudden reductions in the music education offers as pupils move into higher year groups.
- The increase in some offers in KS4 (e.g. workshops and performances from visitors to the school) suggests some sequencing of music education as pupils move into higher year groups.
- A potential gap in the sequencing of music education offers is in world-of-work experiences in music.
- The assessment of whether music education is continuous and sequential has been based on summary data across the Family of Schools. To truly assess whether the offers are continuous for pupils in the Family of School, further analysis would be required to map pupil journeys through the school, and through the transition from primary to secondary school, to understand whether there are clear and linear access routes for pupils and the offer is sequentially received.

16. Do pupils have access to world-of-work experiences in music and exposure to experiences representative of the current music industry?

- A goal of the Cultural and Creative Learning Strategy is that learners at all stages have exposure to creative industries, and this includes hearing from artists and creative professionals across a range of fields including dancers, musicians, and post-production professionals.
- Of the secondary schools:
  - At KS3, 3/9 schools offered world-of-work experiences in music at the school.
  - At KS4, 3/8 schools offered world-of-work experiences in music at the school.
  - In the Sixth Form, 4/7 schools offered world-of-work experiences in music at the school.
- At KS3 and KS4, only one school provided world-of-work experiences in music in music sector workplaces. This increased to two schools in the Sixth Form. Relatedly, only one school offered/facilitated music work experience programmes to pupils in KS4 and the Sixth Form. It is not known from this survey whether pupils in the school were interested in exploring workplace experiences and work experience programmes in music but did not have the opportunity.

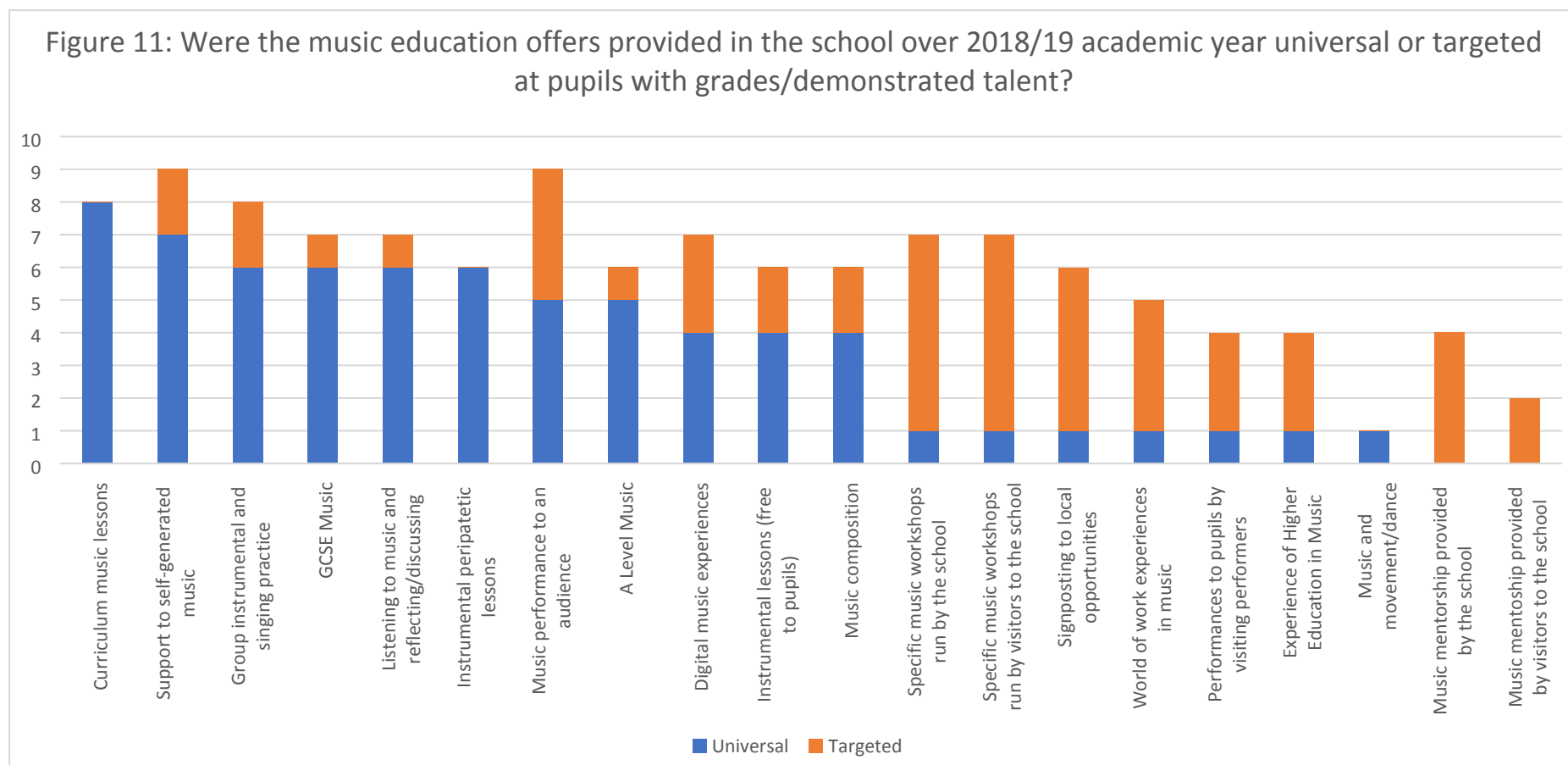
- Respondents were also asked whether pupils had experiences in music education which is closely aligned with the job roles and sectors of the music industry today. *Figure 10* below shows the results. These results are generally across the school and not specific to key stages.



- These results highlight opportunities for the City Corporation and partners in the Culture Mile Learning network to support pupils to be exposed to a wide range of world-of-work experiences in music, representative of the range of job roles in the music industry. This highlights a priority for development to deliver on the aims of the Cultural and Creative Learning Strategy.

17. Is music education generally inclusive and accessed equitably?

- Respondents were asked to select for each music education offer provided in the school, whether it was offered universally (open to all pupils) or targeted at pupils with music grades and/or demonstrated talent. The results are displayed in *Figure 11* below.

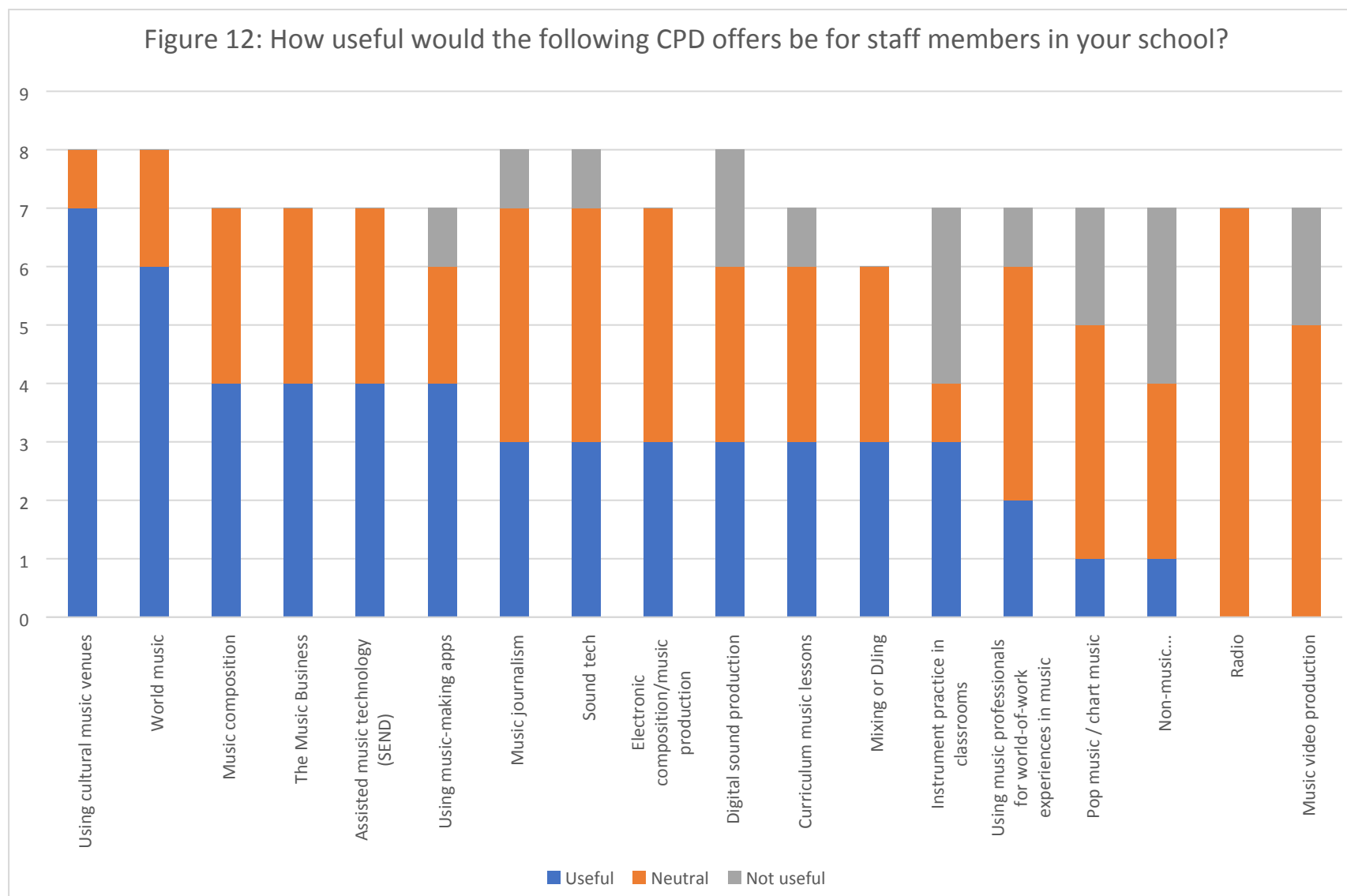


- 57% of offers in the school were offered universally, and 43% of offers were targeted at pupils with grades and/or demonstrated talent.
- Specific music workshops, performances from visiting performers, signposting to local opportunities, world-of-work experiences in music, higher education experiences in music and music mentorship were all more likely to be targeted offers.
- Externally provided music education was much more likely to be targeted at pupils with grades/demonstrated talent.

- 89% of schools said that pupils with special educational needs and disabilities (SEND) always received the same music education offer in the school as pupils without SEND. 11% of schools said that pupils with SEND mostly received the same music education offer in the school.
- For externally provided music education offers, 75% of schools said that pupils with SEND received the same externally provided music education offers as pupils without SEND, 12.5% said pupils with SEND 'mostly' received the same external offers and 12.5% said they 'sometimes' did.

#### 18. Music leadership and teaching

- All the surveyed secondary schools have a designated Music Lead or Music Coordinator in the school. All schools also employed a qualified music teacher. Schools were also asked how many music specialists were employed in the school. 66% of schools had three or more music specialists in the school.
- According to these results, across the secondary schools in the Family of Schools, there are 22 specialist music teachers.
- Secondary schools were asked teachers what CPD topics related to music education they would find useful. The responses are shown in *Figure 12* below:



- One school did not complete the question on teacher CPD.

- 7/8 secondary schools who responded to the question on CPD selected that they would find CPD in using cultural music venues to enrich learning as useful offer. The following CPD offers were all rated useful by 50% or more of responding schools:
  - World music
  - Music composition
  - The Music Business
  - Assisted Music Technology for pupils with SEND
  - Using music-making apps

### Conclusions and next steps

19. The following areas have been highlighted through the music education mapping exercise as areas for further conversations with schools, Culture Mile Learning and industry partners to identify whether pupils would benefit from increased or improved quality of provision, and whether schools would benefit from collaboration and sharing between schools in the Family of Schools.

Line of enquiry (linked to Cultural and Creative Learning Strategy)	Areas for further enquiry
What music education offers are pupils currently experiencing in the Family of Schools?	<ul style="list-style-type: none"> <li>• Within the Family of Schools, where some schools provide a broader offer of music education in the school, identify whether pupils from other schools could access or share those offers.</li> <li>• Explore whether Digital Music experiences can be offered at earlier ages and whether Culture Mile Learning can support these experiences.</li> <li>• For secondary schools, explore the impact of offering free instrumental lessons to pupils and whether this approach could be/should be adopted by other schools within the Family of Schools. Explore whether the take-up of free instrumental lessons is much higher than peripatetic instrumental lessons (i.e. would pupils who are likely to take-up a musical instrument be put off by the requirement to pay).</li> <li>• For secondary schools, explore whether GCSE Music can be shared between schools within the Family of Schools, especially where a school does not offer this subject.</li> <li>• Explore opportunities for sharing A Level Music courses between Sixth Forms as part of the review of Sixth Form provision.</li> </ul>



What music education offers do pupils receive outside of the school?	<ul style="list-style-type: none"> <li>• For those primary schools offering music performance in external venues once per year, explore whether this can be increased through collaboration with other schools within the Family, Culture Mile Learning, and the local community.</li> <li>• Work with secondary schools and Culture Mile Learning to increase the opportunities for pupils in the Family of Schools to take part in youth panels and youth decision-making in cultural venues.</li> <li>• Work with secondary schools and Culture Mile Learning to ensure that all pupils have the opportunity to perform in professional quality venues over the course of the academic year.</li> <li>• Explore whether schools which do not offer school trips to musical performances can collaborate with other schools which do to create shared experiences. Identify whether the City Premium Grant funding can be used to support taking pupils to school trips to see musical performances.</li> </ul>
Is music education continuous and sequential?	<ul style="list-style-type: none"> <li>• Use subsequent phases of these reviews to map pupil journeys to establish whether for them, music education is clear, lineated and sequential.</li> </ul>
Do pupils have access to world-of-work experiences in music and exposure to experiences representative of the current music industry?	<ul style="list-style-type: none"> <li>• To ensure pupils in primary schools have access to workplaces experiences in music, explore whether this can be an incorporated element when pupils visit cultural venues in the Culture Mile Learning network.</li> <li>• Work with secondary schools, Culture Mile Learning, and other industry partners to increase the provision of world-of-work offers in music-related careers, including both information/advice/guidance (IAG) in the school and visits to workplaces. Ensure that these experiences are offered across a broad spectrum of music industry professions.</li> <li>• Work with secondary schools, Culture Mile Learning, and other industry partners to ensure that there are opportunities for pupils who are interested in music careers to have a workplace experience in musical venues and post-production workplaces.</li> <li>• Use subsequent phases of this review to explore in more depth how world-of-work experiences of music are sequenced so that IAG and experiences are suited to the year group.</li> </ul>
Is music education generally inclusive and accessed equitably?	<ul style="list-style-type: none"> <li>• Ask secondary schools to self-reflect on how they target music education offers which are targeted at pupils with grades and/or demonstrated talent whether the offers are targeted at pupils who would benefit most.</li> <li>• Identify whether in cases where pupils with SEND only sometimes received the same offer as pupils without SEND, that there were alternative offers for those pupils which suited their skills, interests and capabilities.</li> </ul>

Music leadership and teaching	<ul style="list-style-type: none"> <li>• Explore whether primary schools would benefit from having a designated Music Lead in the school, and whether these could be shared between schools to encourage best practice sharing and collaboration between schools.</li> <li>• Explore whether secondary schools in the Family of Schools can share music specialists across schools to ensure efficiency, quality of leadership and sharing best practice.</li> <li>• Share the results on music related CPD with Culture Mile Learning to inform their CPD programme.</li> <li>• Identify whether some schools can provide CPD to other schools in the CPD areas identified as 'useful'.</li> </ul>
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20. The proposed next steps following the music education mapping exercise are to:

- Share the findings with:
  - Schools in the Family to Schools to support them to compare their provision with other schools in the Family of Schools and consider the areas for further enquiry.
  - Culture Mile Learning to support them to identify areas of music education provision which they could play a direct role in supporting as they develop their programmes and delivery plan for the next academic year.
  - The Music Education Coordinating Committee at GSMD to provide constructive feedback on the mapping exercise and results analysis.
- Coordinate a meeting with Music Leads and Music Teachers in the Family of Schools to discuss the findings, address the areas for further enquiry, and identify practical next steps to inform a work plan.
- Use feedback on the survey and the methodology to inform the subsequent mapping exercises of other arts and cultural education provision in the Family of Schools, ensuring the approach is continuously refined.

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## London Careers Festival 2019: Brief Evaluation Report

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## 1. Overview

Open to pupils in Years 5 and 6, Years 8 and 9, and Years 10 to 13, the London Careers Festival (LCF) was a free programme of events that focused on skills, work experience and employability.

The event was first held in June 2019<sup>1</sup> with the ambition that it would become an annual and expanded Festival. The 2019 event featured Apprentice 19 and The Livery Schools Link Showcase.

The Festival involved three days of fringe events held at various workplace locations and two days of central events held at the Guildhall complex. The Fringe events included thematic days based on the Creative Industries, Digital, and Financial and Professional Services sector.

A total of 133 schools and sixth form colleges registered for London Careers Festival. These attending schools included:

- The City of London Family of Schools
- Partner schools of Apprentice 19 and LSL
- Schools from the London Boroughs of Islington, Camden, Southwark Councils and Hackney
- Schools through direct request

Almost 6000 tickets were booked for events that took place over 17-21 June. This number fell slightly to around 5800 on-the-day due to cancellations.

The Creative Arts day was the most popular in terms of both offers and take-up from schools. The Finance and Professional Services day was the least popular, although several businesses in this sector were happy to offer programmes on the creative day.

## 2. Guildhall events

The following is a summary of the main outcomes. There were over 4600 young people who attended events over the two days at the Guildhall.



### 2.1 Apprentice 19

- Tuesday 18 June – 984 bookings, 31 schools
- Wednesday 19 June – 1164 bookings, 32 schools
- 60 stalls

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<sup>1</sup> Although previous, smaller scale careers events have been held at Guildhall or with partner organisations over a number of years

## 2.2 LSL Annual Careers Showcase

### Primary Day – Tuesday 18 June

- 662 bookings, 14 schools
- 21 stalls (three stallholders withdrew due to illness)



### Secondary Day – Wednesday 19 June

- 1331 bookings, 35 schools
- 40 stalls



### Build the City of the Future LEGO event

- 228 bookings, 11 schools

### Primary Futures 'What's my Line'

- 147 bookings, 6 schools

- 82 bookings, 5 schools

### 3. Fringe days

- 72 participating companies

#### Creative Careers – Monday 17 June

- 35 companies
- 312 tickets booked for 19 sessions, hosted at 13 companies

#### Digital – Thursday 20 June

- 10 companies
- 76 tickets booked for 12 sessions, hosted by 9 companies

#### Finance & Professional Services – Friday 21 June

- 10 companies
- 60 tickets booked for 4 sessions, hosted by 4 companies

### 4. What worked well?

- The presence of hundreds of pupils at the Guildhall complex over the two-days of Corporation-hosted events was seen a positive sign that pupils were having an exciting experience.
- The Lord Mayor's lunch and presence was successful, and according to teachers, pupils and stall holders, the presence of the Sheriffs also added interest towards the end of Wednesday
- Through responses to the online survey, we learnt that some staff commented that they found the Festival to be comparable to a bonus INSET (CPD) day, picking up new information that would inform their advice to pupils.
- 
- The London Careers Festival Working Party had a positive influence on the strategic direction of the event, and improved once it had reduced to a manageable size
- Using City of London (CoL) Apprentices as ambassadors
- Branding and design
- Separate entry points
- Fringe events where pupils and teachers attended work spaces were interesting, well-planned and engaging and hosting businesses and organisations were generous in terms of planning and delivery.
- Curating a day for Primary schools was hugely well-received.
- Using the Guildhall as a location, and all events hosted therein: Apprentice 19, LSL Annual Careers Showcase, Build the City of the Future LEGO event, Primary Futures 'What's my Line' and Inspiring the Future Speed Networking
- Participating companies and stallholders said they were well managed in terms of support from the central teams

### 5. What could be improved?

- Start planning and communicating the event earlier
- More resource given to the school bookings for Fringe Days, maybe engaging Education Business Partnerships (EBPs) in the process and greater lead time for schools

- More tech and creative offers but suggest that ‘fringe’ events are not ‘themed’ just centred around the fusion skills e.g. activities which build communication, activities which involve problem solving and so on.
- More volunteers or employed porters for the carrying, moving, rubbish etc. at Guildhall
- Some Liveries realised that they may be better placed in with the Apprenticeships and were sorry to miss out on the older age group
- Work sooner with local area business/education link groups Involve more Higher Education Institutions (HEI’s) and Further Education providers (FE’s) in future offers – perhaps ‘zones’ of activities (primary, 14-16, post 16)
- Better signage
- Even clearer guidance needed for some teachers
- Consider changing session times to primary, under 16s and over-16 which will allow post 16 pupils to attend alone/unaccompanied by teachers

## 6. Attendee and participants’ feedback

- 455 pupils responded to surveys during Guildhall Events (9.9% of the total numbers)
- 12 pupils completed surveys online
- 26 school & education providers completed surveys online
- 41 companies and organisations completed surveys online

### 7.1 Key headlines

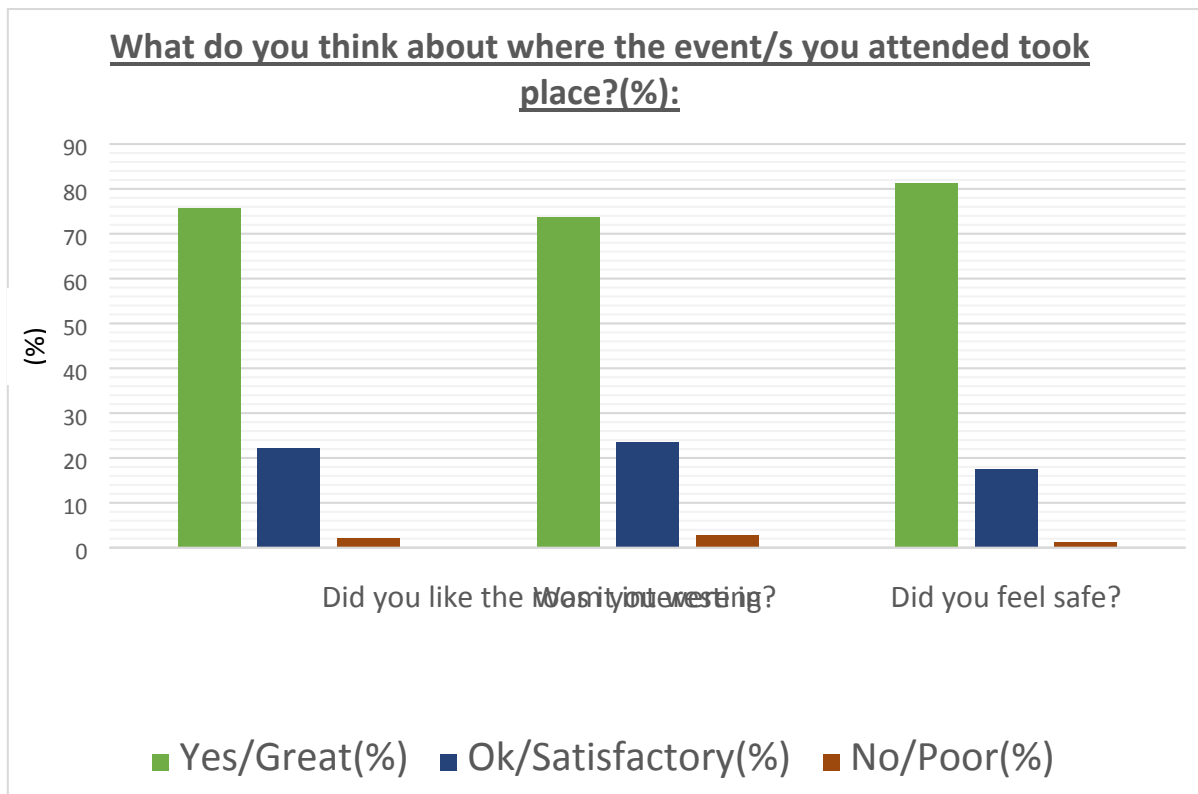
- 76.4% of pupil said they found LCF interesting
- 70.5% of pupils said they would like to come back to LCF again
- 71.2% of the pupils said they would recommend LCF to other young people

### 7.2 Pupils’ responses

As can be seen in Figure 1, over 80% of the pupils felt safe and over 70% thought the venue was interesting and liked the venue/space they were in. This data is further complimented by less than 3% of the pupils stating that the venue they were in was ‘poor’. Note, all figure present data in percentages.

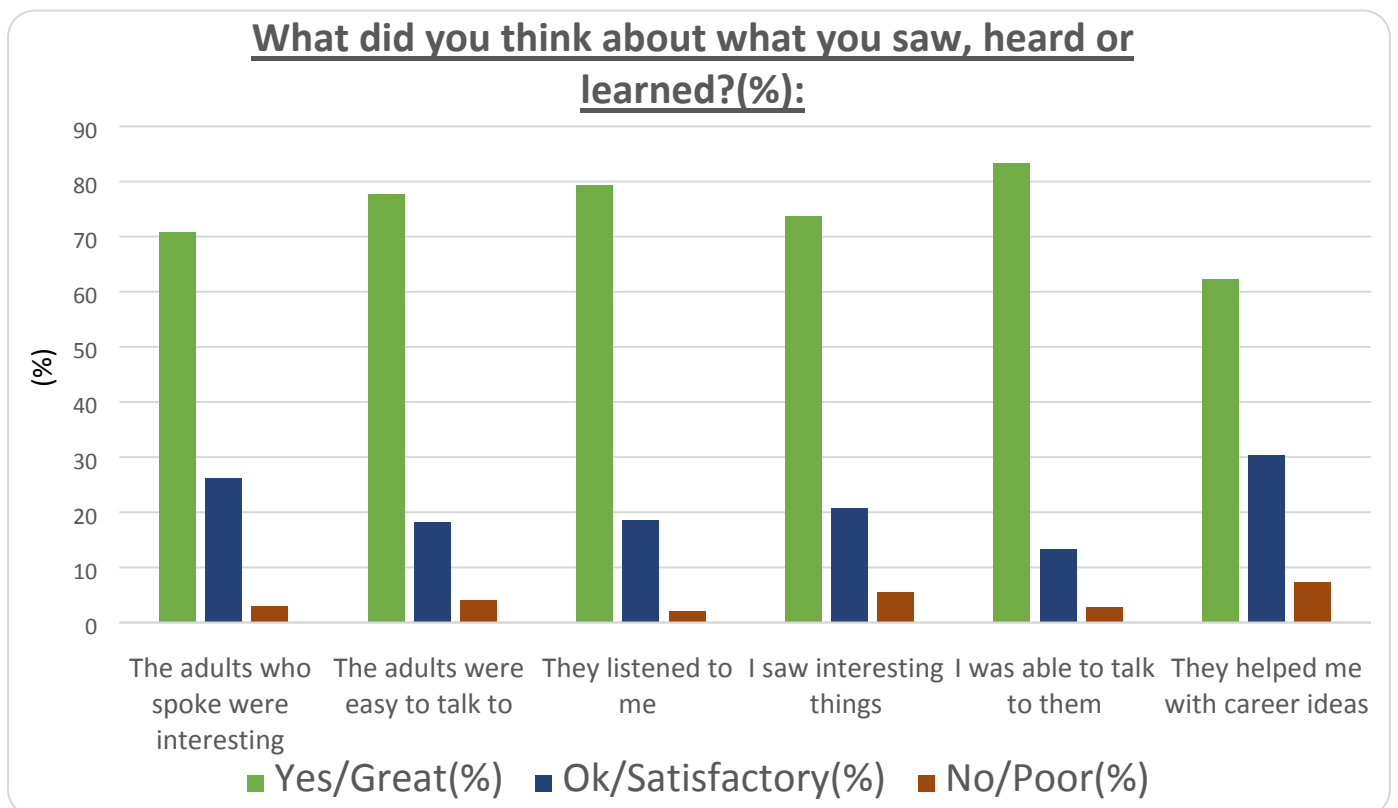
#### **Figure 1: Atmosphere and safety:**





Over 70% of the pupils were enthusiastic about their learning at the event and found it helpful. About 62%-84% of the pupils particularly felt that adults listened to them and that they spoke and found what they heard to be interesting (see Figure 2)

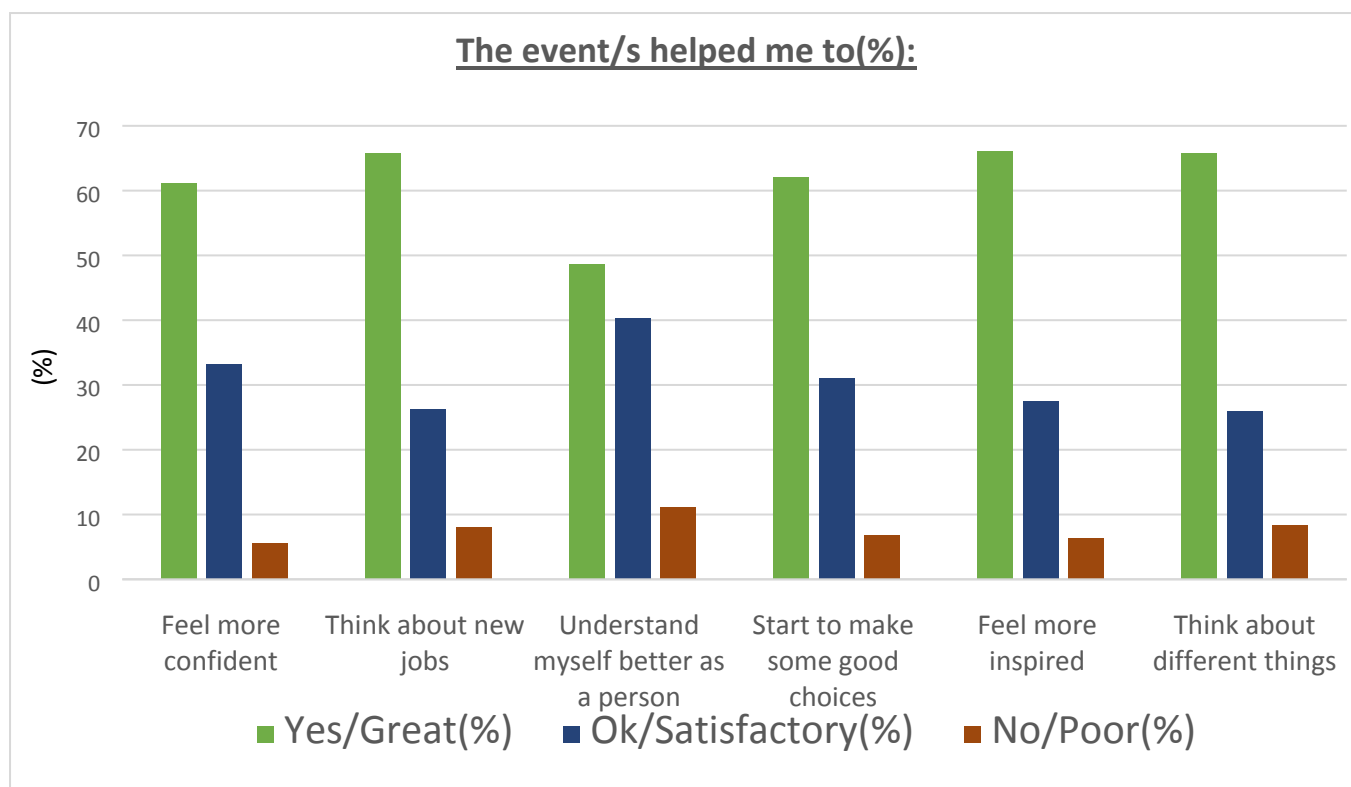
**Figure 2: Pupils value on what they engaged with:**



The pupils commented that they felt inspired and that the event made them think more about potential jobs(see Figure 3).

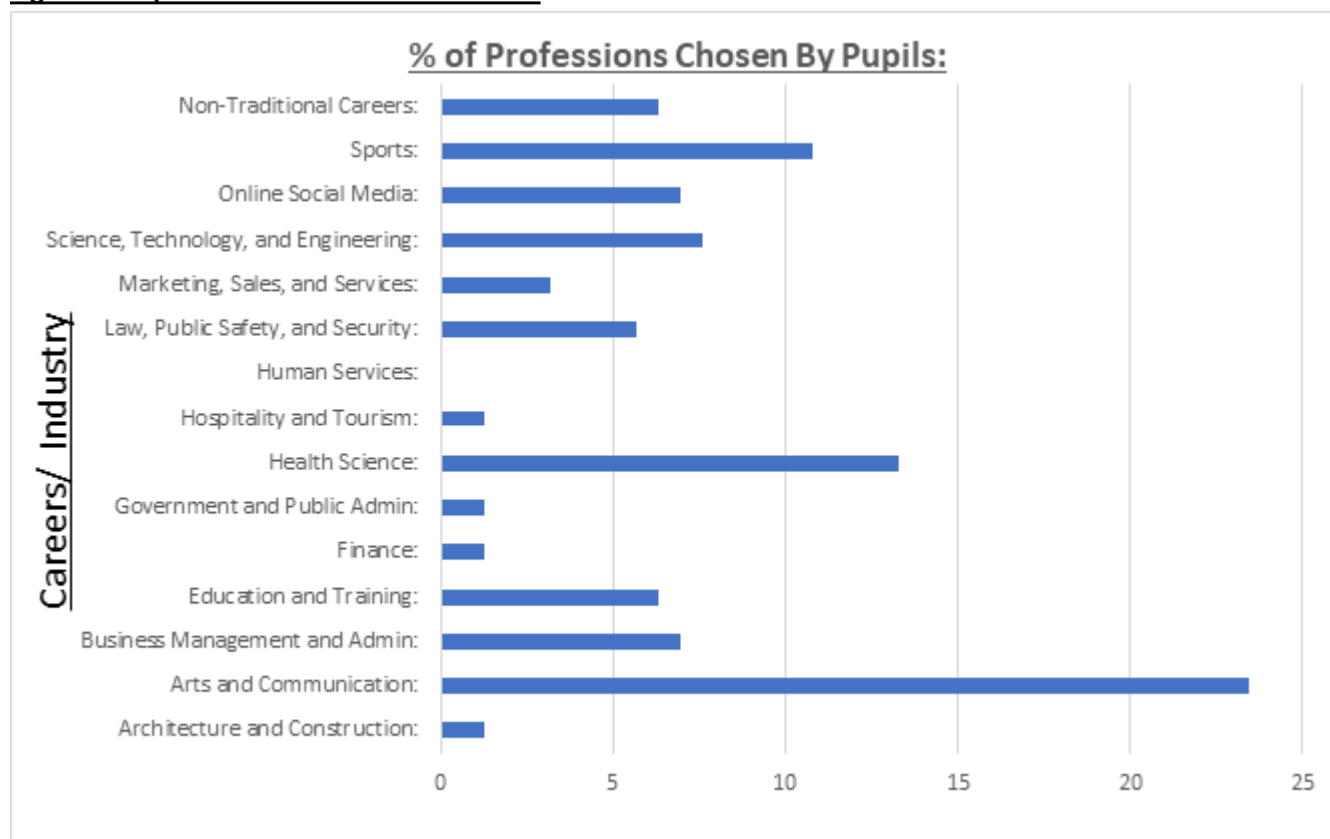


**Figure 3: Pupils Self-reflection:**



The most popular careers were in the arts and communication areas, health sciences, and sports. Tech careers and new and emerging jobs in social media, including roles such as, ‘vloggers’, ‘bloggers’, ‘You Tubers’ and ‘influencers’ were also popular (see Figure 4).

**Figure 4: Pupils’ selections of future careers**



These preferences are also shown in the following word cluster (see Figure 5)



- ‘The time the Army took to talk to me even calling me back over when an officer had turned up as a member of the public. In total, I probably spent an hour and 30 minutes talking to them.’
- ‘How inviting the people were and the advice they gave was very helpful.’
- ‘It was a great experience getting hands on with robots. Very insightful and educational. Being able to work independently and overcome challenges has expanded my horizons.’
- The range of interactive activities and careers that were there and getting involved with them. It was an interesting event to attend and I would love to come back.’
- ‘It opened my eyes to careers I had never considered.’

- ‘The diversity and highlighting of careers which students might not have known about. The hands-on methods of getting students involved which engaged them more than any other careers event I have been to.’
- ‘A large range of providers. Good for students to see the varied paths and careers available.’
- ‘How friendly and approachable everyone was.’
- Its location – it was good for our students to visit the City. Encounters with employers and other unfamiliar adults were also useful.’
- ‘What a great event, I wish we had brought more students.’ (Apprentice 19)

- ‘Thanks again for the Livery showcase. Our year 9 students were saying on the way back, “that was actually quite good, I thought it was going to be dead, but it was good.” Consider this the highest form of accolade! In all seriousness it was fantastic, it was great to have an opportunity to interact with different careers.’

### 7.5 Sample Stallholders’ responses:

- ‘There were loads of support in the run up and on the day, in particular, the primary day which had a real buzz.’
- ‘Opportunity to spark interest in the wide range of careers in eye health, often insufficiently understood or promoted by schools themselves and (rare) careers teams.’
- ‘The participation of apprentices and graduate students on the various stands who can better related to younger age groups.’
- ‘Apprentice 19 was a fantastic event! Students were very engaged and interested in learning more about apprenticeships in professional service. It was great to see enthusiasm from all year groups.’
- ‘It was fantastic to be part of it – thank you so much for inviting us. A tremendous achievement – congratulations to all.’

## 7. Recommendations for London Careers Festival 2020

These recommendations resulted from emergent themes from the evaluations completed and the feedback received and in discussion with the London Careers Festival Working Group.

- Festival to take place over three consecutive days
- Integrate booking system into website
- 3:00pm finish for all events
- Plan events for Guildhall Yard first
- Better signage throughout
- Ensure better separation between events/ensure students for LSL do not gain access to Apprentice 19 and vice versa

### 8.1 Apprentice 19

- 500 per slot
- Companies must commit for two days and not change to one day at the last moment
- Question more deeply what each company is bringing to its stand to ensure it is engaging
- Ensure there are more exciting stands in the crypts and not just in the Great Hall

### 8.2 LSL Annual Careers Showcase

- Increase each day to 1700
- Better signage and reception/signing-in area
- Liveries to commit to both days

A full evaluation and impact report will be produced.

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