



## Board of Governors of the City of London School

**Date:** WEDNESDAY, 9 DECEMBER 2020  
**Time:** 10.00 am  
**Venue:** VIRTUAL MEETING – ACCESSIBLE REMOTELY

**Members:**

Tim Levene (Chairman)	Caroline Haines
Deputy James Thomson (Deputy Chairman)	Andrew Jones
Alexander Barr	Alderman Vincent Keaveny
Nicholas Bensted-Smith (Ex-Officio Member)	Ronel Lehmann
Deputy Keith Bottomley	Lord Levene of Portsoken
Lesley Cartmell	Deputy Edward Lord
John Cloughton	Paul Madden
Dominic Christian	Sylvia Moys
Marianne Fredericks	Ian Seaton
Rosie Gill	Deputy Philip Woodhouse (Ex-Officio Member)

**Enquiries:** Polly Dunn  
[polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)

### Accessing the virtual public meeting

Members of the public can observe this virtual public meeting via YouTube at the following link <https://youtu.be/DAvt7I-eaDQ>

### Meeting Recordings

This meeting will be a virtual meeting and therefore will not take place in a physical location following regulations made under Section 78 of the Coronavirus Act 2020. A recording of the public meeting will be available via the above link following the end of the public meeting for up to one municipal year. Please note: Online meeting recordings do not constitute the formal minutes of the meeting; minutes are written and are available on the City of London Corporation's website. Recordings may be edited, at the discretion of the proper officer, to remove any inappropriate material.

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

# **AGENDA**

## **Part 1 - Public Agenda**

1. **APOLOGIES**
2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
3. **MINUTES**  
To agree the public minutes and summary of the meeting held on 8 October 2020.  
**For Decision**  
(Pages 1 - 8)
4. **FINANCE & ESTATES COMMITTEE MINUTES**  
To receive the draft public minutes and non-public summary of the Finance and Estates Committee meeting held on 20 November 2020.  
**For Information**  
(Pages 9 - 12)
5. **FINANCE & ESTATES COMMITTEE TERMS OF REFERENCE - PROPOSAL FOR AMENDMENT**  
Report of the Town Clerk.  
**For Decision**  
(Pages 13 - 14)
6. **HEAD'S PUBLIC REPORT**  
Report of the Head.  
**For Information**  
(Pages 15 - 22)
7. **PARTNERSHIP REPORT**  
Report of the Head.  
**For Information**  
(Pages 23 - 58)
8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

10. **EXCLUSION OF THE PUBLIC**  
MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.
- For Decision**
- Part 2 - Non-Public Agenda**
11. **NON-PUBLIC MINUTES**  
To agree the non-public minutes of the meeting held on 8 October 2020.
- For Decision**  
(Pages 59 - 64)
12. **OUTSTANDING ACTIONS**  
Report of the Town Clerk.
- For Information**  
(Pages 65 - 68)
13. **FINANCE AND ESTATES COMMITTEE NON-PUBLIC MINUTES**  
To receive the draft non-public minutes of the Finance and Estates Committee meeting held on 20 November 2020.
- For Information**  
(Pages 69 - 74)
14. **DEVELOPMENT WORKING PARTY**  
To receive the note of Development Working Party meetings.
- For Information**
- a) Note of the meeting held on 15 October 2020 (Pages 75 - 76)
- b) Draft note of the meeting held on 25 November 2020 (Pages 77 - 78)
15. **HEAD'S NON-PUBLIC REPORT**  
Report of the Head.
- For Information**  
(Pages 79 - 90)
16. **REALISING THE BURSARY AMBITION**  
Report of the Head.
- For Decision**  
(Pages 91 - 96)
17. **PROPOSED 2021/22 REVENUE BUDGET**  
Joint report of the Chamberlain and Bursar.
- For Decision**  
(Pages 97 - 126)

18. **REPAIRS, MAINTENANCE AND IMPROVEMENTS FUND 2021/22 AND 20 YEAR PLAN OF WORKS**  
Joint report of the Chamberlain, Bursar and City Surveyor.
- For Decision**  
(Pages 127 - 136)
19. **PREP SCHOOL DEVELOPMENT**  
Report of the Head.
- For Decision**  
(Pages 137 - 142)
20. **HR RESOURCING LIMITATIONS**  
Report of the Head.
- For Decision**  
(Pages 143 - 150)
21. **HEALTH & SAFETY AND WELFARE**  
Report of the Head.
- For Decision**  
(Pages 151 - 312)
22. **CHARITIES RATIONALISATION - MERGER OF THE CITY OF LONDON SCHOOL BURSARY FUND (276654) AND THE CITY OF LONDON SCHOOL SCHOLARSHIPS AND PRIZES FUND (276654-1)**  
Report of the Head.
- For Decision**  
(Pages 313 - 322)
23. **COMPLIANCE REPORT**  
Report of the Head.
- For Decision**  
(Pages 323 - 352)
24. **SAFEGUARDING REPORT**  
Report of the Head.
- For Information**  
(Pages 353 - 358)
25. **REGULAR UPDATE OF THE SCHOOL'S RISK REGISTER**  
Report of the Bursar.
- For Discussion**  
(Pages 359 - 374)

- 26. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
- 27. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

**Part 3 - Confidential Agenda - Circulated Separately**

- 28. **CONFIDENTIAL MINUTES**  
To agree the confidential minutes of the meeting held on 8 October 2020.

**For Decision**

- 29. **STAFFING UPDATE**  
The Head to be heard.

**For Information**

- 30. **STAGE THREE COMPLAINTS - OUTCOME LETTERS**

**For Information**

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## **BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL** **Thursday, 8 October 2020**

Minutes of the meeting of the Board of Governors of the City of London School held at <https://youtu.be/Xy6EACfMWXk> on Thursday, 8 October 2020 at 10.00 am

### **Present**

#### **Members:**

Tim Levene (Chairman)	Alderman Vincent Keaveny
Deputy James Thomson (Deputy Chairman)	Ronel Lehmann
Lesley Cartmell	Lord Levene of Portsoken
John Cloughton	Deputy Edward Lord
Dominic Christian	Paul Madden
Caroline Haines	Ian Seaton
Andrew Jones	Deputy Philip Woodhouse (Ex-Officio Member)

#### **Officers:**

Alan Bird	- Head, City of London School
Charles Griffiths	- City of London School
Dr Richard Brookes	- City of London School
Andrew McBroom	- City of London School
Alice Martineau	- City of London School
Laura Hynes	- City of London School
Steven Reynolds	- Chamberlain's Department
Nicholas Basye	- Chamberlain's Department
Ellen Wentworth	- Chamberlain's Department
Ola Obadara	- City Surveyor's Department
Polly Dunn	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department

#### **1. APOLOGIES**

Apologies were received from Marianne Fredericks and Nick Bensted-Smith.

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

There were no declarations.

#### **3. ORDER OF THE COURT OF COMMON COUNCIL**

The Board received the Order of the Court of Common Council dated 16 July 2020, appointing the Board for the year ensuing.

#### **4. ELECTION OF CHAIRMAN**

An election of Chair was conducted in line with Standing Order 29. Tim Levene, being the only Member indicating a willingness to serve, was elected for the ensuing year.

A vote of thanks was given to the former Chairman, Deputy James Thomson, at the previous Board meeting.

5. **ELECTION OF DEPUTY CHAIRMAN**

The election of Deputy Chairman was conducted in line with Standing Order 30. Deputy James Thomson, as immediate past Chairman, exercised his right to act as Deputy Chairman of the Board for the year ensuing.

6. **MINUTES**

**RESOLVED**, that the public minutes and non-public summary of the meeting held on 10 June 2020, be approved as accurate record.

7. **MINUTES OF COMMITTEES**

7.1 **Governance Committee**

Governors received the draft public minutes and non-public summary of the Governance Committee meeting held on 18 September 2020.

7.2 **Academic and Education Committee**

Governors received the draft public minutes and non-public summary of the Academic and Education Committee meeting held on 18 September 2020.

7.3 **Bursary Committee**

This item was withdrawn and would be submitted to the Board at its next meeting, in December 2020.

8. **APPOINTMENT OF COMMITTEES AND OTHER BODIES**

Governors considered a report of the Town Clerk regarding the appointment of its Committees and other bodies.

Designated Lead Governors

The following Governors were appointed into the corresponding designated lead Governor roles:

- Safeguarding – Rosie Gill
- Newly Qualified Teacher (NQT) Induction – Rosie Gill
- Health and Safety – Deputy Keith Bottomley
- Careers – Caroline Haines
- Staff Liaison – John Cloughton
- Association of Governing Bodies of Independent Schools (AGBIS) – Deputy Edward Lord

No Governor was appointed as Special Educational Needs and Disability lead.

Teachers' Pay Panel

Governors noted the composition, purpose and schedule of the Teachers' Pay Panel.



### Committees and Working Parties

Governors approved the terms of reference of the following Committees as set out in the report, noting that it may be helpful to articulate responsibility of technology:

- Finance and Estates Committee
- Academic and Education Committee
- Bursary Committee
- Governance Committee
- Development Working Party

The following Governors were appointed to the **Finance and Estates Committee**, with the Chairman and Deputy Chairman elected as indicated. Governors noted this would require the expansion of the agreed membership:

- Deputy James Thomson (Chairman)
- Tim Levene (Deputy Chairman)
- Alexander Barr
- Deputy Keith Bottomley
- Lesley Cartmell
- Andrew Jones
- Deputy Edward Lord
- Ian Seaton

The following Governors were appointed to the **Academic and Education Committee**, with the Chairman and Deputy Chairman elected as indicated:

- Professor Paul Madden (Chairman)
- Tim Levene (Deputy Chairman)
- Dominic Christian
- John Cloughton
- Rosie Gill
- Caroline Haines
- 1 x Vacancy

The following Governors were appointed to the Governance Committee, with the Chairman and Deputy Chairman elected as indicated:

- Tim Levene (Chairman)
- Deputy James Thomson (Deputy Chairman)
- Alderman Vincent Keaveny
- Deputy Edward Lord
- Lord Levene of Portsoken
- 1 x Vacancy

Governors agreed that the membership of the **Bursary Committee** should consist of any three Governors, one of whom shall be the Chairman or Deputy Chairman of the Board. The Chairman and Deputy Chairman of the Board would act in these capacities on the Committee.

The following Governors were appointed to the **Development Working Party**, with the Chairman and Deputy Chairman elected as indicated:

- Tim Levene (Chairman)
- Deputy James Thomson (Deputy Chairman)
- John Cloughton
- Deputy Edward Lord
- Paul Stein (External Member)

**RESOLVED** that the Board

- appoint the designated lead Governors roles as outlined for the year ensuing;
- approve the proposed Committee, Panel and Working Party Terms of Reference (as outlined in Appendix 1) for the year ensuing; and
- appoint the membership of the various Committees, Panel and Working Party, as specified.

#### 9. **HEAD'S PUBLIC REPORT**

Governors received a report of the Head regarding an overview of activities at the School. The following matters were raised:

- Whilst it was unclear what the Government's position would be on exams for the 2020/21 academic year, the Head provided assurances that the School was collecting robust data should Centre Assessed Grades (CAGs) be needed again.
- The "Top Five" nomenclature had been removed as pupils had deemed it elitist. A new alternative of "Senior Prefect Team" had been chosen as a replacement name for the collective team.
- The new Director of Partnerships addressed Governors and spoke of plans for future partnerships work at both CLS and the City of London School for Girls. Work would need to be informed by the needs and wants of partners in the context of COVID-19 and what the sector may look like post-pandemic. There would be a focus on catch-up resources for disadvantaged pupils; Sixth Form Collaborations and continuing to engage external partners such as the Virtual School.
- Governors congratulated the Director for the first Partnerships Forum, which had been a resounding success.
- On the 8 October 2020, the School had one confirmed case of COVID-19 – none amongst the staff body.

**RESOLVED**, that the report be noted.

10. **SAFEGUARDING AND CHILD PROTECTION POLICY**

Governors considered a report of the Head regarding the Safeguarding and Child Protection Policy. The Head introduced the new Deputy Head (Pastoral) to Governors for her first meeting of the Board.

Changes to the policy had been made in light of revisions made within the *Keeping Children Safe in Education* guidelines in September 2020. Governors were given an overview of the changes made. Following a question, it was explained that Governors would in the coming weeks be approached by the School to confirm that they had read the most recent changes to the KCISE guidance.

There was some discussion on the matter of social media usage by teachers and staff. Governors felt that appropriate contact (e.g. subject questions when studying at university) between alumni and teachers was, important and a valuable resource for alumni. The School confirmed that LinkedIn was an exception in the policy; alumni and teachers also had access to the Citizens Connect platform, which was a safe space for the two bodies to correspond. Lastly, the Head explained that there were some notable exceptions that would be considered on a case by case basis.

**RESOLVED**, that Governors approve the revised Safeguarding and Child Protection Policy.

11. **CITY OF LONDON SCHOOL EDUCATION TRUST - DRAFT 2019/20 ANNUAL REPORT AND FINANCIAL STATEMENTS**

Governors received a report of the Chamberlain regarding the City of London School Education Trust's Draft Annual Report and Financial Statements.

It was noted that the Independent Auditors' Report references the City of London School for Girls' charities. This would need to be corrected.

**RESOLVED**, that the report be noted.

12. **THE CITY OF LONDON SCHOOL BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL SCHOLARSHIPS & PRIZES FUND – DRAFT ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2020**

Governors received a report of the Chamberlain regarding the City of London School Bursary Fund incorporating the City of London School Scholarships & Prizes Fund – draft annual report and financial statements for the year ended 31 March 2020.

It was noted that paragraph 3 of the cover report describes an “increase comprised” but should read “decrease comprised”.

**RESOLVED**, that the report be noted.

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

There were no questions.

14. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**  
Governors briefly discussed the Lisvane Review and requested that a short report on the relevant sections of the Review be presented to a future Board meeting.
15. **EXCLUSION OF THE PUBLIC**  
**RESOLVED**, that under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.
16. **NON-PUBLIC MINUTES**  
**RESOLVED**, that the non-public minutes of the meeting held on 10 June 2020 be approved as accurate record.
17. **NON-PUBLIC OUTSTANDING ACTIONS**  
Governors received a report of the Town Clerk regarding the non-public outstanding actions of the Board.
18. **NON-PUBLIC COMMITTEE MINUTES**
  - 18.1 **Governance Committee**  
Governors received the draft non-public minutes of the Governance Committee meeting held on 18 September 2020.
  - 18.2 **Academic & Education Committee**  
Governors received the draft non-public minutes of the Academic & Education Committee meeting held on 18 September 2020
  - 18.3 **Bursary Committee**  
This item was withdrawn and would be submitted to the Board at its next meeting, in December 2020.
19. **NON-PUBLIC HEAD'S REPORT**  
Governors considered a report of the Head regarding an overview of School activities.
20. **FINANCIAL INFORMATION DASHBOARD**  
Governors received a joint report of the Chamberlain and Bursar regarding the Financial Information Dashboard for the School.
21. **REVENUE OUTTURN 2019/20**  
Governors received a joint report of the Chamberlain and Bursar regarding the Revenue Outturn 2019/20.
22. **GW3 - PHASE 2, 3 & 4 - CITY OF LONDON SCHOOL MASTERPLAN**  
Governors considered a Gateway 3 report of the City Surveyor regarding Phase 2, 3 and 4 of the City of London School Masterplan.

23. **REPAIRS, MAINTENANCE AND IMPROVEMENTS WORKS 2021/22**  
Governors considered a joint report of the City Surveyor and Bursar regarding the Repairs Maintenance and Improvements works 2021/22.

*11.53 – The Board agreed to suspend Standing Order 40 and extend the meeting until such a time that the business on the agenda had concluded.*

24. **THE SCHOOL'S DEVELOPMENT PLANS FOR 2019-20 AND 2020-21**  
Governors considered a report of the Head regarding the School's Development Plans for 2019-20 and 2020-21.

25. **SAFEGUARDING REPORT**  
Governors received a report of the Head regarding Safeguarding.

26. **COMPLIANCE: COMPLAINTS ANALYSIS**  
Governors received a report regarding Compliance: Complaint Analysis.

27. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**  
There were no questions.

28. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**  
There was one item of other business.

29. **CONFIDENTIAL MINUTES**  
**RESOLVED**, that the confidential minutes of the meeting held on 10 June 2020, be approved as accurate record.

30. **STAFF STRUCTURING CHANGES**  
Governors considered a report of the Bursar regarding Staff Structuring changes.

**The meeting ended at 12.10 pm**

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Chairman

**Contact Officer: Polly Dunn**  
**polly.dunn@cityoflondon.gov.uk**

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## **FINANCE & ESTATES COMMITTEE OF THE BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL**

**Friday, 20 November 2020**

**Minutes of the meeting of the Finance & Estates Committee of the Board of Governors of the City of London School held virtually at 10.00 am**

### **Present**

#### **Members:**

Tim Levene (Deputy Chairman)	Lesley Cartmell
Deputy James Thomson (Chairman)	Andrew Jones
Alexander Barr	Deputy Edward Lord
Deputy Keith Bottomley	Ian Seaton

#### **Officers:**

Alan Bird	- Head, City of London School
Charles Griffiths	- City of London School
Richard Brookes	- City of London School
Steven Reynolds	- Chamberlain's Department
Nicholas Basye	- Chamberlain's Department
James Gibson	- Chamberlain's Department
Polly Dunn	- Town Clerk's Department
Joseph Anstee	- Town Clerk's Department

#### **1. APOLOGIES**

There were no apologies.

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

There were no declarations.

#### **3. MINUTES**

**RESOLVED**, that the public minutes of the meeting held on 12 February 2020, be approved as accurate record.

#### **4. TERMS OF REFERENCE**

Governors received the Committee's Terms of Reference, as set out by the Board at its meeting on 8 October 2020.

#### **5. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions.

#### **6. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There was one item of urgent business.

Exclusion of the Public

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

7. **NON-PUBLIC MINUTES**

**RESOLVED**, that the non-public minutes of the meeting held on 12 February 2020, be approved as accurate record.

8. **OUTSTANDING ACTIONS**

Governors received a report of the Town Clerk regarding outstanding actions of the Committee.

9. **NOTE OF INFORMAL MEETING - APRIL**

The note of the informal meeting held on 1 April 2020 was received.

10. **NOTE OF INFORMAL MEETING - MAY 2020**

The note of the informal meeting held on 7 May 2020 was received.

11. **BURSAR'S REPORT**

Governors received a report of the Bursar regarding financial and operational matters at the School.

12. **SECURITY AUDIT REPORT**

Governors received a report of the Bursar regarding a security audit at the School.

13. **PROPOSED 2021/22 REVENUE BUDGET**

Governors received a joint report of the Chamberlain and Bursar regarding the proposed 2021/22 revenue budget.

14. **REPAIRS, MAINTENANCE & IMPROVEMENTS FUND 2021/22**

Governors received a joint report of the Chamberlain, Bursar and City Surveyor regarding the Repairs, Maintenance and Improvements Fund 2021/22.

15. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions.

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

There was no other business.

17. **CONFIDENTIAL MINUTES**

**RESOLVED**, that the confidential minutes of the meeting held on 12 February 2020, be approved as accurate record.



**The meeting closed at 11.23 am**

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Chairman

**Contact Officer: Polly Dunn**  
**[polly.dunn@cityoflondon.gov.uk](mailto:polly.dunn@cityoflondon.gov.uk)**

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## **Finance and Estates Committee**

### **Composition**

- The Chairman and Deputy Chairman of the Committee shall be selected from amongst its members with the agreement of the Full Governing Board.
- Chairman and Deputy Chairman of the Board of Governors;
- Up to six other Governors appointed by the Board of Governors (one of whom must be a Common Council Governor).
- Meetings of the Committee will be attended by the Head, the Senior Deputy Head and the Bursar. Other members of staff and advisers may be invited by the Committee. Attendees do not have a vote.

### **Quorum**

- The quorum shall be any three Governors.
- Any decision taken by the Committee shall require the agreement of a majority of Common Council Governors present at the meeting and voting.
- The Committee should report to each Board of Governors' meeting.

### **Terms of Reference**

The Committee has the power to act on the following matters:

- To agree action to be taken on arrears of fees; and
- To co-opt any Governor of the Board or any appropriately qualified professional to give advice on specific matters.

To make recommendations for the Board's approval on the following matters:

- Adoption of strategic financial targets e.g. cash reserves, level of surplus, percentage of staff costs to gross fees etc;
- Advice on the creation of a five to ten-year financial plan;
- The annual budget;
- Any proposed fee increases and additional charges;
- Consideration of any proposals for major capital spending, including development of facilities;
- The review of any investments and reserves held by the School;
- To make recommendations to the full Board on any other finance issues which may arise (e.g., a rise in employers' contribution to pensions, salary structure, etc.);
- Policy on and application of scholarships and bursaries;
- Fundraising policy and activity;
- Policy on and implementation of lettings and any other commercial activity;
- **Proposals regarding the School's Digital infrastructure;**
- **Health & Safety policy and procedures.**

The Committee should report to each following Board of Governors' meeting.

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<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors City of London School	09122020
<b>Subject:</b> Head's Report	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	1, 2, 3, 4, 5, 9, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	
<b>Report of:</b> Alan Bird, Head, City of London School	<b>For Information</b>
<b>Report author:</b> Alan Bird, Head, City of London School	

## Summary

This paper provides the Board with an update on key developments in the School since the last meeting of the Board in October 2019.

## Recommendation(s)

- Governors are asked to note the report.

## Main Report

### Academic Update

1. The majority of pupils in the Senior Sixth Form have submitted university applications. Many applied for Oxford, Cambridge and/or medical school, and hence are now awaiting invitations to (virtual) interviews. Offers are starting to come in from other universities.
2. Parents' Evenings are now being run virtually, using the SchoolCloud system. Feedback from parents has been very positive, such that we will consider the continuation of this system (at least in part), even when Covid-19 restrictions ease.
3. This term has seen further developments in our use of technology, with all homework being set on Microsoft Teams, and roughly 50% of work being submitted through OneNote. Some departments have moved to an almost paperless way of working.
4. Pupils in the Fifth and Sixth Form are now allowed to bring individual devices to lessons, regardless of individual learning plans. Approximately 50% choose to do so (slightly lower in the Fifth Form, slightly higher in the Sixth Form). Plans for

one-to-one devices, reported to the Board in October, are now progressing for September 2021. Parents have been informed.

5. September 2021 sees the further roll-out of elements of the School's curriculum review, with the introduction of Computing, Robotics and Design for the Third Form, and the introduction of a new co-educational enrichment programme in the Sixth Form, jointly with CLSG.
6. The School is currently operating under the assumption that GCSE and A-level/Pre-U examinations will take place as normal next summer. However, contingency planning is also underway, should the School be asked to submit Centre Assessment Grades (CAGs) and/or rank orders for pupils in the Fifth Form and/or Senior Sixth Form. It is to be noted that the uncertainty around this is creating additional stress and anxiety for pupils in these year groups, and the Fifth Form in particular.

### Co-Curricular Update

7. The following co-curricular highlights are drawn to governors' attention:
  - **Charity:** The new Charity Committee are leading our continuing support for Switchback and have come up with innovative ways to raise funds. They have also helped with other charitable endeavours, including arranging food and Christmas present collections for the Salvation Army.
  - **Eco-Schools:** The Eco Schools programme was launched in September and over fifty pupils are participating. At present, the Eco Schools Committee and Action Teams are focusing on biodiversity, waste and energy and have undertaken a major audit of the School. The Committee are also seeking to raise awareness about environmental issues through weekly articles in *The Citizen* and visual displays around the School. It has been fantastic to see the level of pupil engagement in this.
  - **Sport:** The PE Department have run a full timetable of PE, Swimming and Games. Squads in Football, Water Polo and Basketball are training together, but fixtures have not yet resumed. For this reason, greater emphasis has been placed on Inter-House and Inter-Form competitions.
  - **Music:** The Music Department has been able to continue its excellent and wide-ranging provision for the pupils. 1:1 music lessons continue to take place with VMTs, who also lead the Junior Class small group instrument sessions. A weekly recording accompanies the Friday SchoolPost. Ensembles are led by academic staff, and there is a choral and instrumental provision in every year group, ranging from and including ukulele ensembles, choirs, jazz ensembles and chamber orchestra. The choirs, First and Second Year Strings and Sixth Form soloists have filmed the annual Carol Service and the Sixth Form ensembles are performing a Christmas Concert. The Chapel Royal continues to rehearse and were delighted to be joined by the London Youth Choir for some online rehearsals.
  - **Drama:** Covid-19 has created several limitations for Drama this term but all practical lessons are running. In addition, nearly ninety boys enrolled in the LAMDA classes, which are being run at lunchtimes in year group bubbles. Equally, there have been a good number of newcomers to the Student Tech

Team who are busy working on the lighting grid, the sound desk and learning about QLab software. These pupils have been invaluable during preparations for the IGCSE practical examinations.

- **Visiting Speakers:** The School has hosted a number of visiting speakers including Aaron Phipps (Great Britain Wheelchair Rugby player), Amelia Gentleman (Journalist) and Andrew Russell (Head of Corporation of London Virtual School)
- **International Honours:** International Honours have been presented to two pupils for their selection for the National Youth Orchestra of Great Britain and one pupil for their selection for the Great Britain U19 American Football Team.
- **Remembrance:** A Remembrance Assembly, including a filmed ceremony was shown to pupils on the morning we would usually have held the Remembrance Service. The Head, Chair of Governors and Treasurer of the JCC all laid wreaths as part of the ceremony. Our Chapel Royal Choristers were present at the National Service of Remembrance.
- **Success in National Competitions:** A remarkable ten pupils were highly commended in the John Locke Essay Prize and pupils have also had success in the Author of Tomorrow: Adventure Writing Competition, the RA Butler Prize, the Julia Wood History Prize, the Robson History Prize and the Young Writers SOS Trapped competition.

## Covid-19

8. As of 29 November. The School has had 12 confirmed cases during the Autumn term: 2 in the First Form, 4 in the Third Form, 1 in the Junior Sixth Form, 1 in the Senior Sixth Form, 2 amongst teaching staff, 1 visiting teacher and 1 member of support staff. We would naturally prefer this number to be lower, but we are aware of many schools which have a much higher number of cases.

Following three cases amongst Year 9 pupils in w/c 23 November, further information was provided to parents about the way in which the School handles a positive case. The letter sent to parents is attached as **Appendix 1**.

A designated governor's panel has met periodically to review and approve the School's ongoing approach to COVID-19 management; this panel comprises the Chair, Deputy Chair, Designated Health & Safety Governor, Designated Safeguarding Governor and Staff Liaison Governor. The whole-school risk assessment was approved by this panel on 26 August prior to staff and pupils' return to school, and reviewed and reapproved on 1 October 2020. This panel met again on 30 November: a verbal update on matters arising, and the School's ongoing management of its COVID-19 response more generally, will be provided at the meeting.

## Appendices

- **Appendix 1:** Letter to Parents re. Covid-19, 27 November 2020

**Alan Bird**

Head, City of London School

T: 020 3680 6400

E: [head@cityoflondonschool.org.uk](mailto:head@cityoflondonschool.org.uk)



Friday 27 November 2020

Dear parents

You will be aware that earlier this week we were informed of three positive cases of Covid-19 amongst the Third Form pupils. These were in addition to another case in the Third Form two weeks ago, bringing the total to four cases in the Third Form within two weeks; these cases were amongst three different form groups. We now have three 'live' cases (in two form groups), as the isolation period for the first of these cases has now expired.

I also need to inform you that we were informed on Thursday evening of a further positive case in the First Form. The whole of the First Form is at home today while we identify the contacts of the positive pupil; the pupil and those contacts will need to isolate for two weeks, and the rest of the First Form will return on Monday. Those First Form pupils who are able to return on Monday next week will be informed directly later today.

This brings to total number of confirmed cases in school this term to 11: 1 in the First Form, 4 in the Third Form, 1 in the Junior Sixth Form, 1 in the Senior Sixth Form, 2 amongst teaching staff, 1 visiting teacher and 1 member of support staff. We would naturally prefer this number to be lower, but we are aware of many schools which have a much higher number of cases.

Understandably, some parents have contacted us to ask us for further information about what we are doing at school to keep the pupils safe, and what processes we follow when we are informed of a positive case. I wanted to write to offer reassurance that we are continuing to do all we can to mitigate risk to pupils and staff, and also to give further insight into the processes and protocols that we follow in School, all of which are in strict accordance with government advice and that given by Public Health England. These are set out below.

### The process

- In each example of a confirmed case, all the other pupils in that pupil's form group will be asked to isolate.
- Additionally, we conduct an in-school contact tracing process to identify the 'close contacts' of the confirmed case from outside of their form group. This involves identifying who the confirmed case came into contact with in the 48 hours before they became symptomatic until they were last in school. More detail about the definition of a 'contact' is given below.
- The contact tracing involved careful discussion with the positive case, a consideration of seating plans for their lessons, and consideration of their proximity to others during travel to and from school, lunchtime, and co-curricular activities.

- Whilst doing this, we report the positive case to the City of London Corporation (as our local authority), the local Public Health England team and the Department for Education. We would seek to act in line with any guidance they provide.
- Having confirmed the identities of the contacts, we inform them and their parents about the need for them to self-isolate, and the date when they may return to school.
- We then inform the wider school community, including staff, parents and governors. We do not reveal the identity of the positive case in any of these communications, as the diagnosis of being COVID-19-positive is medical information, and so we would like to encourage parents and pupils to support us in exercising discretion about the identity of the confirmed case.
- The rooms that have been occupied by the positive case are then given additional cleaning, with access to these rooms restricted until the cleaning is complete.

### **Definitions of contacts**

This information is reproduced from the Government's [guidance for contacts of people with confirmed coronavirus \(COVID-19\)](#):

*A 'contact' is a person who has been close to someone who has tested positive for COVID-19 anytime from 2 days before the person was symptomatic up to 10 days from onset of symptoms (this is when they are infectious to others). For example, a contact can be:*

- *people who spend significant time in the same household as a person who has tested positive for COVID-19*
- *sexual partners*
- *a person who has had face-to-face contact (within 1m), with someone who has tested positive for COVID-19, including:*
  - *being coughed on*
  - *having a face-to-face conversation within 1m*
  - *having skin-to-skin physical contact, or*
  - *contact within 1m for one minute or longer without face-to-face contact*
- *a person who has been within 2ms of someone who has tested positive for COVID-19 for more than 15 minutes*
- *a person who has travelled in a small vehicle with someone who has tested positive for COVID-19 or in a large vehicle or plane near someone who has tested positive for COVID-19*

*Where an interaction between 2 people has taken place through a Perspex (or equivalent) screen, this would not be considered sufficient contact, provided that there has been no other contact such as any of those indicated above.*

### **The thresholds for wider action**

We continue to work closely with Public Health England and the Department for Education regarding our protocols and processes and reflect and consider these daily. PHE are clear that the threshold for when we would need to consider the isolation of a whole year group bubble is 5 confirmed cases or more within a 14 day period. We have not reached this threshold, and if we were to it would not necessarily automatically lead to the isolation of the whole year-group – that decision would be a nuanced one, depending on the precise circumstances of each of the positive cases, which would be taken in consultation with the public health advisors.

Other thresholds exist that may also require us to consider taking wider action than the approach outlined above. These are:

- If we have cases in three or more different year-group bubbles within a 14 period
- If we have a single case that leads to the hospitalization of a single positive case

Obviously, we are actively monitoring the progress of the existing cases and the health of all staff and pupils. If and when we reach these thresholds, we would act accordingly, in communication with the public health advisors.

### **Other important information**

The risk mitigation procedures in place in school remain similar to those that we have been employing since the start of term. These include the bubbling of pupils, one-way systems, regular cleaning of door handles and other high-touch points, desk and chair cleaning, the fogging of changing rooms, social distancing and regular reminders to pupils of the importance of frequent and thorough hand-washing. We have looked into the option of reliable temperature-checking of the pupils on arrival, but we have concluded that we are not able to introduce this at this time – I would remind you that we would like you to check your son's temperature before attending school on Monday mornings (as a minimum, and it would be helpful to check more regularly).

The government is publishing updated guidance with regard to the national system of Tiers that will be in place after the current lockdown ends on 2 December (see [here](#) and [here](#)) – London will be in Tier 2: High Alert. The first of these links gives information about the restrictions in place in each tier.

Like at half-term, restrictions will remain in place regarding the need for quarantining after returning from overseas travel. I would ask that you check these carefully, in order that your son is able to return to school in person on the first day of the Spring term, Tuesday 5 January.

### **In conclusion**

We are eager to ensure that, in accordance with government advice, that pupils access education in School wherever possible. Our priority remains with providing a high quality education to the pupils, in School wherever possible.

I do hope this provides helpful clarification. Should you have any questions, please do contact me.

Everyone here is grateful for your ongoing support. Let us all hope that the vaccines under development give us all respite within the coming months.

Best wishes,

A handwritten signature in black ink that reads "Richard Brookes". The script is cursive and fluid, with the first letters of "Richard" and "Brookes" being capitalized and prominent.

Richard Brookes  
Senior Deputy Head

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<b>Committee(s)</b>	<b>Dated:</b>
Board of Governors City of London School	09122020
<b>Subject: Partnership Report</b>	<b>Public</b>
<b>Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?</b>	3, 4, 8, 9, 10
<b>Does this proposal require extra revenue and/or capital spending?</b>	N
<b>If so, how much?</b>	N/A
<b>What is the source of Funding?</b>	
<b>Has this Funding Source been agreed with the Chamberlain's Department?</b>	
<b>Report of:</b> Alan Bird, Head, City of London School	<b>For Information</b>
<b>Report author:</b> Alan Bird, Head, City of London School	

## Summary

The Partnership Report 2020 for City of London School is drawn to the attention of governors for their consideration.

## Recommendation(s)

Governors are invited to note the report.

## Main Report

### Background

Partnership is central to the Strategic Vision of City of London School, and a major theme within 'Aware'.

### Current Position

The School is currently developing its partnership work, in conjunction within the City of London School for Girls. Ambitions for the 2020-21 academic year have been slightly curtailed by Covid-19. Nonetheless, a great deal has been achieved over the course of 2020, as summarised in the Partnership Report, which is attached as **Appendix 1**. This report, which is in draft form, is presented for the Board's consideration. It will be published in January 2021, and submitted to the Education Board at that point. It is accompanied by a narrative from the newly-appointed Director of Partnerships, attached as **Appendix 2**.

## Appendices

- **Appendix 1:** Partnership Report 2020 (Draft) for City of London School

- **Appendix 2:** Commentary on the Partnership Report from the Director of Partnerships

**Alan Bird**

Head, City of London School

E: [head@cityoflondonschool.org.uk](mailto:head@cityoflondonschool.org.uk)

T: 020 3680 6400

# Working in Partnership

2020

## Our partnerships in numbers

**£30,000** raised for charity Switchback in 2020 by the pupil-led Charity Appeal

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

**Over 6,000 hours** voluntary service invested by pupils in 2020

**250+ pupils** actively involved each week in community service projects

**55 pupils** on full-fee means-tested bursaries

**250 visiting pupils** from the the London Youth Choir are hosted in our school building each week.

## Our economic impact

Total fee-remission assistance to families of CLS pupils:  
**£1,823,000**

Total savings to the UK Taxpayer as a result of pupils attending CLS:  
**£8,729,770**

Total UK Tax contributed by CLS and its supply chain:  
**£5,041,280**

Total amount of UK tax supported by CLS Activities:  
**£8,745,955**

Total sum contributed to UK GDP:  
**£29,928,808**

Total sum contributed to City of London GDP:  
**£14,762,744**

Number of jobs supported by CLS supply chain:  
**371**

Value of the external use of our facilities by charitable organisations:  
**£67,720**

*Source: ISC Economic Impact Assessment Tool*





Working in partnership is at the very heart of the School's Strategic Vision for the coming years. It enriches the experiences of all members of our community, staff and pupils, and is a central part of the holistic education that the School is seeking to provide.

To that aim, and notwithstanding the obvious challenges associated with Covid-19, 2020 has been an exciting year for our partnership work. With the launch of our joint Partnership Strategy with City of London School for Girls, we then welcomed our first Director of Partnerships in September. A Partnership Form has been established across the City Family of Schools, to enable and embed powerful, long-term relationships. Already, this has led to the

development of new and exciting projects, and we have been delighted to work alongside cultural and employment leaders to create and facilitate access to inspiring opportunities for young people, beyond our immediate school communities. I do hope that this report provides you with a flavour of some of this work.

We continue to be committed to further developing these links, and we are proud to take a facilitating role in sector-leading collaboration between schools, for the benefit of all pupils.

**Alan Bird**

Head

## City of London Corporation Family of Schools

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

### The Family of Schools include:

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

*'A key feature of the City of London family of schools has been the way they work in partnership and collaboration activity. This is with each other, and with the many businesses and the range of world-leading cultural institutions in and around the City. These partnerships include both formal and informal programmes and involve schools of different phases and types working together. The impact evidence points to partnership working as being a case of 'all good things go together'. There are strong positive consequences of inter-school collaboration for everyone involved. Partnerships help the pupils, teachers, and school leadership. They improve morale and commitment of all involved and can lead to innovations in ways of working.'*

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



This year we have collaborated with the City of London Corporation's Family of Schools in the following ways:

- » Extensive support for pupils from Newham Collegiate Sixth Form applying to North American universities.
- » Reciprocal interview support and guidance for pupils aspiring to Oxford and Cambridge with Newham Collegiate Sixth Form.
- » Subject networking to enhance collaboration at Sixth Form, facilitated by CLS and CLSG teaching staff.
- » Higher Education evening and careers events attended by pupils from the Family of Schools.
- » Linklaters Communications Webinar attended by over 100 pupils from the Family of Schools.
- » 'How to Change the World Conference' with access brokered by CLS and attended by significant numbers of pupils from the Family of Schools.
- » CLS hosted the fifth City Schools' Concert with all 14 of the City of London's Family of Schools involved in a spectacular musical partnership event.
- » Subject networking at Key Stage 2 in Geography focusing on curriculum, assessment and the sharing of best practice.
- » Visits from The Aldgate School to take part in a range of educational workshops.
- » CLS hosted an annual debating workshop delivered by the English Speaking Union, in which teams of pupils from the Family of Schools participated.
- » The Head Librarian at CLS has worked with the Family of Schools to promote and celebrate reading.

## Future Plans

We are excited at the momentum building in these partnerships with the Family of Schools. In 2021 CLS, CLSG and CoLA Southwark are working together on a significant pilot Oxbridge and Medicine Applicants Scheme, involving pupils, staff and alumni from all the three schools.

## Case Study: Promotion and Celebration of Reading

In March 2020, CLS proudly hosted the Trinity Schools Book Awards, facilitated and co-ordinated by our Head Librarian, David Rose. CLSG, City Academy Hackney, CoLA Highgate Hill and CoLA Highbury Grove all participated. A pupil from CoLA Highgate Hill was a runner-up for the Book Review prize. To facilitate their participation in this celebration of reading, CLS gave financial support for the academies to take part and also provided sets of books for them.

During the lockdown period, we hosted a virtual author event for pupils from CLS, The Aldgate School and Ark Bentworth Academy. Award-winning writer Stewart Foster gave an excellent talk about his book *Check Mates*. In advance of the event, CLS also provided the pupils from our partner schools with copies of the book to help them get the most out of the event.



"My favourite part was when Stewart told the attendees that he suffered from ADHD. It was nice of him to share his personal experiences from this disorder, which helped him be inspired and create Felix. Could you please pass on my thanks to City of London School for organising this event. Thank you."

**Yassin (year 6)**  
The Aldgate School





“The Fourth Form volunteers have been supporting our newly initiated virtual Reading Club with the primary students of The Aldgate School. By using technology at both ends, the 10 pupils have been able to read remotely on a one-to-one basis with a range of pupils in Year 5. The first book is *Oliver and the Seawigs*. All involved have found the process really enjoyable, and it has been great to see CLS pupils sharing their love of reading with younger children and growing so much through the process. A big thank you to Ms Khan and all the staff at Aldgate School is due for helping make this possible. We are very excited about how we can expand this program in future.”

**James Innes**  
Head of Geography, CLS

## Case Study: The Aldgate School

Despite the current restrictions on physical volunteering, we are pleased to report on our successful virtual approach to mentoring at The Aldgate School. Fourth Form pupils have taken on the challenge of being Reading Mentors. In this role, our pupils regularly meet with The Aldgate School pupils in years 4-6 via virtual meetings, to read a children's book. Mentors take turns along with the pupils to read, whilst also sharing their experiences of books to celebrate reading.

Pupils are also acting as Learning Leaders. In this leadership role, CLS pupils work to create curriculum aligned pre-recorded media and resources which class primary teachers can integrate into their lessons. For example, the first resources will be looking to model good debating skills and focus on content evolution and Shakespeare. Our pupils are enormously enjoying the job of creating challenging and interesting content and working with younger pupils.

## Charity

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



We are proud of our fundraising efforts in recent years:



2016-17

**£78,079**



2017-18

**£84,062**



2018-19

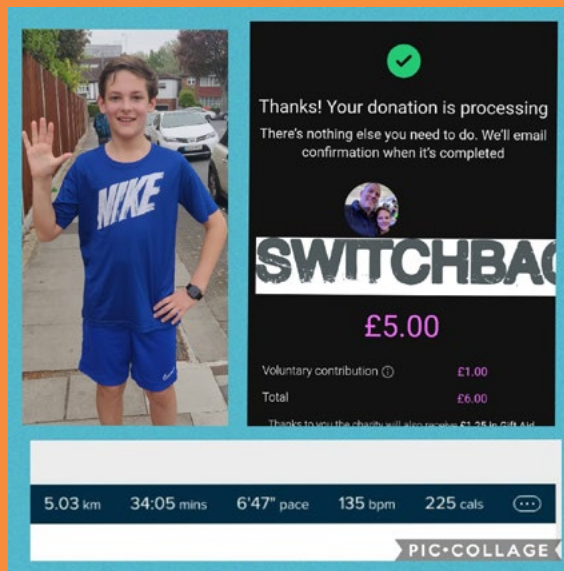
**£69,232**



2019-

**£30,000\***

\*current total



## Fundraising during lockdown

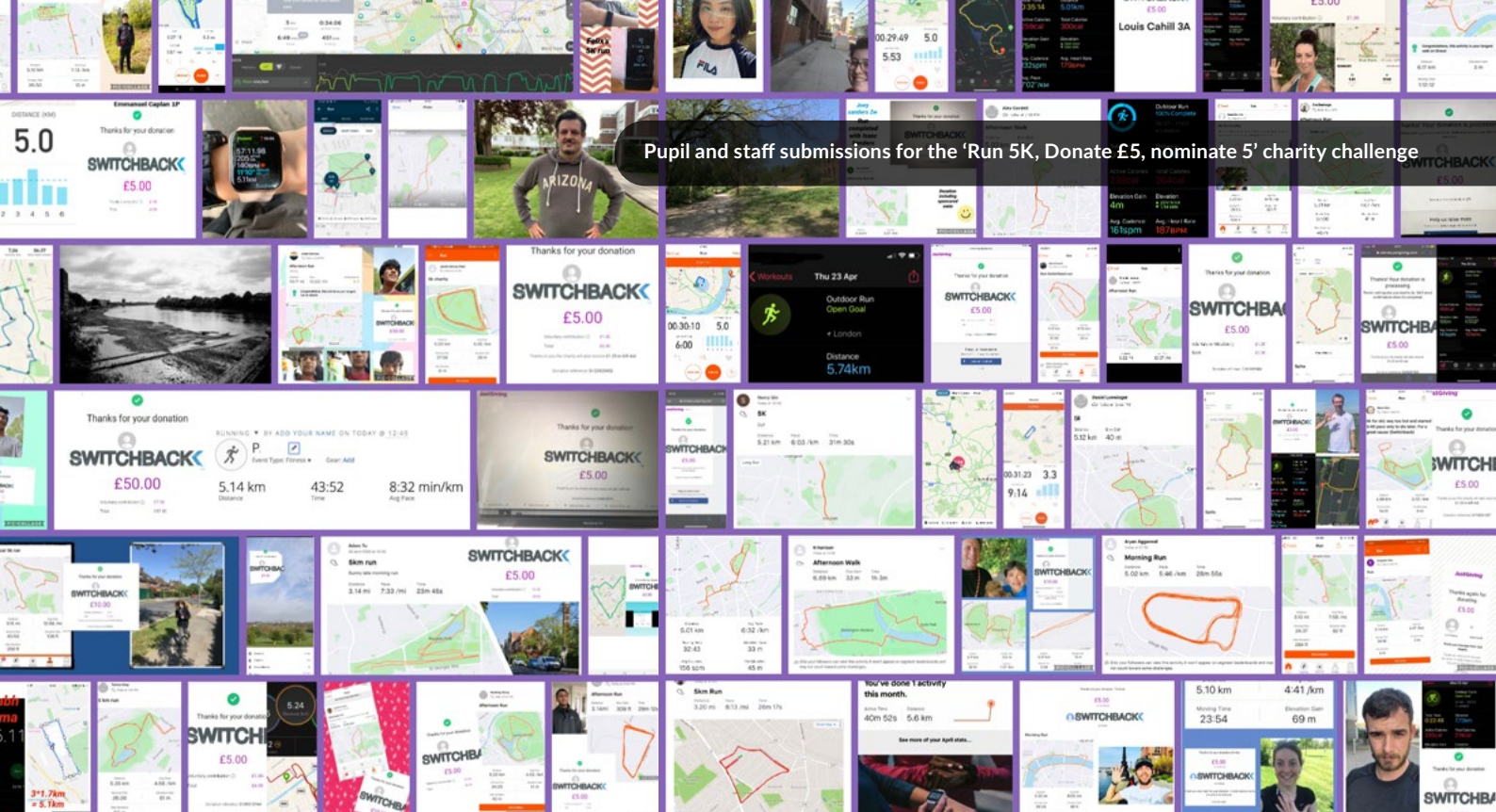
Whilst lockdown significantly affected the ability to accumulate funds in the normal way, our resourceful pupils and staff found innovative ways to raise money for Switchback such as Run 5k, Donate £5, Nominate 5; an online quiz for parents; The Climb Mount Snowdon (in your home) Sponsored Challenge; an online Puzzle Tournament; The Great CLS Bake-Off and a Virtual Marathon.

A wide range of solo challenges were also undertaken by pupils. For example, Josh (Third Form) raised £250 by cycling the length of the UK, Khrianan and Seb (Senior Sixth Form) raised £700 by running 100 miles in 10 days and Patrick (Third Form) was sponsored £1,380 for running 24 miles in 24 hours. The Senior Prefect Team also all ran a half-marathon raising over £2,000.

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

**Alison Dawnay**  
Founder and CEO, Switchback





## Continued efforts for charity

Since returning to the school site in September, pupils have devoted significant time to charity events including raffles, pizza sales and bike-a-thons. Two members of staff recently completed the virtual London Marathon raising £2,000 in doing so.

The School Charity continues to support the work of other organisations on a permanent basis, for example they help the Salvation Army with their food bank collections. The Friends of CLS, our parents' association, continue to make a meaningful contribution to the charity appeal, running and supporting a range of events.





## Community Service and Volunteering

A significant part of a CLS education is contribution to our local communities via the Community Service Organisation (CSO) in the Fourth Form, volunteering as part of the Duke of Edinburgh's Award Scheme and through our partnerships with external organisations and other schools.

We are a licensed provider of the **Duke of Edinburgh's Award Scheme** and this year over 150 pupils are completing their Gold, Silver or Bronze Award. The awards require them to undertake and complete extensive volunteering. Overall, this amounts to approximately 3,000 hours of volunteering.

As part of the **Community Service Organisation**, pupils in the Fourth Form chose to participate in a wide range of service activities, volunteering for 60 hours across the academic year. Activities vary and included tennis, football and cricket coaching; volunteering at local libraries, churches and temples; fundraising for a charities, working at City Farms, food banks, and Parkrun UK. Before lockdown, pupils also made a significant contribution to The Salmon Youth Centre, Maggie's Cancer Centre, Barnardo's and Oxfam.

### Salmon Youth Centre

Our relationship with the Salmon Youth Centre in Bermondsey is long-standing. The Centre has been supporting young people in inner city London for over a hundred years, seeking to inspire young people to reach their potential and contribute positively to their local communities. In 2020, nine pupils volunteered at the Salmon Youth Centre as part of the CSO programme. They supported others in a variety of ways including helping with art clubs, football training sessions, tennis sessions, music and drama as well as homework clubs.

In 2020, the number of combined hours of voluntary service invested by the pupils in CSO and Duke of Edinburgh was over **6000 hours**.

During lockdown, hundreds of hours were invested by pupils in supporting their local community.

## Maggie's Centre

CLS's partnership with Maggie's Barts Cancer Centre continues to flourish. Located on the grounds of NHS cancer hospitals, each Maggie's Centre provides free support and information to people with cancer and their family and friends, following the ideas of cancer care originally laid out by Maggie Keswick Jones. Pupils are completing a number of virtual tasks with ongoing support from, and interaction with, the Maggie's team. Activities have included a focus on raising awareness about Maggie's and procuring corporate support.

We are especially proud of the fundraising efforts of Maxim (Fourth Form) who raised an extraordinary £5,476 during lockdown for Maggie's by completing a sponsored bike ride, cycling 260km over 20 days.

*"Maxim is our top individual fundraiser for this year – no one has yet been able to beat his fundraising total! It is support like this which has truly helped us through this incredibly difficult year and enabled us to continue to be there for those with cancer."*

**Vanessa Trippick**  
Fundraising Organiser, Maggie's Centre, Barts



## Volunteering during lockdown

During lockdown, we encouraged pupils of all ages to volunteer time to support their local communities. The response was extraordinary with thousands of hours being invested in a range of endeavours. Pupils made and delivered PPE, worked in food banks, did online tutoring, contributed to anti-racist campaigns, and helped in churches, mosques and synagogues, to name but a few. Our pupils also raised significant sums of money for a range of charities.

## A selection of organisations for whom our pupils have volunteered:

- St John's Wood Library
- Barnardo's Charity Shop
- St John's Church
- Messy Café
- Hackney City Farm
- GIFT

## Praise for our pupils:

*"Maxim's hard work has allowed Maggie's to provide a one-hour support session with a Psychologist or Cancer Support Specialist for 140 individuals, couples or families." Vanessa Trippick, Maggie's*

*"Tomos is very much an enthusiast of everything we are doing at Woodcroft and is always a delight to work with." Bob, Woodcroft*

*"Aadityaa has clearly been an asset to our volunteering team. His ability to organise events and volunteers to create an exciting and educational experience for many children has increased our reputation in the local community, and I can confidently say that out 27% rise in children visiting per week has been significantly caused by him." Rhian, Gants Hill Library*

*"I have been impressed with Joseph's professionalism, pleasant demeanor and great attitude towards his work." Miranda, Salmon Youth Centre.*

"2020 has been a difficult year for all, especially those with cancer and their loved ones. Despite the challenges this year has provided we are so grateful for our relationship and support from CLS to grow. We have also had huge help from the CLS volunteers who have so far done an amazing job raising awareness for us throughout the School and taking on the paperclip challenge to get us some amazing raffle prizes. This is just the start of the help and support from the volunteers and we are so excited to continue working together over the upcoming weeks as their help and time to us is making a huge impact for those with cancer and their loved ones."

Vanessa Trippick, Centre Fundraising  
Organiser, Maggie's Cancer Centre

## Partnerships

Despite the particular challenges that 2020 has provided, we are delighted to have both maintained existing partnerships and developed new ones.

### IntoUniversity

We are proud to continue our partnership with IntoUniversity, winner of the 2019 Lord Mayor's Dragon Awards Community Partners Award. IntoUniversity is an organisation which supports young people from disadvantaged backgrounds to achieve their aspirations of university study or other ambitions through a structured and innovative programme academic support and mentoring in local centres.

Over 20 Junior Sixth Form pupils volunteered at IntoUniversity centres for an average of two hours per week after school, providing academic mentoring in IntoUniversity centres including Kennington and Islington. Oscar (Senior Sixth Form) commented on the skills of "kindness, clarity and understanding" as part of the personal benefits gained as a result of volunteering with IntoUniversity.



This year, in the absence of physical volunteering, we are continuing our relationship with IntoUniversity, sharing their work and the impact it has had on CLS pupils via an assembly with the Junior Sixth Form, and developing a virtual mentoring model in which pupils develop focused and targeted academic support resources which are shared with pupils at IntoUniversity. 30 pupils are involved in this venture.

IntoUniversity continue to make use of our facilities for events.



Since 2017, 59 pupils from CLS have volunteered for IntoUniversity

In 2020, 21 Junior Sixth Form pupils volunteered an average of two hours per week in 8 of IntoUniversity's centres.

*"I genuinely loved the experience. It never felt like a chore, the staff at the centre were warm and welcoming, and the pupils were great."*

Louis (Junior Sixth Form)

*"I think it helped a lot with patience and understanding of needs, and catering to the strengths and weaknesses of different pupils - I'd have to adjust the way I'd help depending on the pupil."*

Zachary (Junior Sixth Form)

"IntoUniversity has been lucky to have the support of CLS throughout this academic year in what continues to be a keen and fruitful partnership. We were thrilled to see so many pupils interested in volunteering as Academic Support Tutors in our centres and our staff have been greatly impressed by the dedication and enthusiasm shown by each volunteer, as well as the high quality support they have been able to offer our young people. The School's commitment to the partnership has been further demonstrated by their kind offer to host various events for the charity, enabling us to provide valuable experiences for our young people in a new setting, helping them to develop their professionalism, communication and networking skills. We know that the support that CLS offers us will be more important than ever as we head into a new academic year and address the lost learning that our young people have experienced, and we greatly look forward to another year working together."

**Claire Standcliffe**  
**IntoUniversity**



# Eastside Young Leaders' Academy

Eastside Young Leaders' Academy (EYLA) works to enable young people with leadership potential to develop their skills through a structured programme of enrichment and learning opportunities.

During lockdown, CLS staff provided a wide range of virtual sessions for EYLA students in response to the need for high quality, enriching and ongoing learning during the period of school closure. Sessions ranged from an Introduction to Philosophy to sessions on Politics, Maths, Leadership and Art. The pupil editorial team of The Citizen also ran a session on student journalism.

Since the return to school, our teachers continue to run virtual Saturday sessions including History, Classics, Biology and Art, which are designed to be wide-ranging and enriching. These sessions challenge EYLA students to reflect and explore new areas of learning.

When circumstances allow, we are looking forward to providing our facilities for the EYLA Saturday programme. This will enable 180 young leaders to visit CLS every week.

**12** CLS teachers ran sessions during lockdown

**25** sessions were offered during the period of lockdown



"We are very excited to be working in partnership with CLS as we share a vision of developing young people who are comfortable in their own skin, empathetic and outward-looking and a commitment to preparing them for adulthood in this rapidly changing 21st century.

We are grateful to the team of teachers who have volunteered their time on Saturdays to contribute to our leadership programme through dynamic, inspiring and thought-provoking online lessons. We are looking forward to transferring our Saturday leadership programme to CLS in 2021 where our young leaders will enjoy the benefits of learning in such an iconic location – in the shadow of St. Paul's, overlooking the Thames, next to the Millennium Bridge, opposite the Tate Modern!"

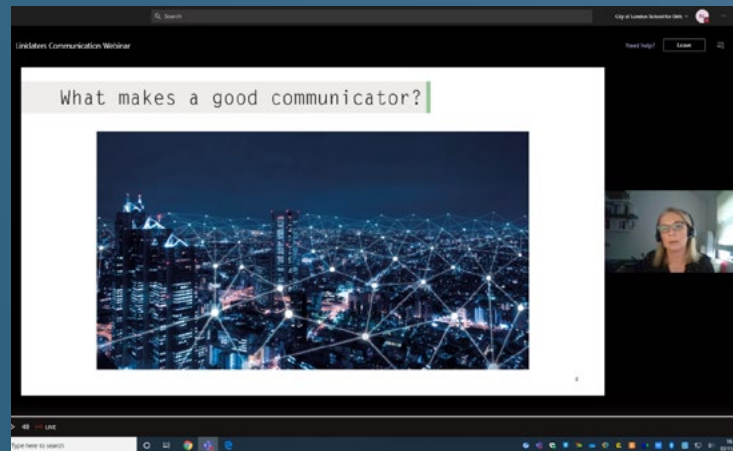
Anne Collard, Co-founder & Chief of Staff  
Eastside Young Leaders' Academy

# Partnerships with Industry and Cultural Leaders

## Linklaters

In Autumn 2020, CLS has forged a partnership with leading law firm Linklaters to provide learning and development opportunities for pupils from the Family of Schools.

In November 2020, over 100 pupils in the Junior Sixth Form (year 12) attended a bespoke webinar designed by the Learning and Development team in partnership with CLS and CLSG focusing on communication, presentation and vocabulary skills. Pupils from a range of schools attended including CLS, CLSG, Newham Collegiate Sixth Form, CoLA Southwark and Christ's Hospital. We are enormously grateful to our partners at Linklaters for their time and resource in planning and delivering this session, supporting fusion skills and the development of young people's confidence as they prepare for the next stage of their education and employment.



"I really enjoyed the Linklaters talk on communication skills. Both engaging and interesting, I learnt a lot about how to improve my public speaking abilities. In particular, I found the point about the way we talk about our feelings a fascinating one. By saying you are excited before giving a talk, or by adopting a 'power pose', you are more likely to speak more fluently and more passionately; this idea really piqued my interest and is one I will definitely bear in mind the next time I give a talk."

Raphi (Junior Sixth Form)

## City of London Corporation Virtual School

The partnership between City of London Corporation Virtual School and CLS continues to thrive. The Virtual School supports and educates young people living in care who, predominantly in our context, are young asylum seekers, and has, alongside CLS, worked in partnership to create meaningful opportunities for pupils in both schools to share their experiences and learn from each other.

Following previous programmes welcoming the Virtual School pupils into school to learn alongside our pupils in the Junior Sixth Form, in November 2020, we were delighted to host Andrew Russell (Headteacher of the Virtual School) to lead a series of assemblies with our Third and Fourth Form pupils, focusing on the lives and experiences of young asylum seekers. He was joined by a young care leaver who was able to give a valuable and enriching insight into the experience of young asylum seekers and answered thoughtful and sensitive questions raised by our pupils. We are planning to further develop our partnership with Virtual School in 2021 with a new group of pupils joining us at CLS for learning and enrichment sessions with our Junior Sixth Form in the Summer term.



*"The young people in the care of the City of London Corporation have had their educational experience hugely enriched by the project run by the CLS with the Virtual School. The students involved previously still talk about how much they benefitted from it."*

Andrew Russell  
Headteacher  
City of London Virtual School





Bushra







## How To Academy

We are also proud to have brokered access to an inspiring set of speeches through our partnership with the How To Academy, who generously enabled us to co-ordinate access to talks ranging from John Kerry to Sarah Gilbert and James Lovelock as part of over 30 speeches in the 'How to Change the World Conference.' Our pupils and those from our partner schools enormously valued this enriching cultural experience, which was accessed by x number of schools/ pupils. How to Academy also generously granted free access to pupils from across the Family of Schools to an online talk on gender bias in artificial intelligence, given by Tabitha Goldstaub on the topic of *How to Talk to Robots – a Girl's Guide to a Future Dominated by AI*. We look forward to further developing our relationship with How To Academy to support the enrichment and cultural capital of young people.

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King's  
College  
London

**KING'S**  
*College*  
**LONDON**

For over twenty years, CLS has worked with King's College London to provide placements for PGCE students. Every year, aspiring teachers are mentored by CLS staff in a range of subjects, including Modern Languages, Religion & Philosophy, English and Chemistry.

## Higher Education

CLS proudly provides bespoke support to pupils from a range of other secondary schools as they prepare their applications to university. Pupils are invited to attend a range of Higher Education and Careers events to support their applications and to demystify the options open for their future.

In 2020 CLS provided Oxbridge and Medical School support, including mock interviews, for pupils from a range of schools, including Oasis Academy, Southbank and Newham Collegiate Sixth Form (NCS) We are delighted to be preparing for an Oxbridge pilot programme working alongside our partner school CoLA Southwark to provide bespoke, structured and sustained support for pupils who aspire towards studying at Oxbridge.

Pupils from the City of London Corporation Academies take part in the annual US Universities Forum, which helps prepare pupils for applications to US universities. We are delighted that four NCS pupils received five offers to study at elite North American universities. In addition, pupils from the Family of Schools participate in our series of Careers talks with expert speakers leading sessions on a wide range of careers, from Maths to journalism. A recent Careers in Maths talk was attended by 85 young people from across the Family of Schools, keen to learn more about opportunities open to them.

In Autumn 2020, CLS also worked with NCS to create a pilot programme of reciprocal Oxbridge interviews in a range of subjects.

*"The US University support we have received from Mrs Hill at CLS has been superlative. Our students and staff have benefitted greatly from her expertise and knowledge of the US application system. CLS has run several sessions where she presented to students on how to make a competitive application, provided detailed advice on SAT/ACT preparation and spent a whole day taking students through the US Common Application. Furthermore, the session on how to write an effective US essay was also extremely well received by students. We are all immensely grateful for your support with our US university programme, which this year saw four students receive 5 offers to Harvard, Princeton and MIT all on full financial aid. It is not exaggeration to say without support and good counsel from CLS I am not sure whether this would have been possible."*

**Mouhssin Ismail**  
**Headteacher**  
**Newham Collegiate Sixth Form**





## Case Study: Support for Russell Group, Oxbridge and Medical School Applicants from Oasis Academy, South Bank



Since 2019, CLS has supported pupils from a new Sixth Form in Lambeth with their university interview preparation. Oasis Academy South Bank is a secondary school serving a community historically underrepresented at the UK's top universities. In 2020, over half of Oasis Academy's Sixth Form won places at Russell Group institutions.

This year, we have adopted a more systematic approach to the partnership with sessions delivered to pupils at the end of Year 12 on the application process, personal statements, aptitude tests and supra-curricular commitments. This was followed with interview practice, feedback and further advice in the run-up to the real interviews in November and December.

*"City of London School has supported students from Oasis Academy South Bank with mock interviews over the last two years to help put them on an even footing with their more advantaged peers at Oxford, Cambridge and Med Schools. The teachers at CLS are both knowledgeable in their subject, savvy about preparing teenagers for university interview techniques, and go out of their way to help others when they can. Our school has a wide spread of academic talent, and the top attainers benefit hugely from being exposed to the mock interviews that they have organised for us – they realise*

*that they are a small fish in a big pond and always come out of the mock interviews with practical tips for how to improve. At a time when resources are stretched and school logistics are more complex and fraught than ever, this collaboration between the private and state sector is a significant aid to us.'*

Michael Slavinsky  
Assistant Associate Principal  
Oasis Academy South Bank

*"Dr Pearce gave me a mock interview for Medicine which helped me hugely. He was kind and encouraging, but he also gave me some really solid advice: I have to stay abreast of the news in medicine beyond just Covid 19! He pushed me on my answers, and he was never satisfied with general points – he made me really think and I had to expand on my answers which is something I can now take into my real interview. He made me defend things from my personal statement and forced me to consider what I would do if the interviews disagreed with my views. I definitely think I know how to prepare for my next interview better – whether it's how to act on camera or how to talk about my passions in the subject in a more eloquent way."*

James  
Year 13 student, Oasis Academy South Bank

## Music

Our wide range of valued musical partnerships is a source of great pride at CLS where we recognise music as a vehicle to support and share opportunities with young people from many backgrounds.

### London Youth Choir

We are proud to partner with London Youth Choir (LYC), a family of five choirs established in 2012 by Suzy Digby OBE and Rachel Staunton. Their mission is to give young people the opportunity to achieve exceptional standards in choral singing, musicianship and vocal production. This is truly an inspiring organisation which enriches the lives and talents of young people from a diverse variety of backgrounds across London. CLS has supported the work of LYC through the sharing of our facilities which, prior to lockdown, were used by 250 visiting singers each week. Since September, LYC has resumed its use of our facilities, though on a smaller scale. We look forward to a full resumption of shared facilities with LYC next year.

Number of young people who visited CLS weekly as part of the London Youth Choir until March 2020: **250**

Number of pupils involved in City Schools Concert hosted by CLS: **200+**



*"Over 300 children from across the capital gather at the City of London School each week to sing together. As well as seeking the highest standards of musical training, these young people also seek positivity and encouragement in a safe and caring place; an environment which enables them to focus, to excel and to feel just a little bit special. The City of London School provides all of this and more. London Youth Choirs is so grateful to the City of London School for its on-going support and very much looks forward to continuing its work together in the years to come."*

*Nina Camilleri  
Executive Director, London Youth Choir*



## City Schools Concert

In January 2020, CLS proudly hosted an incredible musical partnership event, featuring performances from pupils from across the Family of Schools. Pupils played instruments, performed as part of choirs and ensembles and danced to jointly create a spectacular event and demonstrate their exceptional musical and performance abilities across all Key Stages. We are delighted to have been asked to host this wonderful cultural and creative learning event and for our pupils to have actively participated alongside their peers in the Family of Schools.

Given the appetite for musical collaboration, we are excited at the prospect of continuing to develop our musical partnerships with pupil events linked to our spectacular organ and working closely with the London Youth Choir to develop our existing links.



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

**Dr Anne Bamford OBE**

Strategic Education and Skills Director, City of London Corporation



## Temple Church Choir

The long-established partnership between CLS and Temple Church Choir continues to flourish with six current CLS pupils singing at Temple Church. The Temple Church choristers are able to benefit from their education at CLS alongside a cathedral-style education living at home, including exceptional musical training within a tradition which dates to the twelfth century. CLS is proud of our positive and valued partnership with Temple Church, enabling choristers to develop and thrive both academically and musically.

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

CLS educates the choristers who sing in the Choir of Her Majesty's Chapel Royal, St James's Palace. We currently have 10 full choristers in the lower school, and 11 boys who are Pre-Probationers (years 4-6) who rehearse together. Rehearsals take place at CLS during the week, and the Sunday service and rehearsal takes place at St James's Palace.

Partnership work with children's choirs and churches and recruitment of choristers who would not ordinarily be able to afford education at CLS is a vital element of this musical partnership.





## Bursaries

At CLS, we view bursaries as a route to enable talented young people to access what we believe to be a transformational education as a central route to enabling social mobility for individuals and for communities. In so doing, our guiding principle is the desire to play our part in facilitating social mobility through education.

**10%** of our 2020 intake is in receipt of a transformative bursary.

We have received **250** 11+ bursary applications for the 2021 intake from applicants at 200 schools.

We have a very supportive parent body who choose CLS for its progressive outlook and diverse pupil body

Over **£500,000** was donated to the Bursary Fund by parents, alumni and friends of the School last year and was generously matched by City of London Corporation

We are proud that in each of the last three years, 10% of our First Form intake benefitted from full, means-tested bursaries, enabling them to access an exceptional education and future. We are very grateful to our alumni, parents and other donors, as well as the City of London Corporation, for the financial support given to facilitate and sustain bursary places for academically able pupils who would not otherwise be able to access a CLS education. We simply could not provide transformational bursaries without them.



## Recommendations from the Sutton Trust Elitist Britain Report 2019:



1. School admissions processes need to tackle social segregation in schools. High performing comprehensives, grammar schools and independent schools should all do more to increase the numbers of pupils from lower socio-economic backgrounds.
2. High quality teaching is the most important factor for the attainment of disadvantaged young people, providing them with the basis for success later in life. A more even spread of students from different social backgrounds across the system could help to tackle inequalities in access to quality education.
3. Given the advantages they confer to their pupils, opening independent schools up to pupils from a wider range of backgrounds is crucial. This can, in part, be done in part by increasing the number of full, means-tested bursaries on offer in independent schools.

## Diversity & Inclusive Education



At CLS, we are enormously proud of our diverse and inclusive school community and seek to create opportunities in our curriculum, pastoral and co-curricular provision to ensure that pupils can discuss and reflect on issues of identity, culture and belonging.

This is especially significant as we explore and discuss systemic issues of inequality most poignantly raised this year by the death of George Floyd. As such, we have active societies including the Afro-Caribbean Society to enable pupils to have a space to discuss issues pertaining to race. Staff have undertaken reflective training in Diversity and Inclusion in the Autumn term.

The Amos Bursary exists to ensure talented young men of African and Caribbean descent have the opportunity to excel in education and beyond by recruiting high quality students and mentors, running development programmes with peer and professional mentors, parental engagement and cultural and networking opportunities. The pupils of the Afro-Caribbean Society were lucky enough to have a Zoom meeting with some of the current Amos Bursary students, who come from a variety of schools from across London. The Amos Bursary and CLS hope to work in partnership over the coming months, and look forward to exploring how we can learn from and enrich each other.

Our pupil-led societies also include an active Jewish Society, Islamic Society, a Christian Union and Hindu

Society. Increasingly, we are connecting our societies with their counterparts at CLSG to further enrich our discussions and experiences. We are aiming to broaden this collaboration to the Family of Schools next year.

We also have an active LGBTQ+ society which hosts a range of speakers, delivers assemblies and celebrates Pride and LGBTQ History Month. In 2020, senior pupils from LGBTQ+ society consulted with Assistant Headteachers from Redriff Primary on inclusive education. They talked about their experiences at CLS, the setting up of the society, assemblies, PSHE and changes in culture to enable a welcoming and inclusive culture.

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

# The Future

Despite the limitations created by lockdown, we believe that CLS pupils and staff rose to the challenge of innovating and developing Partnership work, as a strategic priority of the school. We are proud to partner with a diverse and impressive range of organisations and to play a part in the Family of Schools as a community of learning. We recognise the power of collaborative working and seek to harness our strengths to share exceptional and transformative educational opportunities for our pupils and our wider community.

As we look ahead to the future, we are excited to be developing our partnership with the City of London Virtual School and look forward to hosting pupils, predominantly young asylum seekers, in the Summer Term. Our pupils are excited to welcome their peers to CLS and to share a range of learning opportunities with them, learning from each others' experience and skillset. We also intend to return to offering our facilities more widely to external organisations and to provide some face to face teaching, interview preparation and enrichment opportunities to pupils from our partner organisations and the Family of Schools, ensuring diversity and inclusion are focused upon as part of our partnership offer and evaluation.

We are continuing to develop our partnership with Eastside Young Leaders' Academy and intend to facilitate sessions at CLS in the coming year with our teachers continuing to offer some

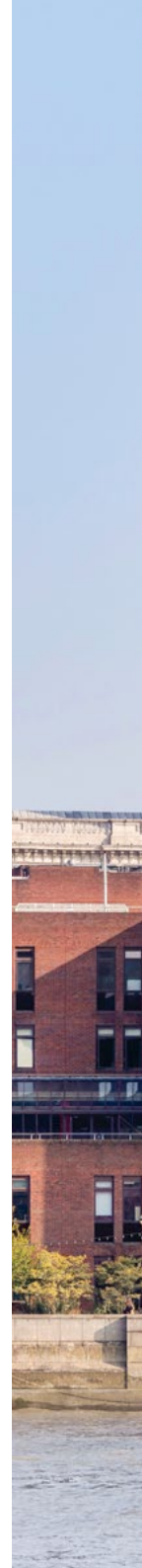
enriching content in Saturday sessions. We are also excited to be creating a pilot programme of sustained Oxbridge support with our partners at CoLA Southwark to further enable young, talented pupils to engage with aspirational educational futures. We are also further developing our virtual volunteering programmes and creating bespoke experiences for pupils alongside our cultural and employer leader partners, including Linklaters and How to Academy. We are also committed to enabling access to a transformational CLS education to talented and able young people through our bursary programme.

Partnership remains a strategic priority at CLS at we are proudly committed to playing our part in developing and building upon a foundation of excellent working relationships, for the benefit of our pupils, our staff and our wider community.

Beyond the development of specific projects, in 2021 we will be focusing on how to meaningfully measure the impact of our activities and use this information to refine our approach to existing partnerships and to develop new ones in a more strategic fashion.

**Andrew McBroom**

Deputy Head, Co-Curricular and Operations  
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## **Appendix 2**

### **CLS and CLSG Partnership Reports: Accompanying Commentary from the Director of Partnerships**

As indicated in the 2020 CLS and CLSG Partnership Reports, a more integrated, collaborative and strategic approach to partnership work has begun in earnest, building on the strong foundations of our existing relationships and the significant value placed on partnership work in both schools. In the context of Covid 19, we have seen an opportunity to enhance our partnership offer and to engage more schools and partnership organisations, harnessing the rich potential of a virtual platform for partnership work. In so doing, we seek to engage with more professionals and pupils from across the Family of Schools than in the past. We look ahead to a blended model of in-person events and initiatives and a virtual offering, breaking down logistical and geographical boundaries which can limit partnership work, whilst not losing sight of the value of physical networking and enrichment experiences for teachers and pupils alike.

Closer links now exist between CLS and CLSG with the appointment of a Director of Partnerships and an integrated senior team overseeing partnership work. This enables a rich exchange of ideas, the sharing of opportunities and the strategic co-planning of events alongside an autonomous and bespoke partnership provision within both schools. It also has enabled further opportunities to develop pupil enrichment across both schools, with a joint Geography Film club, a planned joint General Studies enrichment programme and planned development of joint pupil journalism with a combined entry to the Shine award for pupil journalism. With a strategic link in place and regular communication between partnership counterparts in CLS and CLSG, the future is bright for an enhanced pupil experience at both schools, benefitting from the rich combined offer of Higher Education, external speakers and joint enrichment activities.

Building on the foundation of this year's launch of the Partnership Forum, we also anticipate and can see evidence of developing relationships across the Family of Schools, extending beyond the strong historic partnerships between CLS, CLSG and individual schools. The profile of partnership work has been significantly raised with presentations at the Headteacher Forum, meetings with the ISC, DfE and the Director of Partnerships leading a discussion at the Schools' Conference. We have already engaged two additional primary schools from within the FOS in KS2 Subject Networking and anticipate significant engagement with a planned Young Leaders event at Primary level. We have facilitated networking between librarians to develop support for a school with a recently created library and are also have enabled access to schools to the Trinity book award. We are currently seeking opportunities to share author events with pupils of different ages, having identified reading and phonics as one of the key aspects of lost learning during the lockdown period.

We can also see evidence of further engagement with secondary academies, especially with an improved offer of partnership work at KS5. We have recently launched pilot Key Stage 5 Subject Networking groups and will evaluate their success and impact before an anticipated development of this offer in 2021/22. Key links at Key Stage 5 have been established which has facilitated better exchange of opportunities including events with our cultural and employment leader partners, How to Academy and Linklaters. Communication has also been streamlined with the creation of consistent branding of partnership work. Our planned partnership work will be balanced across CPD and sharing of professional expertise and academic and enrichment support for pupils, in line with DfE best practice. Our approach to partnership work is therefore incremental and based on raising its profile, developing relationships and ensuring strategic and timely communication as core elements of our approach.

Our commitment to social mobility through a transformative CLS/ CLSG education remains a central part of our partnership mission. Close communication between the Admissions, Development and Partnership teams as well as closer links with our Family of Schools, especially at Primary level are designed to facilitate the application of further young people who are financially disadvantaged but who would benefit from bursary funding to access our schools and the education we provide. We are also in talks with Springboard who are in the research phase of considering CLS and CLSG as potential early adopter schools for Looked After Children who may benefit from an independent day school education. We are very excited to be working with Springboard and to potentially be pioneers in this part of their development, with the hope that we could enable some of the most vulnerable young people in our society to benefit from the pastoral and academic support offered by CLS and CLSG.

In 2021, we plan to further develop the partnership offer in tandem with our key external partners. We have planned a 'University Admission Process/ Accessing Careers in the Law' event with Linklaters in which a diverse panel of Junior Lawyers will share their experience of choosing a course and a university and how it led them to a career in the Law. This will be a valuable event for CLS and CLSG pupils, including pupils in receipt of a bursary, but also more widely within the Family of Schools, where some pupils may not have role-models for university access, therefore linking our partnership offer to education as a key route for social mobility. This also complements our Higher Education offer, with additional schools accessing our Oxbridge support and Careers talks. We will continue to work closely with our partners at How to Academy to develop virtual access for pupils to a range of inspiring and enriching talks and both CLS and CLSG are seeking to host pupils in 2021 from the Virtual School, who are predominantly young asylum seekers. We continue to seek opportunities to work with external partners and hope to build further links with livery companies and leading employers as part of our partnership offer.

In addition, we are developing the strategic approach to partnership work with an enhanced staffing model with key staff members leading specific partnership events and initiatives and taking ownership of aspects of impact reporting for their linked events. We are trialling an enhanced data collection system for partnership work, creating a more consistent and unified approach which will capture key qualitative and quantitative information for partnership work. We are also enhancing the opportunities to capture pupil voice and for pupils to lead others in partnership work for example when promoting partnership work via assemblies, targeted pupils are asked to share their experience and also to comment in writing on partnership events and their impact. This model has been shared with the DfE lead on partnership work and both the model and the overall strategic approach to partnership work were highly praised by both the DfE and the ISC.

For both CLS and CLSG, partnership work is highly valued and celebrated by pupils and staff alike. Our ongoing commitment to partnership work is a strategic priority of both schools, aligning with CLS's school values of ensuring pupils are 'Kind, Aware, Ready' to embrace the world beyond CLS and ensuring that CLSG as a school community uses partnership as a mechanism to 'find space to pioneer.' We look forward to a year of further collaboration and dialogue with our partnership links, using partnership work to facilitate the very best of opportunities for young people and the teaching community within the City of London Family of Schools.

Laura Hynes  
Director of Partnerships



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