



Board of Governors of the City of London School for Girls

Date: MONDAY, 7 DECEMBER 2020

Time: 11.00 am

Venue: VIRTUAL PUBLIC MEETING (ACCESSIBLE REMOTELY)

Members:

Nicholas Bensted-Smith (Chairman)	Sylvia Moys
Peter Bennett (Deputy Chairman)	Dhruv Patel
Rehana Ameer	Deputy Richard Regan
Randall Anderson	Professor Anna Sapir Abulafia (Co-optee)
Mark Bostock	Dr. Stephanie Ellington (Co-optee)
Mary Durcan	Soha Gawaly (Co-optee)
Alderman Emma Edhem	Mary Ireland (Co-optee)
Alderman Prem Goyal	Elizabeth Phillips (Co-optee)
Deputy Tom Hoffman	Tim Levene (Ex-Officio Member)
Deputy Clare James	Deputy Philip Woodhouse (Ex-Officio Member)
Shravan Joshi	

Enquiries: Kerry Nicholls
kerry.nicholls@cityoflondon.gov.uk

Date of Next Meeting: 11.00am, Thursday 11 March 2021

Accessing the virtual public meeting

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

<https://youtu.be/MPeM4R5LEB0>

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 non-public summary of the meeting held on 5 October 2020.

For Decision
(Pages 1 - 8)

4. **SUB-COMMITTEE MINUTES**

- a) Draft Minutes of the Finance and Estates Sub-Committee on 13 November 2020

To receive the draft minutes of the Finance and Estates Sub-Committee held on 13 November 2020.

For Decision
(Pages 9 – 12)

5. **OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 13 - 14)

6. **PROPOSED UPDATE TO THE TERMS OF REFERENCE OF THE ACADEMIC WORKING PARTY**

Report of the Town Clerk.

For Decision
(Pages 15 - 16)

7. **PROPOSAL TO CONVENE A GOVERNANCE COMMITTEE**

Report of the Town Clerk.

For Decision
(Pages 17 - 20)

8. **REPORT OF THE HEADMISTRESS**

Report of the Headmistress of the City of London School for Girls.

For Information
(Pages 21 - 64)

9. **POLICIES FOR APPROVAL**

Report of the Headmistress of the City of London School for Girls.

The policies for approval (Appendices 1 – 10) can be viewed in the separate appendices pack.

For Decision
(Pages 65 - 66)

10. **CLSG COMPLIANCE UPDATE**

Report of the Headmistress of the City of London School for Girls.

For Information
(Pages 67 - 110)

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

12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

13. **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

14. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 5 October 2020.

For Decision
(Pages 111 - 116)

15. **NON-PUBLIC SUB-COMMITTEE MINUTES**

- a) Draft Non-Public Minutes of the Academic Working Party held on 18 November 2020

To receive the draft Non-Public Minutes of the Academic Working Party held on 18 November 2020.

- b) Draft Non-Public Minutes of the Finance and Estates Sub-Committee on 13 November 2020

To receive the draft non-public minutes of the Finance and Estates Sub-Committee held on 13 November 2020.

For Decision
(Pages 117 – 126)

16. **NON-PUBLIC OUTSTANDING ACTIONS**

Report of the Town Clerk.

For Information
(Pages 127 - 128)

17. **NON-PUBLIC REPORT OF THE HEADMISTRESS**

Report of the Headmistress of the City of London School for Girls.

For Decision
(Pages 129 - 156)

18. **PREPARATORY SCHOOL VISION REPORT**

Report of the Headmistress of the City of London School for Girls.

For Decision
(Pages 157 - 170)

19. **PREPARATORY SCHOOL REPORT**

Report of the Headmistress of the City of London School for Girls.

For Decision
(Pages 171 - 178)

20. **BUSINESS CASE (TO FOLLOW)**

Joint Report of the Bursar of the City of London School for Girls and the Chamberlain.

For Decision

21. **GATEWAY 2 REPORT (TO FOLLOW)**

Joint Report of the Headmistress of the City of London School for Girls, the Chamberlain and the City Surveyor.

For Decision

22. **PROPOSED REVENUE BUDGET 2021/22 (TO FOLLOW)**

Joint Report of the Bursar of the City of London School for Girls and the Chamberlain.

For Decision

23. **REPAIRS, MAINTENANCE AND IMPROVEMENTS FUND 2021/22 AND 20 YEAR PLAN (TO FOLLOW)**

Joint Report of the Bursar of the City of London School for Girls, the Chamberlain and the City Surveyor.

For Decision

24. **SUMMER WORKS 2021 REPORT - GATEWAY 1 - 4 (TO FOLLOW)**

Report of the City Surveyor.

For Decision

25. **CITY OF LONDON SCHOOL FOR GIRLS - SUMMER WORKS 2020 UPDATE**

Report of the City Surveyor.

For Information
(Pages 179 - 184)

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**

This page is intentionally left blank

BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL FOR GIRLS **Monday, 5 October 2020**

Minutes of the meeting of the Board of Governors of the City of London School for Girls held via Microsoft Teams on Monday, 5 October 2020 at 8.30 am

Present

Members:

Nicholas Bensted-Smith (Chairman)
Peter Bennett (Deputy Chairman)
Randall Anderson
Mark Bostock
Mary Durcan
Deputy Tom Hoffman
Deputy Clare James

Shravan Joshi
Dhruv Patel
Professor Anna Sapir Abulafia (External Member)
Mary Ireland (External Member)
Elizabeth Phillips (External Member)
Deputy Philip Woodhouse (Ex-Officio Member)

Officers:

Julie Mayer
Kerry Nicholls
Nicholas Basye
Steven Reynolds
Ellen Wentworth
Jonathan Cooper
Jenny Brown
Katie Kerr
Justine Venditti
Neil Codd
Susie Gilham
Jane Elliott-Waine

- Town Clerk's Department
- Town Clerk's Department
- Chamberlain's Department
- Chamberlain's Department
- Chamberlain's Department
- City Surveyor's Department
- Headmistress
- Bursar
- Senior Deputy Head (Staff)
- Deputy Head (Academic)
- Deputy Head (Pastoral)
- Compliance Manager

1. APOLOGIES

Deputy Tom Hoffman was in the Chair.

Apologies for absence were received from Rehana Ameer, Alderman Emma Edhem, Alderman Prem Goyal, Tim Levene and Sylvia Moys.

Apologies for lateness were received from Deputy Philip Woodhouse.

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

There were no declarations of interest.

3. ORDER OF THE COURT OF COMMON COUNCIL

RESOLVED - That the Order of the Court of Common Council dated 16 July 2020 appointing the Board of Governors for 2020/21 and setting out its terms of reference be received.

4. **ELECTION OF CHAIRMAN**

Members elected a Chairman in accordance with Standing Order 29.

RESOLVED - That being the only Governor indicating his willingness to serve, Nicholas Bensted-Smith was elected Chairman of the Board of Governors of the City of London School for Girls for the ensuing year.

5. **ELECTION OF DEPUTY CHAIRMAN**

Members elected a Deputy Chairman in accordance with Standing Order 30.

RESOLVED - That being the only Governor indicating his willingness to serve, Peter Bennett was elected Deputy Chairman of the Board of Governors of the City of London School for Girls for the ensuing year.

6. **MINUTES**

RESOLVED - That the minutes of the previous meeting be approved as an accurate record.

7. **SUB-COMMITTEE MINUTES**

a) **Draft Minutes of the Bursary Committee held on 8 July 2020**

RESOLVED - That the public minutes and non-public summary of the Bursary Committee meeting held on 8 July 2020 be received.

b) **Draft Minutes of the Finance and Estates Sub-Committee held on 16 September 2020**

RESOLVED - That the public minutes and non-public summary of the Finance and Estates Sub-Committee meeting held on 16 September 2020 be received.

8. **OUTSTANDING ACTIONS**

The Board considered a report of the Town Clerk outlining Outstanding Actions.

It had not been possible to arrange visits to the School during the Summer 2020 Term due to the COVID-19 pandemic, but a programme of virtual visits was being arranged for the Autumn 2020 term. Concerns around Tier 2 and Tier 4 visa applications after Brexit had not materialised and it was no longer considered necessary for a new risk to be added to the detailed Risk Register.

RESOLVED – That the Outstanding Actions report be noted.

9. **APPOINTMENT OF SUB-COMMITTEES AND WORKING PARTIES, AGBIS REPRESENTATIVE AND DESIGNATED ROLES**

The Board considered a report of the Town Clerk regarding the appointment of Sub-Committees and Working Parties, Association of Governing Bodies of Independent Schools Representative and Governors' Designated Roles for the 2020/21 academic year and the following points were made:

- The potential for creating a new Governor Designated Role on Diversity and Inclusion was raised and would be revisited following the completion of the Race Equality Review.
- Governors discussed whether a Governance Committee should be convened to ensure the Board had the necessary skills to support the future operation and development of the City of London School for Girls and this would be considered at the next meeting of the Board of Governors on 7 December 2020.

RESOLVED - That:

- Nicholas Bensted-Smith be appointed the School's representative to the Association of Governing Bodies of Independent Schools for the 2020/21 academic year;
- Governor's Designated Roles for the 2020/21 academic year be agreed as follows:

Randall Anderson	Compliance
Sylvia Moys	Creative Arts
Deputy Richard Regan	Extra-curricular
Soha Gawaly	Fundraising
Peter Bennett	Health and Safety
Professor Anna Sapir Abulafia	Humanities
Rehana Ameer	IT
Emma Edhem	Modern Foreign Languages
Deputy Tom Hoffman	PE
Elizabeth Phillips	Prep School
Mary Ireland	Safeguarding
Dhruv Patel	SEND
Dr Stephanie Ellington	Sixth Form and Careers
Deputy Clare James	STEM
Mary Ireland	Teacher Recruitment
Alderman Prem Goyal	Wellbeing

- The terms of reference of the Committees and Working Party of the Board be approved, with the exception of the 125th Anniversary Working Party which was disbanded, and the terms of reference and composition of the Teachers' Pay Panel be noted.
- The following appointments be made to the Committees and Working Parties of the Board:

Bursary Committee

Nicholas Bensted-Smith (Chairman)

Randall Anderson

Peter Bennett

Shravan Joshi

Finance and Estates Sub-Committee

Peter Bennett (Chairman)
Randall Anderson
Nicholas Bensted-Smith
Mark Bostock
Alderman Emma Edhem
Alderman Prem Goyal

Academic Working Party

Elizabeth Phillips (Chairman)
Nick Bensted-Smith
Alderman Emma Edhem
Dr Stephanie Ellington
Mary Ireland
Deputy Clare James
Headmistress
Senior Deputy Head (Staff)
Deputy Head (Academic)
Deputy Head (Pastoral)

10. **REPORT OF THE HEADMISTRESS**

The Board considered the report of the Headmistress who provided an update on forthcoming events, summer works and 2020 Leavers and the following points were made:

- Due to the COVID-19 pandemic, many of the Autumn 2020 term events would be held virtually including Prize Day which would be delivered as a virtual package featuring video presentations from the Lord Mayor and Headmistress and letters from the School and the Chairman.
- A range of creative solutions were being identified to support students to express themselves through music, including rehearsing small groups in large spaces. A Governor noted that the Guildhall School of Music and Drama was using streaming technology to stage integrated music events and suggested the School investigate a potential collaboration with the Guildhall School.
- The way the School's ethos was presented would be considered at the next meeting of the Board of Governors on 7 December 2020 to ensure it accurately reflected the School's welcoming culture to staff and pupils of all backgrounds and beliefs, with specific reference to the wording of the 'School's Christian ethos' in the Admissions policies and others.

RESOLVED – That the report be noted.

11. **RECOMMENDATION FOR GOVERNOR POLICY REVIEWING AND APPROVING**

Governors considered a report of the Headmistress setting out the findings of a review of the School's policy schedule and the following points were made:

- A new cycle had been developed to ensure that the School's main policy documents were reviewed on an annual basis, with other policies and procedures reviewed every three years. It was proposed that a small number of existing policies that primarily dealt with guidance on how to implement other policies or contained general information be reclassified as procedures, protocols or guidance and be scheduled for review and sign-off by the Senior Management Team.
- In response to a question from a Governor, the Headmistress clarified that the Predicted Grades Policy referred to predicated grades for UCAS applications and was not related to the Centre Assessment Grade process which had been managed via robust internal protocols. The Governor queried whether the Lettings Policy should remain as part of the review cycle by the Board of Governors and the Compliance Manager would confirm whether this was a contractual policy or process following the meeting.

RESOLVED – That the updated schedule for Governor Policy Reviewing and Approving be approved.

12. **POLICIES FOR APPROVAL**

Governors considered a report of the Headmistress setting out a number of school policies for approval and the following points were made:

- The School had a procedure in place to ensure that key policies were read and understood by staff on an annual basis. Staff were also expected to read and understand policies relating to their area of work. A summary of any changes to school policies was circulated to all School staff at the start of each term and school policies were available for staff to access at any time.
- An addendum had been added to the School's Admissions Policy to outline how the School would deliver a safe admissions process to potential students during the COVID-19 pandemic.
- The Compliance Manager would provide more detail on changes to the Fire Safety Policy and Procedures and the Health, Safety and Wellbeing Policy to the Deputy Chairman after the meeting.

RESOLVED – That the following policies be approved:

- Safeguarding and Child Protection Policy;
- Pupil Supervision Policy;
- Predicted Grades Policy;
- Fire Safety Policy and Procedures;
- Health, Safety and Wellbeing Policy;
- Special Educational Needs & Disabilities Policy;
- English as an additional Language Policy;
- ICT and eSafety Policy and Annexes;

- Pupils' Use of ICT;
- Missing Child Policy;
- Anti-bullying Policy; and
- Admissions Policy.

13. CLSG COMPLIANCE UPDATE

Governors considered a report of the Headmistress providing an update on compliance matters at the School and the following point was made:

- The School had reacted swiftly to the challenges of the COVID-19 pandemic including undertaking a thorough risk assessment process for both the phased and full reopening of the School. This had caused some delay to other aspects of school operations, such as the completion of actions from audit reports, but this was now in hand. The Finance and Estates Sub-Committee had considered this at its meeting on 16 September 2020 and had emphasised the need for all outstanding audit actions to be completed as soon as possible.

RESOLVED – That the update be noted.

14. DRAFT ANNUAL REPORT AND FINANCIAL STATEMENTS 2019/20 OF THE CITY OF LONDON SCHOOL FOR GIRLS BURSARY FUND INCORPORATING THE CITY OF LONDON SCHOOL FOR GIRLS SCHOLARSHIPS AND PRIZES FUND

Governors considered a report of the Chamberlain presenting the draft annual report and financial statements 2019/20 of the City of London School for Girls' Bursary Fund, incorporating the City of London School for Girls Scholarships and Prizes fund and the following points were made:

- During 2019/20, 50 bursaries and 24 prizes had been awarded amounting to £820,752 and £1,740 respectively, which was an increase on the previous year. The overall value of the fund had reduced as a result of the impact of economic uncertainty on investment funds; however, investment income represented only a small proportion of the overall income of the fund.

RESOLVED - That the report be noted.

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

There were no questions.

16. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were two items of urgent business.

The City of London Corporation's Tackling Racism Taskforce would be focusing on a range of key areas including education and there would be opportunities for the School to link in with this work. The findings of School's Race Equality Review would be reported to the next meeting of the Board of Governors on 7 December 2020.

A Member advised that work to help tackle climate change was being taken forward across the Barbican Estate. The Headmistress confirmed that the School would welcome being part of any community initiatives to promote environmental sustainability and would work with the Barbican Association on this matter.

17. **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.

18. **NON-PUBLIC MINUTES**

RESOLVED – That the non-public minutes of the previous meeting be approved as an accurate record.

19. **NON-PUBLIC SUB-COMMITTEE MINUTES**

a) **Draft Non-Public Minutes of the Bursary Committee held on 8 July 2020**

RESOLVED - That the non-public minutes of the Bursary Committee meeting held on 8 July 2020 be received.

b) **Draft Non-Public Minutes of the Academic Working Party held on 21 September 2020**

RESOLVED - That the non-public minutes of the Academic Working Party meeting held on 21 September 2020 be received.

c) **Draft Non-Public Minutes of the Finance and Estates Sub-Committee held on 16 September 2020**

RESOLVED - That the non-public minutes of the Finance and Estates Sub-Committee meeting held on 16 September 2020 be received.

20. **NON-PUBLIC OUTSTANDING ACTIONS**

The Board considered a report of the Town Clerk outlining non-public Outstanding Actions.

21. **REPORT OF THE HEADMISTRESS**

The Board approved the report of the Headmistress which provided information on non-public matters in relation to the School.

22. **EXAM RESULTS 2020**

The Board considered a report of the Headmistress presenting the School's exam results for the 2019/20 academic year.

23. **FINANCIAL INFORMATION DASHBOARD**

The Board considered a joint report of the Chamberlain and the Bursar presenting the Financial Information Dashboard.

24. **REVENUE OUTTURN 2019/20**

The Board considered a joint report of the Chamberlain and the Bursar outlining the revenue outturn 2019/20 for the City of London School for Girls.

25. **CLSG SUMMER WORKS UPDATE**

The Board heard an update from the City Surveyor on City of London School for Girls' Summer Works.

26. **REPORT OF ACTION TAKEN BETWEEN MEETINGS**

The Board received a report of the Town Clerk regarding action taken under urgent or delegated authority since the last meeting.

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 urgent business.

a) **Report from Finance and Estates Strategy Meeting**

The Board considered a report of the Headmistress on the Finance and Estates Strategy Meeting held on 29 September 2020.

29. **CONFIDENTIAL MINUTES**

RESOLVED – That the confidential minutes of the previous meeting be approved as an accurate record.

30. **CONFIDENTIAL OUTSTANDING ACTIONS**

The Board considered a report of the Town Clerk outlining confidential Outstanding Actions.

The meeting ended at 10.30 am

Chairman

Contact Officer: Kerry Nicholls
kerry.nicholls@cityoflondon.gov.uk

**FINANCE AND ESTATES SUB COMMITTEE OF THE BOARD OF GOVERNORS
OF THE CITY OF LONDON SCHOOL FOR GIRLS
Friday, 13 November 2020**

Minutes of the meeting of the Finance and Estates Sub Committee of the Board of Governors of the City of London School for Girls held via Microsoft Teams on Friday, 13 November 2020.

Present

Members:

Peter Bennett (Chairman)
Randall Anderson
Mark Bostock
Alderman Prem Goyal

Officers:

Jenny Brown	- Headmistress
Jane Elliott-Waine	- Compliance Manager
Katie Kerr	- Bursar
Joseph Anstee	- Town Clerk's Department
Kerry Nicholls	- Town Clerk's Department
Aqib Hussain	- Chamberlain's Department
Nicholas Basye	- Chamberlain's Department
Steven Reynolds	- Chamberlain's Department
Warren Back	- City Surveyor's Department
Alison Bunn	- City Surveyor's Department
Peter Young	- City Surveyor's Department

1. APOLOGIES

Apologies for absence were received from Nicholas Bensted-Smith.

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

There were no declarations.

3. TERMS OF REFERENCE

RESOLVED, that the terms of reference for the Finance and Estates Sub-Committee be received.

4. MINUTES

RESOLVED, that the minutes of the meeting held on 16 September 2020, be approved as an accurate record.

5. PUBLIC OUTSTANDING ACTIONS

Governors considered a report of the Town Clerk outlining Outstanding Actions and the following point was made:

- A Committee Member requested that target completion dates be included for all public and non-public Outstanding Actions in future and this was agreed by the Sub-Committee.

RESOLVED, that the Outstanding Actions report be noted.

6. **SCHEDULE OF STANDING ITEMS**

Governors considered a report of the Town Clerk outlining the Schedule of Standing Items.

RESOLVED, that the Schedule of Standing Items be noted.

7. **CLSG COMPLIANCE UPDATE**

Governors considered a report of the Headmistress providing an update on compliance matters at the City of London School for Girls and the following points were made:

- Accessing up-to-date building statutory compliance documentation held on the Micad Property Management System remained a challenge. The School continued to liaise with the City Surveyor's Department which had provided verbal assurance that all centrally managed records required for an ISI inspection could be made available on request. The Micad Property Management System would be updated shortly which would enable documentation to be uploaded faster.
- Good progress had been made in completing the Fire Risk and Health and Safety Audits and it was anticipated that all remaining outstanding actions would be completed by February 2021. An action plan was being developed to introduce further health and safety improvements in key areas, including science laboratories. In response to a question from the Chairman, the Compliance Manager confirmed that staff training would be delivered by both the City of London Corporation and the Compliance Manager. The School was working with the City of London School to develop a business case to establish a shared Health and Safety Apprentice position.

RESOLVED, that the current position be noted.

8. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**

There were no questions.

9. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There was no other urgent business.

10. **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 they involve the likely disclosure of exempt information as defined in Part 1 of Schedule 12A of the Act.

11. **NON-PUBLIC MINUTES**
RESOLVED, that the non-public minutes of the meeting held on 16 September 2020 be approved as an accurate record.
12. **NON-PUBLIC OUTSTANDING ACTIONS**
Governors considered a report of the Town Clerk outlining non-public Outstanding Actions.
13. **PROPOSED REVENUE BUDGET**
Governors heard an update of the Bursar and the Chamberlain on the proposed Revenue Budget for the City of London School for Girls for the 2021/22 financial year.
14. **REPAIRS, MAINTENANCE AND IMPROVEMENT FUND**
Governors heard an update of the Bursar, the Chamberlain and the City Surveyor on the Repairs, Maintenance and Improvement Fund.
15. **CITY OF LONDON SCHOOL FOR GIRLS - SUMMER WORKS 2020 UPDATE**
Governors considered a report of the City Surveyor on City of London School for Girls' Summer Works 2020.
16. **CLSG RISK REGISTER**
Governors considered a report of the Bursar on the CLSG Risk Register.
17. **PROGRESS ARISING FROM ESTATE STRATEGY DISCUSSIONS**
Governors considered a report of the Headmistress on progress arising from Estate Strategy discussions.
18. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE SUB COMMITTEE**
There were no questions.
19. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE SUB COMMITTEE AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
There was one item of urgent business.

The meeting ended at 11.55 am

Chairman

Contact Officer: Kerry Nicholls
kerry.nicholls@cityoflondon.gov.uk

This page is intentionally left blank

CITY OF LONDON SCHOOL FOR GIRLS
Board of Governors – Outstanding Actions (Public)

Action Number	Date	Action	Responsible Officer	Progress Update
2/20/BG	19 March 2020	An update on work to close the outstanding audit recommendations of the City of London School for Girls to be reported to future meetings of the Board of Governors.	Compliance Manager	Updates to be reported when available.
16/20/BG	5 October 2020	The potential for creating a new Governor Designated Role on Diversity and Inclusion to be considered following the completion of the Race Equality Review.	All Governors	To be considered following the completion of the Race Equality Review.
17/20/BG	5 October 2020	The School to investigate collaborating with the Guildhall School of Music and Drama around its streaming technology to deliver integrated musical events.	Headmistress	An update to be reported when available.
19/20/BG	5 October 2020	The Compliance Manager to confirm whether the Lettings Policy was a contractual policy or a process following the meeting.	Compliance Manager	Completed - The Compliance Manager confirmed that this document was a process document outlining principles to be followed when deciding to permit lettings.

This page is intentionally left blank

Committee	Dated:
Board of Governors of the City of London School for Girls	7 December 2020
Subject: Proposed Update to the Terms of Reference of the Academic Working Party	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3a-d; 8c-d
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Town Clerk	For Decision
Report author: Kerry Nicholls, Town Clerk's Department	

Summary

Governors are requested to consider the updated terms of reference of the Academic Working Party of the City of London School for Girls for approval.

Recommendations

That the Board approves the proposed update to the terms of reference of the Academic Working Party (at Appendix A).

Main Report

Background

1. At its meeting on 18 November 2020, the Academic Working Party discussed the need to make a minor change to its terms of reference to reflect the role of the Working Party in overseeing matters pertaining to academic strategy.

Appendices

- Appendix A – Updated Terms of Reference of the Academic Working Party

Kerry Nicholls

Town Clerk's Department

E: kerry.nicholls@cityoflondon.gov.uk

TERMS OF REFERENCE

Academic Working Party

Composition

- Seven Governors
- Headmistress
- Deputy Heads (to attend as required)

Terms of Reference

To oversee all matters pertaining to academic **strategy and** performance at the School, including safeguarding, school trips, Special Educational Needs, International links, Admissions, Staffing and Compliance.

2019/20 Membership

- Elizabeth Phillips (Chairman)
- Nick Bensted-Smith
- Alderman Emma Edhem
- Dr Stephanie Ellington
- Mary Ireland
- Deputy Clare James
- Jenny Brown (Headmistress)
- Neil Codd (Deputy Head, Academic)
- Susie Gilham (Deputy Head, Pastoral)
- Justine Venditti (Senior Deputy Head, Staff)

Agenda Item 7

Committee	Dated:
Board of Governors of the City of London School for Girls	7 December 2020
Subject: Proposal to Convene a Governance Committee	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3a-d; 8c-d
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Town Clerk	For Decision
Report author: Kerry Nicholls, Town Clerk's Department	

Summary

The Board of Governors is requested to consider convening a Governance Committee of the City of London School for Girls for the 2020/21 academic year. Should this be agreed, Governors are requested to consider the proposed composition, terms of reference and membership of the Governance Committee for the 2020/21 academic year.

Recommendations

That Members:

- Agree that the Governance Committee of the Board of Governors of the City of London School for Girls be convened for the 2020/21 academic year;
- Consider and approve the composition and terms of reference of the Governance Committee of the Board of Governors of the City of London School for Girls; and,
- Appoint the membership of the Governance Committee of the Board of Governors of the City of London School for Girls for the 2020/21 academic year.

Main Report

Background

1. This report presents a proposal to convene a Governance Committee of the City of London School for Girls and should this be agreed, asks Governors to agree the proposed composition, terms of reference and membership of the Governance Committee for the 2020/21 academic year.
2. The Order of the Court of Common Council for the Board of Governors of the City of London School for Girls dated 16 July 2020, appointed the Board of Governors for the 2020/21 municipal year and set out its terms of reference. This included a membership comprising:
 - Up to two Aldermen nominated by the Court of Aldermen;
 - Up to 12 Commoners elected by the Court of Common Council at least one of whom shall have fewer than five years' service on the Court at the time of their appointment;
 - The following ex-officio Members:
 - the Chairman of the Board of Governors of City of London School
 - the Chairman of the Board of Governors of City of London Freeman's School; and,
 - Up to six co-opted non-City of London Corporation Governors with experience relevant to the Board.
3. The Board of Governors of the City of London School for Girls currently directly considers the appointment of Co-opted Governors with experience relevant to the Board and advises on the skills needed by the Board of Governors to assist in the selection of new Common Council Governors.
4. It has been identified that, in line with recommendations by the Association of Governing Bodies of Independent Schools (AGBIS), formal arrangements are in place at the City of London School via its Governance Committee to source, interview and recommend the appointment of Co-opted Governors to the Board of Governors as well as advise on the skills needed by the Board of Governors to support the selection of new Common Council Governors. The City of London Freeman's School has now also constituted a Nominations Committee.
5. This proposal is put before Governors within a context of other relevant matters such as the Black Lives Matter movement (and consequent work undertaken by the City through the Tackling Racism Taskforce); as well as the Tomlinson and Lisvane Reviews.
6. It is therefore proposed to formalise the existing arrangements by convening a Governance Committee to support the appointment process for Governors and review the skills set of the Board of Governors in line with the arrangements at the City of London School. It would also provide a broader governance oversight function.

Appendices

- Appendix 1 – Proposed Composition and Terms of Reference of the Governance Committee.

Kerry Nicholls

Town Clerk's Department

T: 020 73332 1262

E: kerry.nicholls@cityoflondon.gov.uk

PROPOSED COMPOSITION AND TERMS OF REFERENCE OF THE GOVERNANCE COMMITTEE

The Committee's role is to advise on the skills needed on the Board of Governors to assist in the selection of new Governors and to provide advice on governance matters concerning the School, acting as a sounding board for proposals for new committees.

The Committee to meet once per annum with additional meetings convened on an ad hoc basis as required.

Composition

- The Chairman and Deputy Chairman of the Board of Governors of the City of London School for Girls who shall act as Chairman and Deputy Chairman of the Committee, respectively.
- Up to four other Governors appointed by the Board of Governors

All Governors on the Board are eligible to serve.

Quorum

The quorum shall be any three Governors.

Any decision taken by the Committee shall require the agreement of the majority of Common Council Governors present at the meeting and voting.

Terms of Reference

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

- The Committee will monitor Governor training and maintain and annually update a skills audit of the Board of Governors, identifying and noting gaps;
- The Committee will seek to identify individuals able to serve as Co-opted Governors;
- Such gaps as may occur should be used as guidance helping to assist in the selection of Common Council Governors.

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

- Having sought individuals to serve as Co-opted Governors, the Committee will recommend these appointments to the Board for final approval;
- The Committee will make recommendations to the Board on Designated Governor Roles;
- The Committee will provide recommendations on any other governance matters concerning the School, including scrutinising proposals for new committees and working parties.

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

Agenda Item 8

Committee(s): City of London School for Girls Board of Governors	Dated: 7 December 2020
Subject: Report of the Headmistress	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	3, 4, 8, 9, 10
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Headmistress of the City of London School for Girls	For Information
Report author: Jenny Brown, Headmistress, CLSG	

Summary

Update to governors on various aspects of school life, including:

- Events upcoming
- Works
- Exams
- Partnerships and Development

Recommendation

The Board is asked to

- Note the report.

Main Report

1. To have (almost) weathered this term and for school to have continued productively, busily and in the main cheerfully feels like a huge achievement in itself.
2. It's hard to think of a single item of school life that hasn't had to radically adapt and there is inevitable strain and discomfort associated with this. We could not be prouder of our staff and the way that they have coped with significant challenges. Our teachers, our facilities team; our IT staff, nurse and pastoral team; our senior team. It is humbling to consider how superbly they have persevered and delivered our central goal: great learning for our CLSG pupils.
3. Governors I am sure will want to show their appreciation to all staff formally in this meeting. And we are thinking now of small seasonal recognition for all staff to mark their outstanding effort.

Events

Thursday 10 th December	House Quiz and Festive Celebrations
Friday 11 th December	End of Autumn Term
Monday 4 th January	Staff INSET Day
Tuesday 5 th January	Term begins
Thursday 14 th January	Y11 Parents Evening
Friday 15 th January	Prep Friends Committee Meeting
Friday 15 th January	Y8 City Girls in Science Day
Tuesday 19 th January	GCSE and A Level Drama Workshop
Wednesday 20 th January	Life After City Speakers for Y9-13 (remote)
Wednesday 20 th January	Friends Committee Meeting
Thursday 21 st and Friday 22 nd January	11+ interviews: school closed for students (tbc with Y12 assisting) 7+ practical assessments
Tuesday 26 th January	Y9 Parents Evening
Tuesday 27 th January	Y7 Challenge
Thursday 28 th January	Y12 Talk re Oxbridge Higher Education Events
Friday 29 th January	7+ Entry Results Published
Monday 1 st February	7+ Offer Holders morning
Wednesday 3 rd February	Sing & Swing concert (remote)
Tuesday 9 th - Thursday 11 th February	Y8 Junior Drama Production
Thursday 11 th February	Y9 City Girls in the Arts Day
Monday 14 th - Friday 19 th February	HALF TERM HOLIDAY
Monday 22 nd - Friday 26 th February	Y13 Mock Exams
Tuesday 23 rd February	Y10 City Girls in the City Day
Friday 26 th February	Prep Friends Committee Meeting
Friday 26 th February	11+ Offer holders afternoon

Friday 26 th February	Joint Concert with CLFS (remote)
Tuesday 2 nd - Friday 5 th March	Senior School Production of <i>The Tempest</i> (in various locations around the Barbican)
Wednesday 3 rd March	Colton Memorial Lecture TBC (remote)
Thursday 4 th March	Y8 Parents Evening
Saturday 6 th March	Y12 Oxford Tea (remote)
Tuesday 9 th March	Y7 Challenge
Tuesday 9 th March	7+ Open Afternoon
Wednesday 10 th March	Y10 City Girls in the City Day
Wednesday 10 th March	Y13 Parents Evening
Thursday 11 th March	Board of Governors
Thursday 11 th March	Y13 Post-Mocks Breakfast
Thursday 11 th March	Y7 Concert (remote)

4. Please note that all events are subject to change and are carried out in line with government guidelines and the school risk assessment.
5. Musical offerings have moved online, please see the non-public report for the links to the Autumn Concert and Scholars' Concerts.
6. The final day before half term saw the screening of the four House Drama short films, judged by the Oscar-winning director of *Les Misérables* and the *King's Speech*, Tom Hooper. Ordinarily a stage-based production, this year's special circumstances saw the Director of Drama, Mr Whyld adapt the competition into a short film contest, with each house given four weeks to devise, film, and edit ten-minute long features on the theme of 'Alone Together'.
7. Although prompted by adverse circumstances, the new format encouraged the pupils to think creatively and with ingenuity about how to deliver their stories. As a result, the finished products "far exceeded expectations", according to Mr Whyld, who insists that the pupils "triumphed" in the face of a difficult challenge.
8. Mr Whyld was not alone in this praise. Tom Hooper, who whipped out his own Oscar to deliver best film, was thoroughly impressed by the students' efforts, explaining that "directing is all about living on the power of an imagined future". In the end, St. Bride deservedly won the Best Overall Film award for their Wes Anderson inspired offering, summed up as "spectacular" by Mr Whyld, noting that the composition of their shots, the pace, and the design of the piece displayed professional level sophistication. Please see the article below for links to all the submissions.

[House Film Competition](#)

9. The Senior Performance of *The Tempest* has been postponed until March 2021 due to the second lockdown.

Works

10. Please note these works are dependent on availability of materials and labour over the break and during Covid restrictions:

- Replacement and testing of the distribution boards
- Key suiting
- Replacement of the heating on B Floor
- BMS works (incorporating heating and control of ventilation)
- Upgrading of the sports surface
- Replacement flooring in Prep classrooms
- Final roofing works
- Repairs to the Swimming Pool
- Making good to DT floor following the roof leak
- Decoration of Prep classrooms (may be done in-house, dependent on staffing)

Exams

11. Mocks are currently taking place for all Year 11s. At this point we are leaving open the possibility of another set of mocks in February, to accommodate the need for really well-tracked data, should Centre Assessed Grades, or rankings be required in the summer. The position currently appears to be that the government are very keen for exams to go ahead, but will think robustly about mitigations for pupils who have missed a lot of school or indeed for those unable to sit summer exams for C19-related reasons.

12. We had 8 leavers (Y14) do their A Level retakes and 9 Y12s sat GCSE retakes during the course of this half of term.

Partnerships Report

13. Can there have been a year in which the importance and benefits of working together have been felt more acutely? We navigated being together apart in our lives and learning at CLSG, finding shared purpose within the City Family of Schools and with other institutions and businesses in our community to recognise and mitigate new challenges and hardships under lockdown. This was always to have been an important year for CLSG's partnership work, as we welcome our new Director of Partnerships CLSG and CLS: Laura Hynes, who works closely with our Deputy Head Partnership and Co-Curriculum at CLSG, Rosie Lockyear (and with her parallel at CLS). This new team have hit the ground running, tackling restrictions thrown up by Covid with resourcefulness and turbo-charging this key element of our School's vision *Finding space to Pioneer*.

14. We are very proud of the service pupils across the school offered in their local communities during lockdown, some examples of which you will find in this report and of the way in which the school's charitable fundraising continues apace in the face of C19 restrictions. Who knew that a Big Bursary Busk could move so seamlessly into digital form? Digital space may be thin in comparison to being with each other in a room, but it is also limitless and feels excitingly available for

new, effective, innovative connections both locally and with our partners overseas.

15. This year was also, of course, informed by the urgent cry for durable cultural change in the wake of the BLM movement. The principles of equality and anti-racist, or in John Amaechi's words, 'anti-incivility' inclusion are closely aligned to our partnership work. It celebrates the multicultural city we are embedded in and aims to be part of the equalising and broadening of opportunity through active, purposeful and responsive partnerships. Our commitment to the bursary programme is also important: we celebrate the large number of transformative bursaries we offer, which have such important impacts on pupils' lives.
16. Partnership is about shared space. We celebrate and enjoy the immense values of shared learning space, shared City space, shared workspaces and the harmony and excitement of learning from others beyond our school walls, whether in person or through digital space. Our teaching and student mentoring at Shoreditch Park remain mutually enriching enterprises in person or online. The Cultural Leaders programme, with Linklaters, the How to Academy and CLS raised aspirations and awareness of different careers. The Arts and Culture Network offered networking online and in person and we continue to increase access to higher education and academic support with other schools for pupils aspiring to elite universities.
17. So while the 20:20 vision we had at the start of the year had to adapt; the attached report shows how much we can accomplish together whether in person, or apart and I thank our staff, our partners and most importantly our pupils for their commitment and contribution to partnership throughout the year.
18. Please see Appendix A to this report for the CLSG draft Partnerships Booklet.

Development

19. See Appendix B For the draft Case for Support, an interim document for our Bursary Scheme. The new Development Manager, Rebecca Thomas, starts in January 2021 and will no doubt hold this as a campaign for the New Year.

Corporate & Strategic Implications –

Strategic implications - None
Financial implications - None
Resource implications - None
Legal implications - None
Risk implications - None
Equalities implications – None
Climate implications - None
Security implications - None

Appendices

- Appendix A – Draft Partnerships Booklet
- Appendix B – Draft Case for Support

Jenny Brown

Head, City of London School for Girls

T: 020 7847 5500

E: brownj@clsq.org.uk



CITY OF LONDON
SCHOOL FOR GIRLS

APPENDIX A

Working in Partnership

2020

Page 27

Our partnerships in numbers

Amount raised by Charity Appeal for Street Child since our partnership began in 2011: **£185,156**

100% of girls who actively raised money for the Charity Appeal

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

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

79 girls at CLSG on full means-tested bursaries

Our economic impact

Total financial assistance: **£X,XXX,XXX**

Total sum contributed to UK GDP: **£XX,XXX,XXX**

Total savings to the UK Taxpayer as a result of pupils attending CLSG: **£X,XXX,XXX**

Total amount of UK Tax supported by CLSG activities: **£X,XXX,XXX**

Number of jobs supported by CLSG supply chain: **XXX**

Source: ISC Economic Impact Assessment Tool

Can there have been a year in which the importance and benefits of working together have been felt more acutely? We navigated being together apart in our lives and learning at CLSG, finding shared purpose within the City family of schools and with other institutions and businesses in our community to recognise and mitigate new challenges and hardships under lockdown. This was always to have been an important year for CLSG's partnership work, as we welcome our new Director of Partnerships CLSG and CLS, Laura Hynes, who works closely with our Deputy Head Partnership and Co-Curriculum at CLSG, Rosie Lockyear (and with her equivalent at CLS). This new team have hit the ground running, tackling restrictions thrown up by Covid with resourcefulness and turbo-charging this key element of our school's vision of 'Finding Space to Pioneer'.

We are very proud of the service pupils across the school offered in their local communities during lockdown, some examples of which you will find in this report and of the way in which the school's charitable fundraising continues apace in the face of C19 restrictions.

This year was also, of course, informed by the urgent cry for durable cultural change in the wake of the BLM movement. The opportunities and challenge of this movement will find expression in the race equality review which we undertake with CLS. The principles of equality and anti-racism, or in John Amaechi's words, 'anti-incivility' inclusion, are closely aligned to our partnership work. Our commitment to the bursary programme remains important:



we celebrate the large number of transformative bursaries we offer, which have such an important impact on pupils' lives.

Partnership is about shared space. We celebrate and enjoy the immense values of shared learning space, shared City space, shared workspaces and the harmony and excitement of learning from others beyond our school walls, whether in person or through digital space. Our teaching and student mentoring at Shoreditch Park, for example, remains mutually enriching enterprises in person or online. So while the 20:20 vision we had at the start of the year had to adapt, this report shows how much we can accomplish together whether in person, or apart and I thank our staff, our partners and our pupils for their commitment and contribution to partnership throughout the year.

Jenny Brown

Headmistress

Developing Our Partnerships

With the appointment of our joint Director of Partnerships at City of London School and City of London School for Girls, a key part of the development of partnership work has involved greater collaboration with the family of schools. We have created a Partnership Forum to enable the building of powerful relationships across our partner schools. This has enabled us to share a range of enrichment opportunities brokered by CLS and CLSG, working alongside cultural and employment leaders to create and facilitate access to inspiring opportunities for young people beyond our immediate school communities.

We continue to be committed to developing further these links and are proud to be facilitating a sector-leading collaboration between schools as we share educational opportunities.

"The mentees reported thoroughly enjoying the opportunity to build a real academic partnership with an older role model, since there is no opportunity to do so at Shoreditch Park for our founding cohort. At the end of the project, pupils on both sides were sad to say goodbye. The biggest impact on the COLASP pupils was undoubtedly their confidence in the classroom, thanks to the homework and class work support given from their mentors."

Charlotte Pincher
Assistant Principal, Shoreditch Park



City of London Corporation Family of Schools

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

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

The family of schools includes:

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

26% of CLSG teachers were involved in partnership work in 2020

"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

In 2019-2020, we have collaborated with the City of London family of schools in the following ways:

- We led the teaching of Latin at two of the CoL academies in a variety of ways;
- We have supported the English department, including Newly Qualified Teachers, at **CoLA Shoreditch Park**, building on an excellent existing partnership;
- Twelve of our pupils have mentored Y9 pupils in English and Maths at **CoLA Shoreditch Park**, developing excellent working relationships and providing invaluable support;
- CLSG pupils are now providing Maths and English curriculum support remotely via fortnightly virtual mentoring;
- The Careers Department has provided bespoke interview support and guidance for 18 pupils from the family of schools aspiring to Oxbridge;
- CLSG's **Higher Education Evening** and careers events continue to be opened up to the family of schools and were attended by 30 pupils last year;
- Subject networking has been established to enhance collaboration at Sixth Form facilitated by CLS and CLSG teaching staff;
- The first in a series of webinars designed by law firm **Linklaters** was attended by over 100 of Year 12 pupils from 6 schools;
- The sharing of best practice in coaching with **Galleywall Primary School**;
- Subject networking at Key Stage 2 in Music focusing on curriculum, assessment and the sharing of best practice;
- Subject networking in Drama with **COL Shoreditch Park**, developing a range of opportunities for pupils and teachers to share best practice, including acting as a virtual audience and contributing to remote performances;
- A pupil-led group **Geography Film Club** for sharing and discussing significant examples of geography related films with accompanying talks from their producers to further enrich geographical understanding beyond the core curriculum;
- Four sixth formers volunteered at The Aldgate School to assist with the delivery of a **Robotics Club** for Year 5 and 6 pupils.



Charity Appeal

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



£185,156 raised for Street Child since 2011

CLSG is proud to report that over the course of our nine-year partnership with Street Child, CLSG has raised £185,156 for this important cause thanks to the hard work and dedication of our pupils.

From January 2020 City girls have taken part in various fundraising events for a range of charitable causes. Our annual RAG week (raising and giving week) takes place in the spring term. During this week events took place daily and included an Australian themed bake sale where the money was donated to the Australian Red Cross, Staff Mr and Mrs, Bingo, our annual talent show – City's Got Talent, and staff University Challenge.

We would also like to highlight some examples of pupils' independent fundraising during the Lockdown period:

- As part of the 2.6 Challenge, Molly (Y8) completed 26 challenges (e.g burpees, jump squats) repeating them 26 times. She then completed a 2.6 mile run! Molly's family managed to raise £3000 for Jewish Care. Marie (Y9), cartwheeled 2.6km in her back garden (325 laps). Marie managed to raise just under £400 for Marie Curie, Dogs Trust, and the NHS Fund North London.
- In July 2020, Evie in Year 13 wrote a play during the lockdown period and she and some others performed it over Zoom. Money raised went to Women's Aid and pupils raised an impressive £1,504 through this virtual event. In recognition of the pupils' efforts, Flora from Women's Aid said "This will make such a huge difference to our work supporting women and children. We can't thank you enough for all your hard work and support."

"Fundraising at CLSG has always been an exciting and integral part of the school community. We are conscious of the incredibly fortunate position we are in, and therefore there is a strong sense of duty to give back where we can. Not only can fundraising harness the drive and competitiveness many City girls have, it also provides an opportunity to de-stress, in a fun and rewarding way."

Miya Heap

Year 13 Mission Committee Chair



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

Tom Dannatt

Street Child CEO & Founder

- In February 2020, pupils also held a charity food and donations drive in aid of the charity Care4Calais, with form Mission representatives organising and collating generous donations of the most needed items to send to Calais to support asylum seekers.
- In October 2020, as part of our annual Black History Month celebrations, we raised £420 for the Stephen Lawrence Charitable Trust. CEO Sonia Watson wrote “I wanted to write to extend our sincere gratitude to all at City; we are privileged that you have chosen to support our important work in tackling inequality in all its forms.”



Community Service

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

Pupils also impressed with their volunteering during lockdown demonstrating initiative and a palpable sense of social responsibility, supporting others during a time of significant need.

Here are a few of the many stories which demonstrate our pupils' efforts:

Matilda: My sisters and I volunteered weekly at a youth centre that is helping to provide meals to families who are part of the community. We would sort and pack the bags with food that provide a meal for each family member.

Anna: The volunteering that I was doing with KEEN London to support children with disabilities before lockdown moved to an online session. We met through Zoom and ran activities such as a talent show or a group workout.

Gemma: I volunteered with the Felix Project before and during the lockdown, as now more than ever, food banks and charities are in need of food. The

Felix Project aims to distribute food that would have otherwise been wasted.

The Duke of Edinburgh Award is a key component of City girls' education and includes a significant requirement for volunteering, ranging between three months for the Bronze Award and 12 months for the Gold Award. The Award recognises that "the volunteering section of a DofE programme is often the most rewarding, uplifting and memorable part of a young person's DofE adventure."

Since 2019, 180 pupils have enrolled in the Duke of Edinburgh award with wide ranging volunteering activities at the core of their experience.



Following pupils' volunteering with the Felix Project during lockdown, we were delighted to welcome Jane Byam Shaw, founder of the Felix Project to talk to sixth formers in the autumn term to share the charity's mission with our pupils. The charity was set up in 2016 in memory of Jane's son Felix, and in collaboration with The Evening Standard, the charity has provided over 12 million meals this year alone to hungry and homeless people in London. More CLSG pupils have since volunteered to support this work and we look forward to reporting further on this partnership in the future.

"For my community service I volunteered for a charity called Team Up where I tutored Year 7 pupils in Maths. Team Up works in disadvantaged schools where some pupils are not achieving their potential. I was taught how to plan lessons and teach effectively. Each week I would go through different topics as well as to write a mini report at the end of each week for each pupil to track their progress. This was so rewarding because I was able to clearly see their progress."

Izzy

"During lockdown, I volunteered at my local general practice, making lunch for the doctors, nurses and all the other staff working there throughout the pandemic. Both of my parents are NHS doctors who often have too much work or too little time to eat or have a break for lunch."

Amber

Partnership Case Studies

City of London Academy Shoreditch Park

Our partnership with CoLA Shoreditch Park is one of which we are especially proud. Over time, we have developed a powerful partnership between our schools. This includes the teaching of Latin with a significant teaching commitment of two visiting CLSG teachers who regularly teach a Latin class at CoLA Shoreditch Park in order to prepare them for the GCSE examination as well as deliver a Year 8 Latin Enrichment class, which we hope in time will be supported by sixth form volunteers.

Last academic year, 12 CLSG pupils mentored Year 9 pupils at COLA Shoreditch Park focusing on supporting younger pupils with their English and Maths. Pupils developed strong relationships with their mentees and were able to provide meaningful academic support, as well as being prompted to think carefully about their communication, questioning and skills of explanation. We have developed the programme of academic mentoring alongside teachers at Shoreditch Park to create a virtual mentoring model. Every week, pupils create academic support short films to consolidate and extend Year 9 pupils' knowledge and understanding of Maths and English, closely linked to their lessons and homework. We are delighted that our relationship with COLA Shoreditch Park continues to grow and thrive and look forward to working alongside them in future.



"Teachers reported seeing increased confidence from those pupils involved in the mentoring scheme, and this is the first step to building the resilience needed to succeed in their GCSEs in year 11. Furthermore, it was noticeable that the mentees demonstrated a much more mature attitude to their learning, which demonstrated to themselves, their peers and to staff their commitment to their progress."

Charlotte Pincher
Assistant Headteacher, CoLA Shoreditch Park

"Last year it was great to build personal relationships with the pupils and be able to see them improve in real life. We have tried to adapt to a remote environment by making content that feels more personal and less formal than their teaching to continue to build on this."

Sixth Form Mentor

"The experience has been valuable in terms of how to articulate ideas and key skills. Having to teach has helped us consolidate our knowledge and writing skills, whilst also forcing us to think quickly and flexibly. Simultaneously, it has been especially valuable to see the effect this has had on the pupils' progress and confidence."

Sixth Form Mentor

Musical Partnerships

Young Leaders

2020 was the third year of running the Young Leaders Programme, involving a total of 20 students from CLSG and the City of London Academies (Shoreditch Park, Highgate Hill and Highbury Grove). The students worked with the Voces8 Foundation, learning to lead warm-ups and to teach songs to primary school children. They spent a day at Galleywall Primary School leading workshops with classes from Reception to Year 3 and interacting with the children with confidence, enthusiasm and great positivity.



Annual Joint Concert with City of London Freeman's School

As well as proudly participating in the annual City Schools Concert in January, St James's Church Piccadilly was the venue for our annual Joint Chamber music concert in March 2020, when 27 of our talented instrumentalists from Years 7-13 joined players from the City of London Freeman's School. Players performed a challenging programme, including Haydn's Gypsy Rondo and Mendelssohn's Octet, with outstanding musicianship and professionalism. The two schools joined forces for an impressive Brass Ensemble, an elegant eight-piece cello ensemble, and an exhilarating finale from the joint string ensemble playing Holst, Fauré and McLean.





Corporate Partnerships

In Autumn 2020, CLSG alongside CLS has forged a partnership with leading Law firm Linklaters to provide learning and development opportunities to Year 12 pupils from the family of schools.

In November 2020, over 100 Year 12 pupils 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 attended from CLSG, CLS, 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.

"The webinar was very informative, well-paced and structured. It was interesting to hear about the relative effectiveness of the actual content of a speech compared to the physical delivery, the latter having a bigger impact than I realised! It was also useful when the speaker related the talk to interview advice and provided practical tips. I enjoyed the interactive parts of the webinar too which meant it closely resembled an in-person talk!"

Tejal

We are also proud to have brokered access to an inspiring set of speeches through our partnership with '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 XXX number of schools/ pupils.

Arts and Culture Network Partnership

We offer our thanks to the arts and culture network who supported Moatfest online this year. This was a three-day online celebration of women in the Arts.

"It was all so brilliant to watch! Everyone's monologues were so different and interesting!"

"Wow! What fantastic entertainment on a rainy day. Not only was the standard of writing exceptionally good all round, but the performance of it was so enjoyable."

Year 9 parent

International Partnerships

Pupils at CLSG are from a range of social and cultural backgrounds. The international dimension in our curriculum and partnership offer are planned to recognise and make use of this. Following an annual audit of international activities, teachers from every curriculum subject develop activities with an international dimension for every year group and we offer a range of opportunities for international partnership, enabling our pupils to develop a wider understanding on the world.

- CLSG has permitted a member of staff to take a sabbatical to go and work with a school in Colombo to support them and plan collaborative activities.
- Our Global Perspectives programme is planned so there is an international dimension in the PSHCE programme in every year group. Where possible, we try to enrich these activities by collaborating with partner schools overseas.
- Staff appreciate the importance of the international curriculum and are interested in developing activities. Staff attended an eTwinning conference in Armenia and then implemented collaborative activities with a school in Italy. This year, others are attending a workshop at school to learn how powerful eTwinning can be.
- We have expanded our curriculum exchanges, to include Australia, Argentina, Canada and New Zealand. Pupils learn the same subjects while at the school. On their return they disseminate their learning with other students and teachers.
- Whole school events with an international focus happen each year, celebrating UN days, such as Women and Girls in STEM. We have long established partnerships with European schools - involving language and cultural exchanges. Pupils in 2019/20 visited Canada, Buenos Aires and Australia; CLSG pupils in Melbourne created short films on global climate issues, sharing expertise with our international partner schools.
- Pupils in the sixth form took part in the European Youth Parliament debating competition with three CLSG pupils selected to go to the international session in Austria.
- Pupils learned about the D'Hondt system of proportional representation in relation to the European elections, through our whole school assembly programme
- Visiting teachers from schools overseas take part in workshops to share teaching and learning experiences; most recently we hosted teachers from China, Iceland and Denmark.



European Youth Parliament

"Following the CLSG team's success in the regional and national rounds of the competition, Evie and I took part in the Austrian international session of the European Youth Parliament (EYP). We spent eight days getting to know young people from 27 European countries, discussing resolutions to European issues and then debating them. The issues discussed varied from the EU's Space Programme to how the Common Agricultural Policy could be updated to include the risks of Climate Change. My topic was the refugee crisis - the range of views that people had was eye opening and a bit of a shock. Working as a team, making friendships across Europe and being forced to be confident of our opinions made EYP an incredible experience."

Sibby, Year 12

iGEM



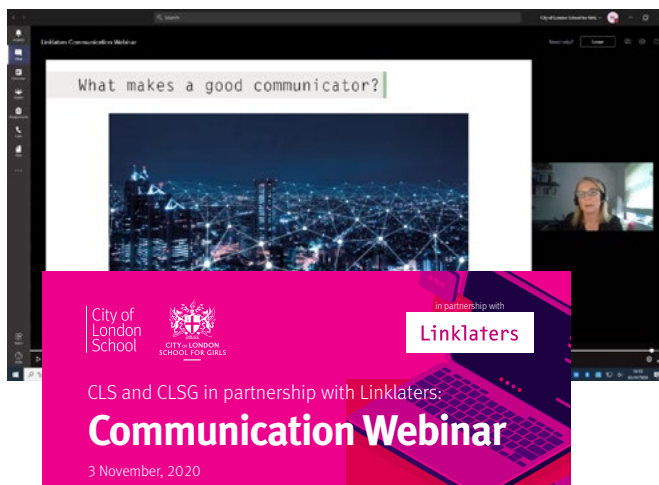
Competing against 65 schools across the globe, this year CLSG and CLS entered the prestigious international engineering competition as a joint project and their submission impressed the judges so much that they were awarded a silver medal. The team was nominated for best presentation, best poster, best wiki and best inclusivity.

"iGEM has been an incredible opportunity and it was great to be able to join forces with CLS to develop our understanding of molecular biology and to apply it to try and solve a real-life issue. Our team chose a project on the critically endangered European Eel by creating a biological circuit which would remove pollutants from the River Thames. It has been great to learn about using synthetic biology and how to use scientific technology to tackle world problems, which will be useful for a career within STEM."

Lucza, Year 13

Higher Education and Academic Support

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



Higher Education and careers events and programmes in 2020 have included:

- Bespoke interview support and guidance for 18 pupils aspiring to Oxbridge from the family of schools
- External mock interviewers to support specialist interview practice including governors and parents
- Virtual Oxbridge preparation talks attended by CLSG pupils
- alongside pupils from the family of schools
- Higher Education Evening and careers events attended by 30 pupils from the family of schools
- Linklaters Communications Webinar attended by over 100 of pupils from the family of schools
- Facilitated access to BMAT and UCAT preparation sessions for pupils within the family of schools
- Arts and STEM careers committee speed dating events led by 32 experts in a wide variety of fields

In 2021 we plan to widen access to our academic enrichment sessions to pupils from the family of schools even further and look forward to further collaboration in Higher Education provision.



Bursaries

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

22 girls on partial bursaries (3%)

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

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

Sarah
former bursary recipient
now studying at the niversity of Oxford

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

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

70 families gave over £50,000 to the Covid-19 Appeal. With matched funding from the City of London, this will enable Bursary support for an additional 6 families.

Individual Success Stories

"Coming from a local comprehensive, I had never experienced the type of teaching and learning that can take place in small classes where everyone is engaged and willing to learn. This focus and determination is something that runs through the school and which has had a profound impact on me personally. Being surrounded by young women who are ambitious and motivated but also incredibly supportive of each other has been amazing and is something which I believe distinguishes the culture at City."

Rania
former bursary student

"Our location in the heart of London opens up so many opportunities. For instance, last year I had the opportunity to attend the annual Tacitus lecture held in the Guildhall by the World Traders, about the potential future impacts of Artificial Intelligence [...] Following the lecture, I was part of the school team that went on to win the subsequent public speaking competition on the same theme of artificial intelligence. Representing the school in this way was a great experience, which improved both my academic knowledge and my teamwork and confidence."

Megan
former bursary recipient

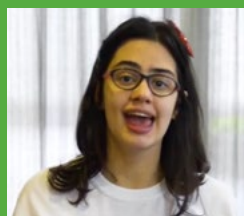


"Our daughter has made deep connections with girls from a huge range of social backgrounds. For me, that's one of the most powerful things about CLSG, and bursaries and scholarships are a crucial component of that. We want our daughter in a school that reflects the London, Britain and world into which she will emerge"

Parent
Taken from Case for Support

Bursary Busk 2020

With significant parental support working in partnership with our Development Office, in Summer 2020, CLSG pupils planned, adapted and performed the Big Bursary Busk on June 25th. Having originally planned to busk in their local area to fundraise for bursaries, pupils worked alongside an expert team of parent supporters to create an exciting trailer and marketing campaign. As a result of lockdown, pupils were unable to carry out their original plans but instead twelve main acts put on an impressive virtual show including yodelling and the lovely harmonies of the junior choir. The Friends generously matched pound for pound the first £5000 raised.



"It must be really nerve wracking sending these events out into the void remotely but it is a great morale boost to all of us in the audience."

Year 11 parent

Match-funding Black Lives Matter

In the month of July 2020, a CLSG family anonymously donated £75,000 in match funding to the Bursary Fund. Here they explain why:

"Our donation to the Bursary Fund is in recognition of the important role that CLSG occupies in addressing issues of racial and economic inequality in our society, and is made in honour of the Lockdown Leavers

Class of 2020. The resilience and commitment of this group of students is inspirational and we are hopeful that our gift will foster future generations of CLSG students to tackle the systemic issues recently highlighted by the Black Lives Matter movement and evidenced in the disparate effects that the virus has had on our community"

Anonymous family donor

Diversity and Inclusive Education



As a school, we are enormously proud of our diverse pupil body. As such, we strive to ensure that there are a number of student-led opportunities to discuss, promote and celebrate diversity and inclusion in our school, our community and our society as a whole. Through a number of mixed year group societies, CLSG pupils confidently and sensitively explore issues of belonging, identity and culture as we seek to create and celebrate a diverse and inclusive environment for learning.

Our societies include: **Chatback**, our African Caribbean Society, **Islamic Society**, **LGBTQ+ Society**, **Christian Union**, and **Jewish Society**.

We have a very active sixth form-led **Amnesty International group** which works hard to raise awareness about human rights abuses across the globe. As well as raising awareness through regular assemblies, this year the group held petition signing and letter writing sessions. They also held a staff drawing competition as part of our 2019 Summer Fair, and in lockdown they held a school-wide art competition under the theme of "VOICE", in celebration of our freedom of expression.

Our **Mental Health committee** is led by 28 Sixth Formers who this year have held events to raise awareness around mental health issues such as eating disorders and have facilitated groups for younger pupils to aid the transition process. The Committee meets regularly with the Senior Team and Staff

Wellbeing Committee in order to collaborate. In the future the Committee plans to introduce wellbeing mentors for each year and to invite more speakers to the school to further destigmatize the conversation surrounding mental health at City.

We continue to play our part in a network of London independent schools who discuss issues concerning LGBTQ+, finding ways to support the provision of inclusive education in schools outside our immediate network. We celebrate Pride and LGBT History month, hosting speakers and delivering assemblies linked to our LGBTQ+ society and are proud to be a Stonewall Champion.

We are delighted to report that we plan to work more collaboratively with CLS both with our planned General Studies sixth form collaborative programme and by linking our societies and committees to further enrich discussion around diversity and inclusion within and beyond our school life.

The Future

As we look ahead to the future, CLSG is proud of its strong foundation of partnership work both locally and internationally, which is built on positive working relationships with other schools, our community and leaders in industry and culture. We place partnership at the heart of a pioneering future.

We look forward to hosting pupils from City of London Virtual School who are Looked After and predominantly young asylum seekers. We also anticipate working evermore closely with the primary and secondary schools within the family of schools with a co-curricular as well as an academic focus. We will also be facilitating further opportunities for sixth form collaboration as we seek to share best practice. We are also seeking to facilitate further enrichment opportunities for our pupils alongside pupils from CLS and the family of schools alongside our cultural and

employment leader partners, including Linklaters and How To Academy. We are also further developing our virtual volunteering programmes as well as further developing our bursary support to enable the brightest of girls to benefit from a transformative CLSG education, irrespective of financial background.

Overall, we are excited and proud of our partnership strategy and envisage the many ways in which partnerships can support and develop our pioneering vision for the future both within and beyond our school community.

Laura Hynes

Director of Partnerships





City of London
School for Girls

City of London School for Girls
St Giles' Terrace
Barbican
London
EC2Y 8BB

www.clsg.org.uk
020 7847 5500
info@clsg.org.uk



Page 52



Proud to be part of the
City of London Corporation



**CITY OF LONDON
SCHOOL FOR GIRLS**

City of London School for Girls
St Giles' Terrace
Barbican
London EC2Y 8BB

020 7847 5500

clsg.org.uk

 @CLSGgirls

 @CLSGgirls

 [cityoflondonschoolforgirls](https://www.instagram.com/cityoflondonschoolforgirls)

Championing the Pioneers





As our world is altered forever by Coronavirus, and shaped by continuing environmental, social and technological change, we will give City students the tools to re-invent and re-shape our world. This is a school which constantly encourages a spirit of creative criticism, of empathy, and intellectual and purposeful play. This is a place where difference is celebrated, sustainability engrained, and agile thinking is inculcated.

In order to have a pioneering community, our bursary fund is crucial. Diversity in the student body, encourages greater creative thinking and empathy, ensuring all our students leave City with a true understanding of the diversity in wider society.

It is our insistence that our students be truly pioneering that will equip them to tackle our most pressing global challenges.

Jenny Brown, Headmistress

Our space

City of London School for Girls is an independent day school for students aged 7-18 situated in the heart of the Barbican. From our inception, as an ambitious girls' school in Victorian London, we have been pioneering. The school provides an outstanding education to able students from all backgrounds, cultures and faiths. We capitalise on our location to attract pupils of conspicuous potential from all over Greater London and beyond, and give them access to every learning opportunity our capital has to offer.

Academic yet unstuffy, modern yet acutely aware of its history, diverse yet with a strong sense of identity, our school defies easy categorisation. This is best demonstrated by our unique geography, nestled between the Brutalist Barbican and looming Roman walls. This is a refreshing and modern place in which to learn.





“Our location in the heart of London opens up so many opportunities. For instance, last year I had the opportunity to attend the annual Tacitus lecture held in the Guildhall by the World Traders, about the potential future impacts of Artificial Intelligence [...] Following the lecture, I was part of the school team that went on to win the subsequent public speaking competition on the same theme of artificial intelligence. Representing the school in this way was a great experience, which improved both my academic knowledge and my teamwork and confidence.”

Megan, former bursary recipient
Now studying Economics at
Gonville and Caius, Cambridge



Our impact

Today and in the future, we need to educate our pupils to be effective citizens in a digitally connected world. They will need a greater understanding of how to make the most of advances in technology and a changing workplace. In an information-saturated world, we also recognise the enduring role which the arts and humanities will play in inspiring critical thinking, creativity and, ultimately, wisdom.

We believe it is students with these attributes who will be best empowered to make a positive contribution in our fast-changing society. Critical to the realisation of this vision is our unique diversity. It is a diversity that stems from our past and our values, and from our commitment to ensuring that ability to pay is no barrier to accessing an education which is ranked among the very best in the country. The examination results speak for themselves, but our exciting co-curricular enrichment programme, as well as our outstanding nurturing support, ensures that our students are equipped to thrive at university and beyond.

Highlights

Our academic success places us among the highest performing academic schools in the UK:

- At A Level, students achieved a three-year average of 47% A*, 82.9% A*-A across 2017-9
- EPQ and HPQ projects: 100% graded A*-A in last three years. Recent areas of research include Alice, music and maths; women and prison design; E-coli and antibiotic resistance; and the Nile and dynastic power
- At GCSE, the proportion of A* or 8-9 grades was 83%, placing us in the top ten schools nationally.
- Every year, over 30% of our pupils are accepted into Oxbridge, Ivy League universities and medical schools

We provide **outstanding pastoral care**: kind, bespoke and individualised support courses through our veins. Whether it be to a counsellor, tutor, head of year of 'big sister', there are numerous people to whom students can take their concerns.

We encourage **scholarly exploration** for its sake way beyond the demands of the formal curriculum.

- There are over 123 clubs and societies, often led by our impressive sixth formers, and which cater for a wide range of groups and interests. These include Pride Soc, Asian Society, Islamic Society, Fem Soc, Jewish Society, Neurodiversity Society and Christian Union.

- We have an ambitious speaker programme, both enhancing the academic life of the school as well as providing inspiration for future careers eg Tom Hooper, film director.
- There are regular student-led events or conferences including recently, for example, a women in physics conference, a climate change panel and a student-directed production of The Winter's Tale
- We regularly perform extremely well in national and international competitions; the European Youth Parliament team has made it through the national finals to the international session three times since 2016, for example. Likewise the Robotics Team has recently achieved five national awards.



We capitalise on **our unique space** in the City to offer an extraordinary wide range of co-curricular opportunities to create pioneers of the future.

- There are, on average, 100-day trips and 35 residential trips a year.
- Our commitment to charity work and the creation of culturally and socially aware young people – eg, longstanding partnership with Street Child, a charity working towards universal basic education; most recently, raised over £400 for Stephen Lawrence Charitable Trust in one day as part of Black History Month celebrations.

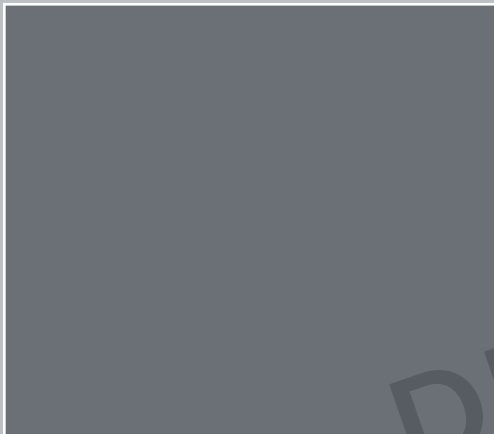
■ The sports department runs an average of 100 clubs per year and compete in an average of 260 fixtures/competitions a year. We have been national finalists in gymnastics and cross country for the past five years, and national champions in cross country in both 2015 and 2017.

■ Music. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent euismod diam quis mauris maximus gravida. Nulla vitae mattis mauris.

“We are all encouraged to get involved in the things we care about and voice our opinions. For me, politics is one of my greatest passions and [...] I’ve been able to take part in a range of things within school which have enhanced this. Being part of the European Youth Parliament team was an invaluable opportunity to be able to learn more about policy within the EU and how countries can cooperate to deal with specific problems. Our team was able to represent England at the national finals in Switzerland – a fantastic experience [...]. From debating at LSE and the Oxford Union, to getting professional coaching and judging junior competitions, I have become a better debater and developed a skill which I am confident will stay with me for the rest of my life.”

Rania, former bursary recipient
Currently in 3rd year of PPE at LSE,
after taking a mid-degree year out to
run the student wing of the Labour
Party as its National Chair





“The opportunities [City] has provided me are endless [...] I was part of the Young Enterprise programme, presenting our company’s presentation at the Google headquarters here in London [...]

I’ve been working with the Prep school, helping with their Archaeology Club at the Museum of London, which means I get to assemble medieval skeletons with seven-year olds for hours at a time – and yes, that is my idea of fun! Their ‘Young Osteo-Archaeology’ programme is the first in the country, a completely unique opportunity, giving me the chance to speak to experts in the field”

Elena, former bursary recipient
Praesent euismod diam quis mauris maximus
gravida. Nulla vitae mattis mauris.



City pioneers

City of London School for Girls has always created pioneers, who go out into the world and make remarkable contributions to our society.



Dinah Rose, QC

Dinah Rose is a barrister who studied at City in the 1970s and 1980s. Her work has included many ground-breaking equality, human rights and public law cases. In 2006, she was appointed Queen's Counsel. In 2020, she was elected President of Magdalen College, Oxford, the first woman to hold the position since the college's foundation in 1458.

Dame Georgina Mace, DBE, FRS

Georgina was a pioneering scientist who studied at City in the 1960s and 1970s. In 2000, Dame Georgina became Director of Science at the Institute of Zoology, during which time she developed a ground-breaking new criterion for listing species in the International Union for the Conservation of Nature's endangered species list.

For her services to science, Georgina was appointed a Dame in the 2016 New Year Honours and received the President's Medal from the British Ecological Society, for developing vital tools which have created scientific-based policies 'to combat species loss'.



Our opportunity

In 1881, successful manufacturer William Ward left a bequest in his will for the opening of a girls' school. During a period of rapid social change, he understood the power of education to support social mobility. Today, his vision lives on in our approach to bursaries.

City provides tangible proof that needs-blind access creates a thriving community where students can achieve, irrespective of their background. In 2020-21 with the support of donors and matched funds from the City of London Corporation, we are funding 103 pupils, (16 per cent of pupils), on bursary places.

However, every year we are still forced to turn away pupils who deserve a City education, simply because we do not have the funds to support them. Our aim is to support every academically able student, regardless of her background.



How your support will help

£19,404 will fund one year's tuition and fees for a student who would otherwise be unable to afford our outstanding education

£38,808 will give a student a transformational opportunity to join our sixth form for two years.

£135,828 will give a pupil a life-changing chance to be educated at one of the top schools in the UK from year 7 to year 13.

Every donation, no matter how small,
brings us closer to funding another bursary
place and achieving our ambition of never
turning a deserving student away.

As the City of London School for Girls bursary fund is a registered charity (number 276251) we can reclaim tax on any gift donated by a taxpayer and your gift will be automatically increased by 25%. In addition, the City of London Corporation provides generous match funding.

If you're a UK taxpayer, we can reclaim the basic rate of tax you have already paid on your donation. This means that a £1 donation is worth £1.25 to us. If you're a higher rate taxpayer, you can also claim back the difference between higher rate and basic rate tax on the value of your donation. For a 40% rate taxpayer, that means for every £1 you donate, you can claim back 25p in tax relief. If you are a limited company, you can claim tax relief by deducting the value of your donations from your business profits before you pay tax. Moreover, contributing to City girls' bursary fund has an added advantage as the fund receives generous match funding from the City of London Corporation.

Help more girls to be future pioneers

Today, we have a real opportunity to secure the financial support we need to transform future generations. We are reaching out to our wider school community and beyond, to help us remove the barriers that currently prevent some of the brightest girls across London from benefiting from our life-transforming education. We want to unleash their potential. In the future, CLSG girls – through their pioneering spirit, compassion and moral agency – will shape our world and lead our society. We want you to be part of that adventure.



Committee(s): Board of Governors of the City of London School for Girls	Dated: 7 December 2020
Subject: Policies for Approval	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 3, 4, 8,12
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Jenny Brown - Headmistress	For Decision
Report author: Justine Venditti, Senior Deputy Head (Staff), City of London School for Girls	

Summary

Policies submitted as part of the schedule for Governor Policy Reviewing and Approving.

Recommendation(s)

The Board of Governors is requested to approve the following policies:

- Accessibility Plan;
- Attendance Policy;
- Behaviour Policy;
- Complaints Policy;
- Exclusions Policy;
- Physical Contact and Restraint Policy;
- Pupil Equal Opportunities Policy;
- Recruitment Policy;
- Risk Assessment Guidance; and,
- Security Access Control Workplace Safety and Lone Working Policy.

Main Report

Scrutiny of Policies Relevant to Inspection

Policies which are relevant to inspection have recently undergone scrutiny by a consultant who has both worked with and advised the school for a number of years. I am pleased to report they are considered to be in good shape with only some minor amendments necessary.

Policies Recommended for Approval

Board Approval is sought for the:

- Recruitment Policy* – this reflects current practice and is a total rewrite
- Complaints Policy – change to holding records for a minimum of 7 years
- Security Access Control Workplace Safety and Lone Working Policy - updated
- Risk Assessment Guidance - rewrite
- Accessibility Plan* – (only 3 years is required for inspection) a comprehensive review

The pastoral team have reviewed the following policies and made minor changes to reflect practice:

- Attendance Policy – minor changes
- Behaviour Policy – minor changes
- Exclusions Policy* – minor changes
- Physical Contact and Restraint Policy*
- Pupil Equal Opportunities Policy*

(*reflects policies which will be checked by lawyers to ensure they comply with legislation)

Appendices

Appendix 1 – Accessibility Plan
Appendix 2 - Attendance Policy
Appendix 3 - Behaviour Policy
Appendix 4 - Complaints Policy
Appendix 5 - Exclusions Policy
Appendix 6 - Physical Contact and Restraint Policy
Appendix 7 - Pupil Equal Opportunities Policy
Appendix 8 - Recruitment Policy
Appendix 9 - Risk Assessment Guidance
Appendix 10 - Security Access Control Workplace Safety and Lone Working Policy

Justine Venditti

Senior Deputy Head CLSG

T: 020 7847 5513

E: VendittiJ@clsq.org.uk

Committee(s)	Dated:
Board of Governors of the City of London School for Girls	7 December 2020
Subject: CLSG Compliance Update	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1, 2, 5, 8, 12
Does this proposal require extra revenue and/or capital spending?	No
If so, how much?	N/A
What is the source of Funding?	N/A
Has this Funding Source been agreed with the Chamberlain's Department?	N/A
Report of: Jenny Brown, Headmistress	For Information
Report author: Jane Elliott-Waine, Compliance Manager (CM)	

Summary

This report provides members of the Board of Governors with an update on compliance matters at City of London School for Girls.

Outlined in the report is the continuing scope of work to ensure that levels of compliance are well co-ordinated across key areas of the schools function including meeting the requirements of health and safety, fire safety, risk management, Independent Schools Standards Regulations and the our approach to manage the risks of the Covid 19 pandemic.

The main points in this report were submitted and discussed at the Finance and Estate Sub Committee on 13 November 20, the risk register and SCR are additions to that report.

Recommendation

The Board of Governors is asked to note the current position.

Main Report

COVID

1. Background

Following the announcement of a second lockdown the School continues to follow Government / DfE advice and guidance and we remain covid secure.

2. Current state of play

The Covid 19 - Whole School Reopening Risk Assessment has been reviewed on a fortnightly basis and following the announcement of a second national lockdown the DfE reviewed and updated the schools guidance all applicable points were acted upon. As other Covid related information is published this is distributed to relevant staff for action i.e. CIBSE and HSE guidance on air conditioning and ventilation and the findings of the HSE's spot checks in Scottish Schools. We continue to communicate with staff, parents and pupils following any significant changes.

3. Anything we are asking their guidance/approval on?

Attached for comment and approval. Appendix 1.

Audits and inspections

1. Background

The School has continued to address recommendations arising from:

- Fire risk assessment November 2019
- CoL Fire Safety Compliance Audit Sept 2019
- CoL Health and Safety Audit report July 2019

2. Current state of play

Good progress has been made on the outstanding actions. There are three outstanding actions from the FRA and also the CoL Fire Audit but all in progress. Four of the five outstanding actions from the H&S audit are low risk and in progress. Following the CoL H&S Audit in 2018 and their review in 2019 there were concerns raised with the Chemistry prep room (chemical storage and housekeeping). A further H&S inspection was completed in January 2020 by the Compliance Manager and a requirement for immediate improvement was again reported. The area was recently reviewed by the CM and Bursar and the findings were little, if any, improvement in the department and therefore the risks in this area remain high.

We have obtained H&S training records from CoL for H&S and are in the process of reviewing the records to identify gaps and assess where refresher training may be required. A report was submitted to members of SMT regarding a plan of action to address the gaps, awaiting response.

Following discussions with CoL Property Facilities Manager accessing up to date building statutory compliance documentation held on Micad remains a challenge. They have provided verbal assurance that relevant records required for an ISI inspection which are centrally managed by City Surveyors will be available on request.

3. Plan for addressing remaining risks

Improve strategic structure to ensure managers are accountable for the timely completion of actions plans to drive improvement.

Revised CLSG Risk Assessment Guidance has been recently approved by SMT and will be published shortly. Compliance Manager will arrange and facilitate in-house training to improve knowledge and understanding of the risk assessment process and the importance of compliance in this area.

A meeting has taken place with the Heads of Department in Science and a further short term and long term plan is now in place to address the issues and we will continue to monitor the situation carefully.

4. Anything we are asking their guidance/approval on?

It is envisaged that staffing levels will continue to be a challenge in the timely completion of actions arising from internal / external health and safety inspections and audits in all areas across the school. Resources are required to improve levels of compliance across the areas mentioned above and it is envisaged that extra staff and additional budgets will be required to assist CLSG meet its targets.

To improve training of staff and record keeping additional resources, time and budgets will be required to reach a base line standard.

Risk Register

1. The School's current risk register is attached as Appendix 2. In readiness for the CoL Informal Risk Challenge that will take place in May 2021 we are reviewing the current documented risks and undertaking horizon scanning to ensure we have the correct mitigations in place and to identify new emerging risks.
2. The schools risk profile has increased over the last 12 months, largely as a result of the Covid-19 Pandemic, building maintenance and development plans and recruitment.

Risk	Red	Amber	Green	Total
November 2021	1	5	3	9

SCR Update

1. In the absence of the current Senior Administration Officer we have identified gaps in documentation and the timely updating of the SCR. We are currently

revising the SCR process and reviewing a different SCR auditing model. For the Board to note.

Implications

Failure to improve compliance could have implications of not meeting the standards required during an ISI inspection, which could lead to reputation damage to the school and corporation. The risks associated with not meeting health, safety and fire legislation include legal, financial and property damage implications to the Corporation and school communities.

Conclusion

The CM will continue to work closely with department managers within the school and CoL to ensure that levels of compliance increase and to provide assurances that we, CLSG, are doing all that is necessary to mitigate levels of risk to the school and CoL.

Appendices

Appendix 1 – CLSG Whole School Risk Assessment

Appendix 2 – Detailed Risk Register

Jane Elliott-Waine

T: 07903902371

E: WaineJ@clsg.org.uk

HST - 01 General Risk Assessment Form

Risk Rating Matrix: See Guide to Determining Risk		Severity			
Likelihood	Likely	Low	Medium	High	High
	Possible	Low	Medium	Medium	High
	Unlikely	Low	Low	Medium	High
	Rare	Low	Low	Low	Medium

Assessment number:			
Department: City of London School for Girls		Service: Generic whole	
Workplace Address: St Giles Terrace, Barbican, London EC2Y 8BB		Review Date: At least fortnightly, sooner if required	
Assessment Date: 27 July2020 Updated 19 Oct 2020 Updated 10 Nov 2020 Updated 16 Nov 2020		What / who is being assessed? Staff and pupils returning to school (RTS) full-time from the beginning of the autumn term 2020 following the temporary move to remote provision of education during the Covid-19 Pandemic.	



<p>Name of Assessors: Jane Elliott-Waine (Compliance Manager) Katie Kerr (Bursar)</p>	<p>Associated documents</p> <p>Government Guidance</p> <p>https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?utm_source=4%20November%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#schools (Received 4 November 20)</p> <p>https://www.gov.uk/guidance/education-and-childcare-settings-new-national-restrictions-from-5-november-2020?utm_source=4%20November%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19#schools (Published 5 Nov 20)</p> <p>https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools</p> <p>https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings</p> <p>https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings</p> <p>https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings</p> <p>https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance</p> <p>https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe</p>
--	--

	<p>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</p> <p>https://www.gov.uk/government/publications/face-coverings-in-education/face-coverings-in-education (Updated 5 Nov 2020)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/916849/Symptomatic children action list SCHOOLS FINAL.pdf</p> <p>Use of Public Transport</p> <p>TfL announces plan to help London travel safely and sustainably: https://tfl.gov.uk/info-for/media/press-releases/2020/may/tfl-announces-plan-to-help-london-travel-safely-and-sustainably</p> <p>https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers</p> <p>Also see TFL transport guidance: https://tfl.gov.uk/campaign/coronavirus-covid-</p> <p>https://www.london.gov.uk/coronavirus/coronavirus-covid-19-faqs/can-i-use-public-transport</p> <p>https://www.nationalrail.co.uk/covid-19.aspx</p> <p>Other guidance</p> <p>Staying Covid-19 secure: Government compliance poster</p> <p>Other government, NHS and Public Health England guidance regarding Covid-19 available via websites.</p> <p>CoL Covid 19 Information and Guidance</p> <p>CLEAPSS Advice to Schools</p>
--	---

	Related CoL Policies CoL Equality Opportunity Policy CoL Risk Assessment Guidance CoL Guidance: COVID-19 - Staying Mentally Healthy – It's good to talk CoL Infection Control Guidance : CoL HSG66 Supporting front line staff during the Coronavirus (Covid – 19) pandemic CoL Lone / Remote Working Guidance CoL Guidance Supporting staff outside the office environment Managers Guide and staff FAQs CoL - HSG68 - Providing First Aid CoL Bulletin – First Aid (Covid-19) CoL SOP in case of an outbreak
--	--

Introduction

This risk assessment covers the whole school community, however, where adaptations are required within the Prep Department due to the age range of the pupils this will be highlighted throughout the document in green

The Government strategy has changed since the onset of Covid-19 and the introduction of country-wide measures in the early spring. As of the end of August the NHS Test and Trace system was up and running and revised guidance was clear about the measures that need to be in place to create safer environments within schools. This guidance continues to be updated as the level of infections varies with additional measures in place when the incidence is higher. The risk to children themselves of becoming severely ill from COVID-19 is considered to be very low, and whilst it is not possible to ensure a totally risk-free environment, the Office of National Statistics analysis suggests that staff in educational settings tend not to be at any greater risk from the disease than many other occupation. Given the improved position in August, the balance of risk was and remains overwhelming in favour of a full return to school.

Public Health England have built on the system already introduced during the phased reopening of schools. These hierarchy of controls, when implemented in line with this risk assessment, create an inherently safer environment where the risk of transmission of infection is substantially reduced. Essential measures include:

Prevention

1. Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school.

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

2. Where recommended, the use of face coverings in schools.
3. Clean hands thoroughly more often than usual.
4. Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach.
5. Introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents.
6. Minimise contact between individuals and maintain social distancing wherever possible.
7. Where necessary, wear appropriate personal protective equipment (PPE).
8. Always keeping occupied spaces well ventilated.

Numbers 1 to 5, and number 8, must be in place in all schools, all the time.

Number 6 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 7 applies in specific circumstances.

Response to any infection

9. Engage with the NHS Test and Trace process
10. Manage confirmed cases of COVID-19 amongst the school community
11. Contain any outbreak by following local health protection team advice.

Numbers 9 to 11 must be followed in every case where they are relevant.

Equality and Diversity

Informed decisions made ensuring equality and diversity is paramount to all decision making. Reasonable adjustments must be made when necessary. Within this inclusive assessment we will have regard to whether the people within the school setting are especially vulnerable to COVID-19, and an individual risk assessment will be used where required with specific individuals.

Review of Risk Assessment

This risk assessment is a live document and will be reviewed on a fortnightly basis, or more frequently if necessary, as we move forward with our plans and as any new advice is published by the DfE. It will be subject to regular scrutiny by Governors and relevant CoL officers.

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

What are the hazards? [Or Issues]	Who might be harmed and how?	What are the existing controls?	Risk Rating H, M, L (bracket rating pre measures)	What further action is necessary? <u>Always</u> when Risk is <u>Medium</u> or <u>High</u>	Action by when / whom?	Action complete (Date)
Section 1: Public health advice to minimise Covid19 risks						
Prevention						
<p>Infection from Covid-19 (a new virus):</p> <p>1, Infection Protection and Controls, minimising contact with those who have symptoms or who have someone in their household who does</p> <p>Poor first aid provision</p>	<p>Staff, pupils (and others) contracting and/or transmitting COVID-19:</p> <p>Contracting the virus from others</p> <p>Ineffective procedures for dealing with suspected and confirmed cases in school</p> <p>Inability to deal with first aid incidence</p>	<ul style="list-style-type: none"> Those unwell or who have suspected Covid-19 should self-isolate and follow government guidelines (along with other members of their household) covid-19-stay-at-home-guidance Staff and pupils who are symptomatic will be told to stay home and get tested and will not be allowed to return until the results are known and shared in line with GoV guidance: https://www.gov.uk/guidance/nhs-test-and-trace-how-it-works Testing is available to confirm Covid-19 for the whole school community via https://111.nhs.uk/covid-19 Parents and staff will be informed of any confirmed cases if they will 	(M) L	<p>No further mitigation identified.</p> <p>Likelihood of infection amongst school population remains possible to likely but school controls, processes and mitigation are in line with guidance and considered to be appropriate for the School setting.</p>		

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 77

		<p>need to self-isolate as per Government Guidance.</p> <ul style="list-style-type: none"> • Government guidance on isolation to be followed if confirmed case • DfE Covid helpline, 0800 046 8687 to be contacted for advice from PHE on action to take in response to positive cases in School • Where someone tests positive the whole class, and any other staff / pupils with whom the case has come into close contact (as defined by government / NHS guidelines), will be sent home to self-isolate in line with Government guidelines • COVID-19 First Aid / Medical procedure for symptomatic staff and pupils who present as unwell whilst at school in place. Staff will immediately go home. Pupils will be isolated whilst parents are contacted. Where there is a pastoral concern pupils will be supervised and nurse has been issued with appropriate PPE, disposable mask, gloves, apron. • Isolation room created (D Floor office) for people presenting with symptoms • Suspected cases to be held in isolation room pending consultation with School Nurse and (for pupils) communication with parents. 				
--	--	--	--	--	--	--

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 78

		<ul style="list-style-type: none"> • Appropriate PPE is available for School Nurse (and other staff as required) for dealing with close contact (including training from School Nurse on PPE use as required) • Waste potentially infected (e.g. due to use by a suspected case) will be double bagged and quarantined for 72 hrs, (unless COVID-19 test comes back negative with 72 hrs, in which case quarantining isn't required) and disposed of as clinical waste. staff who suspect a case should inform facilities staff straight away so that potentially infected waste can be removed for disposal. • Follow CoL Infection Control Guidance • School Nurse to be available at all times when pupils in the building; School to ensure enough first aid cover is in place when the building is open • First aid material available • First aid policy in place • Standard procedures to continue for non-COVID related illness / injuries • COVID-related cases to be handled through 'isolation room' (see above) 				
--	--	---	--	--	--	--

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 79

		<ul style="list-style-type: none"> Detailed information sent to parents and staff prior to start of term confirming requirement to remain at home if showing any symptoms of respiratory tract infection or COVID-19 or requiring paracetamol for any reason. Requirements for testing and isolation where household shows any symptoms detailed. All staff and pupils briefed on requirements at start of term and on-going reminders 			
2 and 3, Infection Protection and Controls, inability to maintain clean hand and good respiratory hygiene	<p>Staff, pupils (and others) contracting and/or transmitting COVID-19:</p> <p>Contracting the virus from others</p>	<ul style="list-style-type: none"> Pupils and staff provided with briefing when they return to school to set out expectations and ongoing reminders during form time and briefings Everyone encouraged to clean hands (hand washing and / or use of hand sanitiser) thoroughly and more regularly during the school day following PHE advice, additional soap provided and PHE posters displayed around the building and in the washrooms Principle of PHE “catch it, bin it, kill it” to continue to be followed and communicated to all school users Tissues and bins provided in each classroom. Used general PPE to be disposed of in refuse bags, bins to be placed 	(M) L	<ul style="list-style-type: none"> Day cleaners will keep soap topped up but premises request must be submitted and attended to as soon as possible if soap is unavailable at any point during the school day Additional hand sanitiser and cleaning materials available from facilities office at any point. Staff to collect or request as necessary 	<p>MS Ongoing</p> <p>Staff / MS Ongoing</p>

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		<p>close to entrances so that anyone can discard or disposal masks when they arrive if needed (note: it must not be placed in recycling waste)</p> <ul style="list-style-type: none"> • Hand sanitiser available at entry and exits points, in all classrooms in use and at key points around the school (additional sanitiser provided at GP) • Teachers to ensure pupils get into the routine of either washing hands after each break and/or using hand sanitiser which is provided in each room. • Face coverings will be worn in common areas of the building by staff, pupils and visitors as of 7/9/20. Prep pupils - not mandatory but letter sent to parents and may if wish to do so. • 16 Oct 20 – DfE update received regarding face covering in schools. With the announcement of National Tiers levels this week where local restrictions apply 'High (tier 2) areas are now required to wear face covering in corridors and communal areas. • Comms sent to staff and pupils regarding changes to DfE National Tier level face covering advice SG/JV (2 Nov) • Masks required in all schools in communal areas following 				
--	--	---	--	--	--	--

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		introduction of second lockdown in England 5/11/2020				
4, Infection Protection and Controls, Poor cleaning regimes, particularly of high touch surfaces	Staff, pupils (and others) contracting and/or transmitting COVID-19: Contracting the virus from others	<ul style="list-style-type: none"> Increased cleaning of work areas, common areas and equipment; day cleaners to be on-site throughout day in line with government guidance: Covid-19-decontamination-in-non-healthcare-settings. Increased cleaning of high touch areas Increased cleaning of toilets facilities during the school day Sanitisers / cleaning wipes / antibacterial wipes provided in staff rooms and classrooms for staff and pupil use All pupil desks and tables cleaned at the start of each lesson by pupils (start and end of day for Prep) Staff in charge of classes wiping down teachers' equipment prior to (and ideally after) use with materials provided Clear desk policy to aide cleaning Increase in cleaning operative, up to 3 from 2 during the day Servest plan for the deep clean of isolation room in place Dining room cleaned between each bubble sitting Additional cleaning requests logged on FM system and acted upon as soon as possible 	(M) L	Ongoing monitoring of levels of cleaning operative required.	MS	Ongoing

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

<p>5, Infection Protection and Controls : Increase in spreading infection due to inability to minimise contact between individuals and maintain social distancing</p>	<p>Staff, pupils (and others) contracting and/or transmitting Covid-19:</p> <p>Contracting the virus from others</p>	<p>COVID-19 school specific social distancing plan includes:</p> <ul style="list-style-type: none"> • Social distancing to be maintained in staff areas (e.g. coffee points, printers, etc.) • Pupils to receive information about social distancing and regular reminders • One-way system in place with appropriate signage • No stopping policy introduced on stairs and in corridors to keep people moving and signage has been installed • Reorganisation of furniture and additional signage to be installed in all common areas and shared staff areas to reiterate need for distancing • Occupancy numbers reviewed for shared spaces • Staff to maintain 2m distance from pupils and other staff, where possible and avoid being within 1m of anyone for periods of 15 mins or more (close contact) • Pupils desks set up side by side and facing forwards • Pupils to remain in class or year group bubbles (dependent on year) when in option classes • See Section 1.2 face covering now worn in common areas 	<p>(M) L</p>	<ul style="list-style-type: none"> • Ongoing review of areas where social distancing is difficult to maintain. Further discussion of additional controls required, increased cleaning, limiting time spent in areas and on tasks where concerns raised. • Keep in review whether staff teams should be kept separate rather than mixing or splitting teams to reduce impact on school. 	<p>JV/MS/JEW ongoing</p> <p>JV/KK/JEW ongoing</p>	
---	--	---	------------------	--	---	--

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		<ul style="list-style-type: none"> • Pupil co-curricular activities to take place in year groups or with full social distancing only • Additional school entrances to be used to enable more social distancing. Year groups to be released in staggered way at end of day • Break time allows more distancing when moving around school and using toilets • Catering provided on-site for prep school in year groups. Separate areas allocated for pupils required to remain in school at lunchtime. • Assemblies to take place online or in year groups only • Support staff to continue to work from home where possible and /or in rotation following discussion with Line Managers • Restriction in place for contractors and visitors • Visitors procedures in place • Layout of offices adjusted to enable side by side working or back to back where possible • Staff room moved to main hall with forward facing distanced desks. Usual staff room to be used for staff with particular concerns • Prep staffroom moved to larger room to allow for people to socially distance 				
--	--	--	--	--	--	--

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 84

		<ul style="list-style-type: none"> • Online meetings to continue where larger groups required or no suitable room available which will allow social distancing • Staff to avoid visiting other offices and to make appointments for meetings/face to face discussions • Visors available for staff who wish to wear them. Staff and pupils encouraged to wear masks or visors if they feel at all concerned. • Zoning in School where possible to reduce likelihood of contact between year groups. • Additional space used for entrance examinations (Guildhall) – additional supervision engaged to assist with use of the space. Full procedures in place for staff and pupils using this location. 				
5, Infection Protection and Controls : Contact with visitors and public (including parents)	<p>Staff, pupils (and others) contracting and/or transmitting Covid-19:</p> <p>Contracting the virus from others</p> <p>Staff (and others) contracting and/or transmitting Covid-19 particularly during unwarranted and other interactions</p>	<ul style="list-style-type: none"> • Parents, Visitors and contractors discouraged from entering school premises whilst pupils are on-site • Signing in procedure with use of hand sanitiser explained on notices in Reception • Arrangements for access control reviewed and updated with controlled entry and exit for deliveries, use of additional screens, lines, signs etc. provision of cleaning (sanitizer) etc. for visitors 	(L) L			

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 85

		<ul style="list-style-type: none"> • Clear signage installed at Reception detailing processes to follow and appropriate information obtained from visitors • Enhanced post handling arrangements including all post and deliveries to be held for 72 hours before being distributed • Staff to be requested to avoid having personal deliveries made to the School – message reiterated November 2020 • Clear screens installed at reception • Contractors restricted to appointment only basis • Contractors monitored and escorted when required • Contractors wearing PPE (gloves) • Lettings suspended until further notice 				
5, Infection Protection and Controls : Shared equipment and resources	<p>Staff, pupils (and others) contracting and/or transmitting Covid-19:</p> <p>Contracting the virus from others</p>	<ul style="list-style-type: none"> • Pupils and staff are not to share stationary i.e. pens and pencils • Cleaning materials placed in all teaching rooms • Staff encouraged to not hot desk or share resources however where this is unavoidable staff clean desks before and after use • Shared spaces to be thoroughly cleaned after each use by teaching staff and pupils 	(M) L	<ul style="list-style-type: none"> • Subjects with practical elements of their curriculum (i.e. PE, Drama, Science, Art, Music, etc.) will review departmental-specific Risk Assessments and add covid related risk management including, restrictions on sharing equipment, where possible, and enhanced cleaning of equipment 	<p>Dept Heads 8 Sept</p> <p>JEW to review sample of RA Ongoing</p>	

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		<ul style="list-style-type: none"> • Use of hard copy text books in school to be avoided wherever possible • Homework marking online / by photograph • Library risk assessment for management and loaning of books, use of resources, drop boxes, quarantine arrangements for books and space usage including bookable space which will be cleaned between users • Dept Covid RA for Sport, Art and Science were review by compliance manager and where necessary review comments sent to Dept Heads / technicians 		<p>after use, where it is not possible to provide individual equipment for each pupil. Include information regarding products used, any precautions, frequency who's responsible for completion.</p> <ul style="list-style-type: none"> • Update provided to HoDs to review Covid related RA during half term and again after revised DfE guidance following 2nd National Lockdown. (8 Nov 20 JEW) 		
<p>6. Use of PPE</p> <p>Use of PPE when dealing with a sick person</p> <p>Note: The guidance states that PPE is not required for pupils or staff beyond that normally required for their role (refer to notes below this assessment)</p>	<p>Staff, pupils (and others) contracting and/or transmitting Covid-19:</p> <p>Contracting the virus where people are showing symptoms by lack of suitable PPE</p>	<ul style="list-style-type: none"> • Where appropriate, 2 metre social distancing must be maintained • Use disposable gloves, apron and fluid resistant surgical mask by supervising adult / School Nurse when dealing with a suspected case • School nurse provided with eye protection to reduce risk of eye splashes when dealing with people that are coughing or vomiting • Infection control policy in place and to be followed • Supplies of appropriate PPE are being monitored and items ordered in good time for use • 	(M) M			

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Response to any infection					
7, Engagement with NHS test and Trace process	<p>Staff, pupils (and others in including contactors and visitors) contracting and/or transmitting Covid-19:</p> <p>Inability to manage an outbreak of Covid in school and in the community due to lack of engagement in the testing and tracing systems</p>	<ul style="list-style-type: none"> Refer to section 1 above. Staff and pupils must not come into school if they have any symptoms Staff and parents to inform the school as soon as possible following a positive test result (staff to pass this information to JV) and follow the stay at home guidance in section 1 above Staff and pupils receiving a negative test result able to return to school School to inform other pupils / parents / staff only where required, in line with PHE guidance Refer to Sections 8&9 below. Information was received from DfE and distributed regarding schools response to the NHS App (24/9) 	(L) L		
<p>8 and 9, Management and containment of confirmed cases of Covid19 amongst the school community</p> <p>Spreading of Covid 19 due to lack of response to the situation</p>	<p>Staff, pupils (and others in including contactors and visitors) contracting and/or transmitting Covid-19:</p> <p>Inability to manage an outbreak of Covid in school and in the community due to lack of response to confirmed case</p>	<ul style="list-style-type: none"> School (JV) to notify local health protection team for advice following all confirmed cases in the school community SOP in place and distributed from CoL outlining action to be taken in case of an outbreak All advice provided by the health protection team will be followed and pupils and staff will follow advice regarding self-isolating at home Registers and timetables in place to aid identification of group contacts 	(M) L		

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		<ul style="list-style-type: none"> Seating plans to be devised for lessons, where possible, to limit number of 'close contacts' per pupil and to aid identification of pupils needing to isolate following an outbreak. Staff provided seating plans to JV to allow full overview of possible 'close contacts' 				
Section 2: School Operations						
Transport: Infection from Covid-19 while traveling to and from work	Staff and pupils contracting and/or transmitting Covid-19 particularly during potentially closer interactions on public transport	<ul style="list-style-type: none"> Following TFL / government guidance to travel by foot or cycle where possible; see Safer travel guidance for passengers CoL Transport plan in place which will include advice and guidance to staff informed by TFL and other relevant bodies including On 4 June the government updated advice on the use of transport. Try to avoid public transport especially during peak hours; however if it is necessary to use public transport the wearing of face coverings (not PPE has been mandatory in England from 15 June; face coverings (PPE) available to staff who require them Increase in infrastructure to help promote other forms of transport where possible, including additional bike racks Physical changes to road and other structures in Square Mile where CoL 	(M) L			

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		<p>is Highways Authority to support Social Distancing by making the city more pedestrian / cycle friendly</p> <ul style="list-style-type: none"> • Support staff to flex hours where possible • School day adjusted to encourage travel outside of evening rush hour 				
<p>Attendance:</p> <p>Full return to school for all pupils to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development</p>	<p>Pupils and staff</p> <p>Impact on education, wellbeing and development</p>	<ul style="list-style-type: none"> • Registration system in place via Engage • Shielding advice paused on 1 Aug 2020 therefore little or no impact expected • Local lockdown advice will be followed for shielded individuals and their families • Access to remote learning in place if pupils cannot attend due to Covid19 or other illness • Pastoral care in place for concerned pupils and families • Where staff report concerns that they may be in the group at higher risk of covid 19 as set out in the review of disparities in risk report managers to discuss actions we are taking and refer to occupational Health where required. • All staff to continue to follow Government and medical professionals' advice regarding their own medical conditions and discuss any personal health or wellbeing issues causing a concern with their line manager (i.e. with 	<p>(M)</p> <p>L</p>	<ul style="list-style-type: none"> • Risk assessments for individual staff members who require them 	<p>HR and then all Line Managers</p> <p>Ongoing</p>	

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 90

		<p>the Senior Deputy Head for teachers) and/or HR and the Bursar. This could include expectant mothers, staff with underlying health problems and any new medical information relating to particular groups of society distributed by the Government Chief Medical Officers i.e. those with pre-existing medical conditions, BAME and older age groups. Where deemed necessary, individual risk assessments will be completed for staff, and reasonable adjustments made, in line with the CoL-specific RA for individuals.</p> <ul style="list-style-type: none"> • Risk assessment process for individual members of staff in place. Completion by those with concerns due to higher risks or more general anxiety. Reminder November 2020 • Specialist advice sought from Occupational Health where necessary for individuals who flag a medical condition as a potential concern and where it may be necessary to make special adjustments • Parent communication regarding mandatory attendance at School sent prior to start of term. 				
--	--	--	--	--	--	--

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Mental Health	<p>Staff and pupils.</p> <p>Increase in poor mental health due to Covid -19 which may lead to increasing stress and anxiety etc.</p> <p>Staff / pupils may also be exposed to traumatic events such as death of colleague and / or close family members, etc.</p> <p>N.B. Please also see the associated policies:</p> <ul style="list-style-type: none"> • Anti-Bullying • Behaviour • Standards, Rules and Regulations • Digital Safety • Acceptable Use (Staff) • Acceptable Use (Pupils) 	<p>CoL Guidance</p> <ul style="list-style-type: none"> • CoL staff survey - to inform support and policy development and practices • Two-way communication plan with staff to build confidence and continually demonstrate visible leadership • L&OD on-line training and development opportunities such as Power Hours • Virtual / non-virtual Mental Health First Aider Network • Employees Assistance Programme • Occupational Health referral and support mechanism • Manager and peer support including Staff Networks • CoL Covid-19 Mental Health guidance • Bereavement framework with support in place as needed <p>CLSG measures: staff</p> <ul style="list-style-type: none"> • Access to school counsellors (by request) • Wellbeing group survey to assess impact and allow action <p>CLSG measures: pupils</p> <ul style="list-style-type: none"> • Pastoral care systems (including dedicated staff, such as the 	(M) M	Ongoing vigilance required re mental health issues. Sensitive approach to management of concerns and flexibility enabled where possible given the needs of the pupils.	SMT, School nurse, Counselling, Pastoral Team	Ongoing
---------------	---	--	------------------------	--	---	---------

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 92

		<p>Counsellors and Pastoral are in place to provide support for pupils</p> <ul style="list-style-type: none"> • Safeguarding policy is in place and being followed; an addendum exists to govern remote working arrangements where necessary. • All pre-existing structures are in place with regard to pastoral support systems which enable continuity and contact with teachers, e.g. form time, assemblies, PSHCEE • Wellbeing survey to assess impact and allow action 				
Catering provisions	<p>Staff, pupils contracting and/or transmitting Covid-19:</p> <p>Inability to manage social distancing of 'bubbles' during lunch provision</p> <p>Inability to maintain cleaning standards required</p> <p>Inability to cater for all pupils and staff within the school timetable</p>	<ul style="list-style-type: none"> • HH staff to follow guidelines for safe provision of food • HH operating teams so that provision can be continued if one team has to self-isolate • Initially only hot food provision for Prep and their teaching staff • Senior school students and staff asked to bring in packed lunches until further notice • Separate times allocated for year7 and 8 eat lunch in dining room • Year 9 and above to be able to leave school for lunch (with parental permission) or eat in allocated areas 	(M) L	<ul style="list-style-type: none"> • Guildhall have offered the use of their dining hall from Nov 2020. A separate dining covid RA has been produced to cover associated risks, this will be reviewed as we begin to use the space. Available to Y7 – Y13. 	JV, KK, MS, JEW 02 Nov 20	

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Buildings unsafe for reoccupation	<p>Staff, pupils, contractors</p> <p>Safety critical system failures</p> <p>Water quality</p> <p>Poor estate management leading to increased risks from Covid 19</p> <p>Cross contamination from deliveries</p>	<ul style="list-style-type: none"> The school has been partially open during lockdown and the buildings' systems monitored by the Facilities Manager The School's Facilities Manager has continued with all scheduled inspections and testing as required by CoL Surveyors Department including PPMs, fire, water quality and system flushing, and a member of staff has been on site whilst the building has been in use. Rooms to be kept ventilated, windows to be opened during the day to increase ventilation; Air conditioning continues to be maintained Facilities Maintenance repairs reporting system in place Lift access restricted to Facilities Staff / people with restricted mobility (to limit potential maintenance needs), with no more than one at a time, with additional signage installed Changes to delivery services have been introduced since lockdown and these continue to be followed, deliveries through loading bay, non-time sensitive deliveries to be stored for 72 hours before distribution 	(L) L	<ul style="list-style-type: none"> Facilities Manager to monitor and follow any new guidance from the government and CoL PFM in relation to building safety as the schools phased reopening programme continues. 	MS – ongoing	
-----------------------------------	---	--	----------	---	--------------	--

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		<ul style="list-style-type: none"> Pupil and staff encouraged to bring in refillable water bottles; water is available across site Hand driers have been disabled and replaced with paper towels, signage in place. Driers reintroduced October 2020 on revised government advice. Water fountain mouth spouts taken out of action 				
Fire Safety / Emergency	Staff including Fire Safety Marshals, visitors etc. injured or adversely affected by fire, smoke or security incident	<ul style="list-style-type: none"> Fire procedure in place Fire systems tested regularly Staff trained on fire safety during induction Fire safety discussed at all staff briefing upon return in Sept Teachers to reiterate fire procedure to pupils upon return and during pupils induction Evacuation procedures in place and continue to be followed in event of emergency Clear supervision of pupils during drills and emergencies to maintain social distancing (in the event of a fire life preservation will take precedence over social distancing) Fire Procedures reviewed to ensure adequate deputies are in place to cover individuals WFH FireCo survey of hold back devices i.e. classrooms and staff offices 	(L) L	<ul style="list-style-type: none"> Review procedures for holding open classroom doors which are fire doors and outline specific risk mitigation plans in the COVID RA. FireCo Survey forwarded to MS for further review and decision regarding installation. 	MS 30 Oct 20	

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		leading onto escape routes completed and sent to CLSG FM				
Section 3: Curriculum, Behaviour and Pastoral Support						
Inability to maintain education standards and behaviour	Pupils Wellbeing problems	<ul style="list-style-type: none"> Curriculum policy and plan in place Behaviour policy in place Pastoral care provision in place Safeguarding policy and provision in place SEND policy in place Educational trips and visits policy in place (all trip RA separately as part of this policy) Remote teaching provision in place for blended learning 	(L) L	Trips and visits policy to be amended – no trips or visits currently planned	RL – end sept	
Section 4: Assessment and Accountability						
Not part of the risk assessment						
Section 5: Contingency plan						
Infection from Covid-19 In ability to manage local lockdown and lack of remote education support	Staff, pupils (and others) contracting and/or transmitting COVID-19 Poor mental health due to concerns of access to education	<ul style="list-style-type: none"> PHE to be contacted as soon as any confirmed cases are reported. Remote teaching systems in place Covid 19 Teaching hub in place Co-curriculum remote hub maintained during Covid19 outbreak 	(M) L	Critical Incident Plan to be updated for general purposes	KK end Oct	

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Section 6: Other considerations						
Poor communication and consultation	<p>Staff, pupils, parents Governors</p> <p>Lack of awareness of current control measures in place leading to the contracting or transmission of Covid-19</p> <p>Lack of awareness leading to anxiety</p>	<ul style="list-style-type: none"> • Communications are continuing with pupils, parents, staff and other stakeholders throughout the response via email, newsletters, surveys, etc. • Parents and staff are aware of the processes for informing the school if symptomatic or concerned about vulnerable people in the household • PSHCEE resources are being used, where relevant, to educate pupils and parents • Staff meetings are regularly held remotely via Teams; the frequency of HoDs and HoYs meetings have been increased; weekly all staff briefings are held via Zoom • Consultation with staff-side and union representatives on school reopening plans and risk mitigation (see separate document) • Parents, pupil and staff will be provided with guidelines on the approach taken by the school to minimise risks; to include on-site training / induction for all staff at the beginning of term • Clear instructions will be provided to parents on safety measures required for travel, drop-off and pick-up, and whilst at school 	(L) L	Risk Assessment provided in full where requested by parents or others	JEW ongoing	

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

		<ul style="list-style-type: none"> Briefing for pupils to take place on controls, procedure and school rules on 1st day back in school Additional signage installed at School to provide clear instructions to all building users, including visitors Covid reopening strategy document uploaded to website 				
Managing those working from home indefinitely	<p>Staff</p> <p>Increase in social isolation leading to poor mental health.</p> <p>Increased risk of musculoskeletal disorder, tiredness and fatigue for poor ergonomics / lack of equipment, etc.</p>	<ul style="list-style-type: none"> Ergonomic equipment to be provided as required, as determined by DSE assessment All staff to follow CoL guidance on working from home, staff to be canvassed to identify those with issues and then asked to complete <u>home working assessments</u>, where necessary, and discuss concerns with manager. Support available from departmental DSE assessors (IT Services) and HSW Team Staff / managers to review and implement where relevant controls from <u>C-19 Supporting mental health</u> outside the office environment. 	(M) L	<ul style="list-style-type: none"> Staff to complete DSE assessments as relevant / required Review staff WFH options first week after half term or following any updated guidance from GoV for additional lockdown measures 	All staff – ongoing	KK 7 Nov
Meetings and events	Staff (and others) contracting and / or transmitting Covid-19, particularly during potentially closer	<ul style="list-style-type: none"> Avoiding in-person meeting / events wherever possible Use of remote meeting technology, i.e. through Teams & Zoom in line with agreed protocols 	(M) L			

Risk Assessment - Staff and Pupils Returning to Work/School (Covid-19): School Environment

Page 98

	interactions and other interactions	<p>(Safeguarding Addendum and Platform Protocol)</p> <ul style="list-style-type: none"> • Large-scale school events cancelled, postponed, or moved on-line • Where a face-to-face meeting or event has to take place, a robust plan will be in place to enforce Social Distancing and good Hygiene practice • Capacities of classrooms, meeting rooms and events spaces have been assessed to confirm maximum occupancy with 1m, 1.5m or 2m social distancing requirements in place. • School calendar reviewed – co-curricular online or socially distanced. 				
--	-------------------------------------	---	--	--	--	--

***Action: Sharing the risk assessment (Statement from Guidance):**

You should share the results of your risk assessment with your workforce. If possible, you should consider publishing it on your website (and we would expect all businesses with over 50 employees to do so).

Below you will find a notice you should display in your workplace to show you have followed this guidance:

<https://assets.publishing.service.gov.uk/media/5eb97d30d3bf7f5d364bfbb6/staying-covid-19-secure.pdf>

All risk assessment must be reviewed periodically and revised and updated whenever there is reason to believe they are no longer valid. This will include when changes are made to government advice and guidance

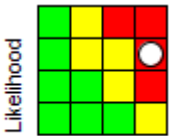

CLSG Detailed risk register with Flight path (EXCLUDING COMPLETED ACTIONS)

Report Author: Katie Kerr

Generated on: 24 November 2020



Rows are sorted by Risk Score

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-01 Loss of income due to drop in student numbers 30-Mar-2015 Jenny Brown	Causes: Socio-economic changes/ greater competition from other private schools for top class education Event: Significant reduction in student applications to attend CLSG to point where we have more places than suitable applicants Effect: income falls to a level where it puts in jeopardy the services offered by the school or its overall viability as an institution.	 Likelihood	24 Impact	Risk is greater as a result of Covid-19. However, registrations have been maintained at near to pre-Covid levels despite earlier concerns. Evidence of increasing numbers of parents struggling with school fees. Sympathetic view of difficulties with fees being taken to try and ease parents through current crisis without withdrawing pupils. 05 Nov 2020	 Likelihood	8 Impact	31-Aug-2021	

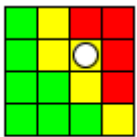
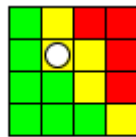
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CLSG-01.01 Marketing Strategy	Ensure marketing strategy is updated to reflect latest achievements and why CLSG is an excellent learning establishment	Additional marketing required to ensure high level of awareness of CLSG amongst potential parents. Clear messaging about the advantages of a CLSG education. Additional resources being allocated for marketing including support from external consultant whilst more permanent staffing is considered.			Jenny Brown	05-Nov-2020	31-Dec-2020

CLSG-01.02 Bursary Funding	Ensure that bursary funding is available for most needy pupils	<p>The Head of Development initiated a fund raising campaign around the donation of the difference in the discounted Summer Term fees and normal Summer Term fees which netted £94k including match funding to support other parents who were struggling to pay fees this term.</p> <p>Online meetings for new parents interested in bursary places to take place in first half of autumn term.</p>	Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG-01.03 Brexit Impact	Monitor strength of student pipeline or for increase in numbers of parents giving notice of withdrawal due to jobs moving off shore.	Very few withdrawals before start of autumn term. No evidence of numbers of current students waning. Small number of relocations to Europe during autumn term but primarily as a result of Covid-19 and a wish to be closer to family.	Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG01.04 COVID-19 threat to income	The threat to income from lower student numbers wanting to join the school or able to stay at CLSG	<p>Keep parents supportive of school through comprehensive and regular communication. Demonstrate continued delivery of on-line teaching. Financially support most needy parents through short period of economic disruption and be agile in responding to rapidly changing education environment</p> <p>Following virtual open days and additional marketing registrations</p>	Jenny Brown	05-Nov-2020	31-Dec-2021

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-07 Maintenance of Buildings and Site <div>Page 101</div> 13-Apr-2015 Katie Kerr	Cause: Failure to develop School in accordance with School Development Plan Event: Under investment in repairs and maintenance budget Effect: Reputational damage to School and CoL resulting in bad publicity/drop in pupil numbers	<div> <div>Likelihood</div> <div>Impact</div> </div>	12	Refurbishment works have been postponed until next summer and are being reconsidered in light of developing plans for satellite space provision to deliver the school's strategic plan. Majority of outstanding summer works completed over autumn half term vacation. Significant problems with the building and getting satisfactory works completed continue to be a risk to the smooth or safe running of the School. Failure to find room for increases to pupil roll – subsequent dangers to income; long-term sustainability; delivery of vision 05 Nov 2020	<div> <div>Likelihood</div> <div>Impact</div> </div>	4	31-Aug-2021	

Action no, Title,	Action description	Latest Note	Action owner	Latest Note Date	Due Date
CLSG-07.01 R&M Budget	R&M Budget prepared and agreed before start of financial year building on long term rolling programme of works	R&M budget continues to be sufficient to cover required works. Additional work resulting from the aborted expansion plan will need to be funded from Capital Reserves or from a loan but have been pushed back to summer 2021 with further planning currently underway for satellite space provision	Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG-07.02 FM Contractor	Ensure that FM contractor delivers to standard. Participation in CoL working groups. Provide monitoring evidence to City Surveyors to enable good management of the contract	Quality of some FM contractors can be very poor and means that almost nothing we want to get done is done right first time. This has been escalated with City Surveyors.	Katie Kerr	05-Nov-2020	31-Dec-2020

CLSG-07.03 Inspections	Weekly inspections of ongoing works by City Surveyors. Monthly review of works programme with City Surveyors. Annual review with Board of Governors	Process of monthly meetings continue to be frustrating with little progress being made from month to month on issues e.g. the building heating controls. Quotes are also frustratingly high for what is being supplied leading to constant push back by the school. A real question about the value added by having FM team in Guildhall.	Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG-07.04 CLSG Expansion	Manage communications surrounding possible expansion of CLSG Prep to minimise adverse political risk and reputational damage	Relationship with Barbican Residents much improved since cancellation of expansion plans.	Katie Kerr	05-Nov-2020	31-Dec-2020

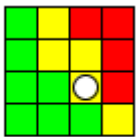
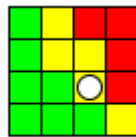
Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-08 Threat from raised security level 06-May-2015 Katie Kerr	Cause: We do not respond appropriately to threat arising from raised security level Event: Pupils and staff may be put at unnecessary risk Effect: Pupils and staff may suffer physical harm and CLSG and CoL may suffer reputational damage	Likelihood  Impact	12	Plans to install a tannoy system in school have had to be put on hold both due to financial constraints and the time constraints of getting this commissioned through the Covid-19 crisis Threat level increased w/c 2/11/2020. External doors to remain closed and not be used for additional ventilation. 05 Nov 2020	Likelihood  Impact	6	31-Aug-2021	

Page 103

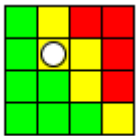
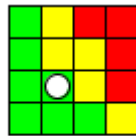
Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CLSG-08.01 Staff training	Ensure staff are aware of emergency plans and their roles in the event of a security incident	Staff briefed on fire evacuation at all staff INSET at beginning of autumn term 2020. Staff attention drawn to increased threat level.			Katie Kerr	05-Nov-2020	31-Oct-2020
CLSG-08.02 Updated Plans	Update School Emergency plan to ensure it conforms to best practice	Critical Incident plan to be reviewed and updated last term. Further review before Bursar leaves in the summer term. Work on this has had to take a back seat during Covid-19 planning. It is still hoped that this will be completed by the middle of August 2020 Plan to be reviewed autumn term 2020 by interim Bursar.			Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG-08.03 Exercise Plans	Hold annual exercise of School security emergency plan	Last desk top exercise autumn 2019. Next exercise to take place second half of autumn term 2020.			Katie Kerr	05-Nov-2020	31-Dec-2020

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-02 Failure to maintain and improve academic standards 30-Mar-2015 Jenny Brown	Cause: Due to decline in quality of teaching staff, or pupils on admission, or complacency on the part of CLSG Event: Academic standards assessed by the regulator as poor/unsatisfactory Effect: Declining school numbers, reduction in income, damage to reputation of school and CoL	 Likelihood Impact	8	GCSE and A'level grades continue to be excellent. Online teaching was very well received by parents and pupils. No indication of concern re falling standards. Some resignations in autumn term due to COVID. A small amount of teaching is taking place from home. More may be required if staff need to isolate. 05 Nov 2020	 Likelihood Impact	8	31-Aug-2021	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CLSG-02.01 Maintain entry standards	No erosion of selective entry standards to ensure students will cope with challenging learning environment	We once again had very good candidates to attend CLSG in September 2020. We also had the highest conversion rate of offers to places accepted which meant that we did not need to go far down our waiting list this year.			Neil Codd	05-Nov-2020	31-Dec-2020
CLSG-02.02 High quality teaching staff	Continue to be able to recruit the brightest and best teaching staff	We continue to be able to recruit high calibre teaching staff. Turnover rates continue at similar levels to previous years. Despite the Covid-19 crisis we have been able to fill key positions for September 2020 with a mixture of internal appointments and external appointments made using video conferencing platforms. Additional support for teaching staff has been appointed through casual contracts for alumnae to provide cover and assistance in class where necessary if teaching staff are absent.			Justine Venditti	05-Nov-2020	31-Dec-2020
CLSG-02.03 Succession Planning for key roles	Ensure that key positions have contracts in place to allow smooth replacement and transition	We will be reviewing staff requirements and succession planning as part of the refresh of the strategic plan for the school. In addition we are strengthening the HR team in the school who work on recruitment, payroll and HR casework as part of the staffing review of CLSG Support Staff. This has been challenging for some key roles e.g. replacing the Bursar where we will need to make an interim appointment until we are back in school and able to run a full recruitment exercise for this role.			Jenny Brown	05-Nov-2020	08-Jul-2022

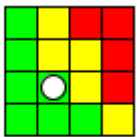
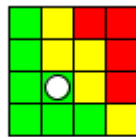

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-04 Failure of child protection procedures 30-Mar-2015 Susie Gilham	Cause: Lack of appropriate termly staff training, ineffective management and supervision of staff re safeguarding. Event: Failure to deliver actions under the School's safeguarding policy. Effect: Physical or mental harm suffered by a student, damage to the School and City of London's reputation, possible legal action, investigation by regulator(s)	Likelihood  Impact	8	Safeguarding protocols for on-line teaching and provision of pastoral care were updated in March 2020 to reflect the move to on-line education provision. The pastoral team have remained in touch with students of concern and form tutors with all students while we have been working remotely. Online provisions to remain in place for blended learning alongside return to the school's regular policies and procedures. 05 Nov 2020	Likelihood  Impact	8	31-Aug-2021	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CLSG-04.01 Child protection procedures	Strict adherence to child protection policies	Training provided at the start of the new academic year in September 2020			Susie Gilham	05-Nov-2020	31-Dec-2020
CLSG-04.02 Training and awareness programme	Termly training of staff, safer recruitment training undertaken by all hiring managers, changes to relevant legislation drawn to the attention of all staff within a week	Mandatory safeguarding completed by all staff in September following update of KCSIE. No further updates since then			Susie Gilham	05-Nov-2020	31-Dec-2020

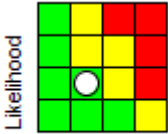
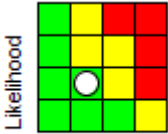
Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-03 Teaching standards drop <div>Page 106</div> 30-Mar-2015 Jenny Brown	Causes: School terms and conditions of service are uncompetitive Event: unable to recruit good quality teaching staff Effect: Existing staff leave, erosion over time of academic standards, school and CoL reputation adversely affected	Likelihood  Impact	6	The latest parent and pupil survey recognised the very high standard of teaching at the school. Staff are being supported with coaching training rolling out widely across the school and the considerable efforts around Teaching and Learning bearing fruit. A head of coaching and a supporting team have now been appointed to deliver this in CLSG. Recruitment of suitable support staff is challenging with salaries offered unable to attract staff of the required calibre. This is particularly obvious in Facilities but also an issue elsewhere in the School. Not enough support staff to effect efficient, safe, and modern running of school. 05 Nov 2020	Likelihood  Impact	4	31-Aug-2021	

Action no, Title,	Action description	Latest Note	Action owner	Latest Note Date	Due Date
CLSG-03.01 Terms and Conditions	Consult staff on terms and conditions, carry out benchmarking of wider market	The latest benchmarking exercise which compares teacher salaries and allowances across the sector shows that we continue to offer a competitive package for teaching staff	Justine Venditti	05-Nov-2020	31-Dec-2020
CLSG-03.02 Staff welfare programme	Maintain a staff welfare programme, enable their continued professional development	Staff were consulted on return to work arrangements for September and individual risk assessments have been completed for those with concerns. Staff may continue to submit individual assessments as required. Reminder sent re risk assessment process with onset of second lockdown.	Katie Kerr; Justine Venditti	05-Nov-2020	31-Dec-2020

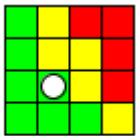
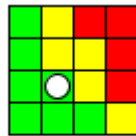

		Much consideration has been given to maintaining staff morale during the autumn term 2020 which has been made particularly challenging as a result of Covid-19. A longer half term was appreciated by the teaching staff. Many support staff have been unable to take their leave during 2020 and some leave will be paid for the worst affected			
--	--	--	--	--	--

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-05 IT failure 08-Apr-2015 David Libby	Cause: Loss of server/security breach or virus denies access to vital IT services Event: Physical damage to servers (e.g. fire/flood) or virtual damage (hacking or virus) takes down services Effect: Teaching and support services compromised for an extended period	Likelihood  Impact	4	The School's IT systems have proven to be incredibly robust. We have not lost a single day of teaching due to IT issues as a result of moving to on-line provision. The IT team have been able to maintain the servers remotely with only very occasional visits to site. We have reminded staff of on-line scams at this time. 05 Nov 2020	Likelihood  Impact	4	31-Aug-2021	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CLSG-05.01 Back Up	Off-site back up of critical data	School's data robustly backed in the cloud			David Libby	05-Nov-2020	31-Dec-2020
CLSG-05.02 Firewalls and virus software	Ensure firewall security is reviewed termly and virus software updates run weekly	Latest hardware and software all updated and running security updates regularly. External and Internal penetration testing took place with the recommendations now being acted on.			David Libby	05-Nov-2020	31-Dec-2020
CLSG-05.03 IT Strategy	Regular review of IT strategy to ensure that it remains congruent with overall strategic goals of school and supports the teaching programme in particular	As part of Cyber Security Audit IT strategy and related documents were all updated and approved by Internal Audit			David Libby	05-Nov-2020	31-Dec-2020

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-06 Breakdown in Health and Safety Policies results in harm and reputational damage 13-Apr-2015 Katie Kerr	Cause: Failure to adhere to H&S policies Event: Food Hygiene compromised/risk assessments not done/fire tests not carried out Effects: Harm sustained by staff/pupils, reputational damage and possible financial claims and prosecution	 Likelihood	4	Good progress was made on the H&S and Fire Risk audits before lockdown. However, other issues e.g. keeping the site ticking over, maintaining fire checks and water chlorination on a skeleton staff, took priority. We are now starting to pick up the outstanding recommendations that need to be dealt with. 05 Nov 2020	 Likelihood	4	31-Aug-2021	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CLSG- 06.04 Testing	Regular testing of fire alarms and evacuation procedures	Alarm tested weekly. Evacuation drill undertaking in first half of Autumn term			Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG-06.01 H&S policies	H&S policies flow from overarching CoL policies, H&S manager ensures that they are fit for purpose for school environment	CLSG Policies have been reviewed and approved by governors at meeting in October 2020 Reconstituted H and S Committee due to meet 11 Nov 2020.			Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG-06.02 Staff awareness	Termly briefings to all staff on H&S issues	H&S training delivered as part of induction training with mandatory on line training completed before probation confirmed. H&S audit identified that a more formal suite of training and record keeping would benefit the school. Compliance Manager is carrying out a training needs analysis with a view to identifying and then arranging training for staff across the school. H&S briefing included in start of term INSET.			Katie Kerr	05-Nov-2020	31-Dec-2020
CLSG-06.03 Inspections	Regular audits of H&S arrangements and food quality standards	H&S checks instigated prior to reopening school All electrical and water testing undertaken and confirmed as safe to open. Revised CLSG H&S Policy provides additional information and guidance regarding proactive monitoring. Limited catering on site at beginning of term. Catering now relocated to Guildhall in Gild Restaurant until end of Spring term in first instance. Prep dining continues on site with food transferred from Gild. School kitchen now largely out of use. RAs completed for offsite dining and reviewed by Guildhall employees.			Katie Kerr	05-Nov-2020	31-Dec-2020

Risk no, Title, Creation date, Owner	Risk Description (Cause, Event, Impact)	Current Risk Rating & Score		Risk Update and date of update	Target Risk Rating & Score		Target Date	Flight path (Previous 10 assessments)
CLSG-09 Adverse political context 14-Mar-2017 Jenny Brown	Cause: Increasing perception of independent schools as "elitist and privileged" Event: Change to the DfE requirement for schools, reintroduction of grammar schools or introduction of VAT on school fees Effect: School's business model becomes unviable, or school has to significantly increase outreach or school's ability to recruit affected	Likelihood  Impact	4	Political threats to the sector have receded somewhat and the economic threats look much more serious. The outcome of the Tomlinson Review and Fundamental Review in the City may have some impact on the Independent Schools 05 Nov 2020	Likelihood  Impact	4	31-Aug-2021	

Action no, Title,	Action description	Latest Note			Action owner	Latest Note Date	Due Date
CLSG-09.01 Outreach Programme Page 110	Ensure we continue to develop and record our outreach work with City Academies and other local schools.	Partnership (as outreach is going to be described in the new strategy) is going to form a major strand of the strategic plan for CLSG over the next five years with senior staff being recruited to lead this and significant resources being dedicated to this work. New Director of Partnerships appointed jointly with CLS has made impressive start in role. Partnership activity has continued where possible despite Covid-19.			Jenny Brown	05-Nov-2020	31-Dec-2020

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank

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

Document is Restricted

This page is intentionally left blank