

Committee: Board of Governors, City of London School for Girls	Date: 10 June 2019
Subject: Headmistress' Report	Public
Report of: Ena Harrop, Headmistress, CLSG	For Information
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Main Report

Forthcoming Events

11 th June	Year 12 UKCAT Course & Junior Concert
12 th June	7+ Welcome Morning & Year 14 Reunion Lunch
13 th June	Year 12 Leadership Day
14 th June	Year 9 Maths Masterclass
17 th June	Prep Open Afternoon
18 th June	Prep Open Afternoon
18 th June	Year 12 BMAT & Year 12 LNAT Course
18 th June	Year 12 Parents' Evening
19 th June	Year 5 Taster Afternoon
19 th June	Duke of Edinburgh Recruitment Evening
20 th June	Senior School Open Evening
21 st June	Sponsored Walk
21 st June and 6 th July	CLSG Scholars Masterclass
24 th June	Year 10 Celebration Day
24 th June-3 rd July	MOATFEST
24 th June-5 th July	Year 11 Work Experience
25 th June	Year 9 City Girls in the Arts Day
25 th June	16+ Welcome Morning
25 th June	Year 10 Parents Evening
26 th June	Senior School Sports Day
27 th June	Year 6 & 13 LAMDA Examinations
27 th June	Leavers Service & Art Exhibition, Leavers' Ball
28 th June	ABRSM Exams, Year 10 Maths Masterclass & 125 th Staff Quiz
1 st July	11+ Welcome Afternoon
1 st -3 rd July	Year 7 Drama Production 'The Twits'
3 rd July	Year 14 Meet Year 12 & Into the Sixth Evening
4 th July	Colours Awards Parents Breakfast & 125 th Gala Dinner
5 th July	Year 8 City Girls in Science Day & Prep Opera Performances
8 th July	Prep Summer Outing
9 th July	Prep Robotics Competition & Year 9 ILP Evening

10 th July	Summer Fair & Year 11 Dinner & Term Ends 4pm
2 nd September	Staff Day
3 rd September	Staff Day
4 th September	Induction Day for Years 3, 7, 12 & 13
5 th September	Teaching Begins
10 th September	Year 13 Parents' Breakfast
11 th September	Prep Curriculum Evening
12 th September	CLOGA 125 th Anniversary Reunion
13 th & 19 th September	Prep Open Afternoon
16 th & 24 th September, 3 rd October	11+Open Morning
18 th September	School Photographs & Private View of History Exhibition
19 th September	Year 12 Parents' Breakfast
20 th September	Year 10 Parents' Breakfast
25 th September	Year 7 Information Evening
27 th September	Year 11 Parents' Breakfast
30 th September & 1 st October	Jewish New Year
4 th October	Year 9 Parents' Breakfast

Educational Visits

11 th - 17 th June	German Exchange
19 th - 21 st June	Year 12 CERN
20 th - 24 th June	Year 8 Normandy Trip
21 st - 23 rd June	Year 11 Silver Duke of Edinburgh Practice
24 th - 28 th June	Year 12 Biology
27 th - 30 th June	Year 12 EYP National Finals
27 th - 30 th June	Year 12 Gold Duke of Edinburgh Practice
7 th - 12 th July	Year 10 Antibes
12 th - 14 th July	Year 11 Silver Duke of Edinburgh Qualifier
24 th - 27 th September	Year 5 Residential to Wales
26 th - 27 th September	Year 9 Black Country
3 rd - 6 th October	Year 11-13 Venice Art Study

Governors' Visiting Days

1. The School is always delighted to welcome Governors to spend a day in school either attending lessons in a specific subject or else shadowing a particular year group.
2. Any Governors who would like to make a visit are asked to contact the Deputy Head at the school to discuss possible dates and the programme that would interest them.

Lettings

Hirer	Dates	Venue
ABRSM	6 th Mar	New Hall
Barbican Lawn Tennis	Various Evening	Tennis Courts
Barbican Residents Association	24 th Apr	Main Hall
BBC	10 th Feb	Main Hall
Barts London Water Polo	9 th Feb	Swimming Pool
CoL Police Swimming Club	Every Wednesday	Swimming Pool
Cor et Lumen Christi Community	16 th & 17 th February	Main Hall
Global Harvesters Fellowship	Every Sunday	Main Hall or New Hall
Go Mammoth	Every Mon, Tues, Wed and Thurs Evenings	Gymnasium
Ela Wlodarczyk Underwater Photography	22 nd Feb	Swimming Pool
Finchley Choral Society	9 th Mar	Main Hall
International House	12 th Jan & 16 th Mar	Main Hall and A&B Floor Classrooms
Justin Craig Education	16 th -23 rd Feb, 1 st -4 th April & 17 th -18 th April	A & B Floor Classrooms
Hackney and Lewisham Choral Society	2 nd Feb & 9 th March	Main Hall
London Gay Men's Chorus	28 th Jan, 11 th Feb, 18 th Mar, 24 th & 25 th Apr	New or Main Hall
London City Orchestra	5 th & 6 th Apr 8 th , 15 th 17 th , 22 nd , 24 th & 31 st Jan 5 th , 7 th , 12 th , 14 th , 19 th , & 28 th Feb	Main Hall
London Symphony Chorus	1 st , 5 th , 7 th , 1 st 2 th , 14 th , 19 th , 21 st , 26 th , 28 th Mar and 2 nd , 4 th , 9 th , 11 th , 30 th Apr 14 th , 21 st , 28 th Jan	New Hall/Main Hall
Royal Choral Society	4 th , 11 th 18 th , 25 th Mar & 1 st , 15 th & 17 th Apr	Main Hall
Tri for Fitness	Every Tuesday	Swimming Pool
Swimming Class	Every Sunday	Swimming Pool
Sport & Arts London Swimming	Every Saturday	Swimming Pool
Otter Swimming Club	Every Wednesday	Swimming Pool
3S Swim Club	Every Mon, Thurs, Fri and Sun	Swimming Pool

CLSG Expansion Project - Update

- Since the last Board meeting we have concluded the appointments of the Architects, M&E and Structural engineers as well as the Communication Consultants and Planning and Heritage Consultants. The latest informal

consultations with the Barbican Residents were held on Friday 17 May with two more scheduled for before the summer break and early September.

4. The formal pre-planning consultations started with two public exhibitions on 21 and 23 May. Materials will be available to the public on the School's website from Friday 24 May. A verbal update will be provided at the Board of Governors on 10 June. The programme currently remains on track with key target dates being as follows:

Mid to end July 2019 – conclude pre-planning consultations

Mid-September 2019 – submit planning application

September 2019 – start tender process for main contractor

End of 2019 – conclude planning permission

January 2020 – conclude tender process for main contractor

February 2020 – Approval to award contract

March 2020 – Contractor starts mobilisation and sub-contractor appointment

July 2020 – work starts at CLSG

September 2021 – work completed

Summary of Staff Training Academic Year 18/19

Current Provision

Whole staff

5. For this academic year we have continued to split the training into two clear strands: academic and pastoral, recognising that both elements help to embed and reinforce the initiatives of each other. We have also introduced the opportunity to all staff to be trained in coaching which we believe supports all aspects of their work. Whole staff training has been delivered as part of the staff INSET days.
6. The main academic focus of the training for teachers this year has been on embedding evidence based enquiry as a significant element of the school's CPD programme. This has been achieved by Collaborative Enquiry Groups (CEGs) in which each teacher has undertaken a reflective enquiry to research and improve an element of their practice. Although this was predominantly teaching and learning focused, there were also pastoral enquiry questions that fed into our overarching aim of ensuring every student reaches their potential. The process culminated in a marketplace on May 17th, at which every member of staff presented the findings from their research.
7. Through this process teachers made reference and built upon previous CPD training on questioning, assessment for learning (AfL) and how to ensure learning when working in groups. This year the CEG process included a more directed route which was designed to develop teachers' ability to 'Make thinking visible' using thinking routines. (Making thinking visible was the whole school focus 2015/16 and remains a priority given the academic ability of the students.)

8. This is the second year where we have run the CEG structure. This year, after consultation with teachers, the order of the sessions was adjusted to improve workload, but the timings remained the same. The school has been finishing at 3.35pm on a Monday each week. On week B there have been one hour sessions for teachers which have been used for either departmental CPD, staff meetings or CEGs. In total, there were 16 sessions which were split as follows:
 - 2 staff meetings (SDP planning and one other)
 - 7 departmental/faculty based CPD and planning sessions
 - 7 CEG sessions where staff have worked in one of nine Collaborative Enquiry Groups

9. The titles of the nine Collaborative Enquiry Groups (2018/19) have been as follows:
 - How can we effectively teach and use metacognition strategies to improve students' independence and sense of confidence relating to their progress?
 - How can questioning be used more effectively to elicit evidence of learning that can refine planning and to engage pupils in higher order thinking?
 - How can we encourage students to actively and effectively engage with feedback to improve their learning?
 - How can 'New Pedagogies in Deep Learning' be used to engage students in high quality learning, whilst improving their understanding of its real-world relevance?
 - How can discussion-based approaches improve the quality of student 'talk' and help quiet and shy students to feel more confident talking in class?
 - How can we adapt classroom practice to encourage students to engage in 'productive struggle' (using constructive enquiry to improve engagement in learning and foster resilience)?
 - How can visible thinking routines be effectively employed to encourage engagement in thinking from all students, to stretch their understanding and promote independence?
 - How can we effectively support members of the school community facing emotional challenges?
 - How can coaching be used to strengthen the link between teachers' learning and students' learning?

10. The titles of the sessions are slightly different from the previous year. They are still based on the schools pedagogical principles The C.A.S.E for learning (Thinking, Challenge, Assessment, Structure and Engagement) but the learning needs of the students and teachers meant the sessions required a slightly different focus. It is anticipated the titles of the routes will change slightly again next academic year.

11. Three staff members undertook the Assessment Lead Programme (Evidenced Based Education, EBE). This was led by the Assistant Head T&L and focuses on the reform of assessment in Prep and PE. The course was fit for purpose but will not be continued next academic year as there is no requirement. Another course from EBE called Classroom Based Assessment will be offered to staff as a possible alternative to the CEG process. Numbers and suitability will be decided by the Assistant Head T&L.
12. The year culminated in a marketplace on May 17th where staff displayed their findings to their peers. It was obvious that most members of staff had benefited hugely from working collaboratively with their peers and there were some clear outcomes of research that will contribute to improved practice for all at school. To ensure the findings from the staff are valued and potentially acted upon they will be reviewed by the Assistant Head and Researcher in Residence to assess whether they can feed into the SDP.
13. As this is the second iteration of the CEG process, lessons learned and positive changes made were:
 - Higher number of CEG groups offering more choice to teachers
 - Defining the research question before joining the CEG. This was done by the Researcher in Residence
 - In-house training for all staff on how to conduct accurate action research in an education setting. This will continue next year, and will be repeated twice throughout the year to help remind staff
 - The differentiated approach in which one route was more pedagogically driven, requiring less rigorous academic research.
 - The individual teacher's CEG has been included as part of the new appraisal discussion. (The new system is starting 2019/20)
 - All CEG sessions were planned by the Researcher in Residence and the Assistant Head to ensure greater standardisation across the CEG groups
14. Departmental training has been led by the HoD and was used to develop pedagogies specific to their subject. This training ranged from peer coaching and, specific external training, to collaborative planning.
15. In addition to the CEG and Departmental training sessions, teachers also attended four sessions delivered by the SEND team (Kathleen O'Connor and Emma Heseltine) to explore specific aspects of how to support students with a SEND profile in our classrooms.

16. The titles of the three sessions were:
- How to support students with Autistic Spectrum Disorders
 - How to support students with cognitive and processing difficulties
 - How to aid student memory, retrieval and revision
 - Neurodiversity training and its implications for pedagogy
17. The sessions were very well received and there is evidence from lesson observations and discussions with staff that the techniques suggested are being implemented.

Safeguarding Training

18. To fulfil our statutory and ISI Inspection obligations, all staff received 'Updates in Safeguarding' training with respect to the new KCSIE September 2018 delivered in September by the Designated Safeguarding Lead.
19. In the Spring term all staff received a Safeguarding Level 1 refresher which put additional focus on issues associated with our pupils and reminded staff about signs to look for, how to appropriately support those pupils and how to report concerns.
20. In the Summer term all staff received training from the City Police in Prevent and Cyber Griffin. The Prevent Training refresher focused on the various forms of extremism, how to recognise them and how to report them. Cyber Griffin training focused on the responsibility of all individuals at CLSG to ensure the school's secure IT systems. It included alerting staff to the dangers and impact of phishing emails and opening their attachments, ransomware, malware and the dangers of location services whilst using social media.

Training For Different Stages Within A Teacher's Career

21. We continue in our commitment to support new teachers to the profession and, as such, we currently have three members of staff undertaking their Newly Qualified Teacher (NQT) Induction and one teacher undertaking PGCE certification with us.
22. We continue to support aspiring new middle and senior leaders. A new Head of Department is enrolled on the Level 1 HMC/GSA ISQAM course which supports them in leading their department. Two new pastoral middle leaders are also completing the PLQ which gives insight and support in pastoral matters. Two members of staff are completing their MA this year and two members of staff are being supported to complete advanced counselling qualifications. Additionally, our Head of Higher Education and Careers is undertaking training in careers leadership and a senior leader is being supported to complete the NPQH in preparation for Headship. Two members of staff (one Prep and one Senior) are attending a series

of Supporting Child Bereavement courses. In addition to this we have successfully embedded six new members of staff who are contributing positively to the school.

23. By the end of the academic year 40 members of staff will have been trained in coaching with one member of staff having completed an additional advanced level. Interest from teachers and support staff to train in this area continues to grow and training at various levels will continue next year in an effort to achieve a self-sustaining culture of coaching.

Individual Inset

24. In addition to whole staff training, teachers have attended a wide range of individual training courses. These include subject specific courses on changes to examination specifications and training for those with posts of pastoral responsibilities and e-safety.

Partnerships And Outreach With Other Schools

25. Over the course of the academic year, a number of staff have been into the City family of schools to help support their staff in various subjects. A full report will be in the December board papers as usual.

Future CPD Provision

26. Following the successes of the new CPD process (2017-18 and 18-19) the plan for the coming academic year (2019–20) is to keep the format broadly the same.

It will consist of:

- 2 staff meetings (SDP planning and one other)
 - 7 departmental/faculty based CPD and planning sessions
 - 8 CPD sessions on elected programme where staff have worked in one of the Collaborative Enquiry Groups (CEGS) – this includes the marketplace
27. We may consider using one CEG session to allow staff to meet as departments and feedback findings to colleagues. This may be useful as most research is conducted in departments, but not shared until the marketplace.
 28. The dates of the sessions are not yet defined. The teaching staff have been consulted on possible options for the timings of CEGs, INSET and other meetings. The Assistant Head T&L is in the process of finalising this for 2019/20.
 29. The CEG (2019/20) routes are being finalised and will take into account the following:

- What strategies make the biggest difference to student learning
- The perceived developmental needs identified through observation
- Staff feedback
- The perceived student learning needs
- What and how can teacher learning and change in practice be observed and evidenced

30. To further improve the CEG process the following will be considered:

- Implementing student researchers to support staff in understanding the needs of students and giving an evidence base to staff research
- A review of staff training-needs using: learning walk findings, student research, observation targets and appraisal conversations
- Ensuring all INSET has a demonstrable and observable outcome so that it can be evidenced
- Potential changes to the order of the CEG dates and the inclusion of a department session so that findings can be shared in departments as well as whole school

31. We will continue to provide SEND, safeguarding and any other mandatory training during staff and INSET days. Some training will be provided by staff and others by external providers where appropriate.

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