

**APPENDIX 1: CITY OF LONDON SCHOOL FOR GIRLS - OUTREACH AND PARTNERSHIPS
REPORT
CLSG OUTREACH REPORT FOR THE YEAR 2018**

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

ENGLISH

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

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

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

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

Here are some comments from pupils in CLSG and COLSSP

Y11 pupil (CLSG)

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

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

CLASSICS

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

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

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

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

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

MATHEMATICS

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

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

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

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

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

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

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

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

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

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

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

LEADERSHIP DAY

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

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

Dear Rosie,

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

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

PE

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

MUSIC

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

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

ROBOTICS

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

CLSG SCHOLARS PROGRAMME

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

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

CAREERS

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

Outreach work undertaken by the Careers Department

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

Bridge Academy - Diana Mensah
Of the 5 Oxbridge candidates offered mock interviews, 3 achieved a place.

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

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