

<b>Committee(s):</b> Board of Governors, City of London School for Girls	<b>Date(s):</b> 8 June 2020
<b>Subject:</b> Report of the Headmistress	<b>Public</b>
<b>Report of:</b> Jenny Brown, Headmistress, CLSG	<b>For Discussion</b>
<b>Report author:</b> Alan Bubbear, CLSG	

### Recommendation(s)

The Board of Governors is asked to note the Report.

### Main Report

### Forthcoming Events

1 <sup>st</sup> – 5 <sup>th</sup> June	Year 12 Exams (Remote)
1 <sup>st</sup> -12 <sup>th</sup> June	Year 10 Exams (Remote)
3 <sup>rd</sup> , 10 <sup>th</sup> & 17 <sup>th</sup> June	Year 13 Business Course in PSHCE (Remote)
8 <sup>th</sup> -12 <sup>th</sup> June	Year 7 & 8 Independent Learning Project Week (Remote)
10 <sup>th</sup> & 17 <sup>th</sup> June University	Year 12 EPQ Training Session with Southampton
12 <sup>th</sup> June	Year 12 UCAS Morning (Remote)
15 <sup>th</sup> June	Year 6 Independent Learning Project
15 <sup>th</sup> -16 <sup>th</sup> June	Year 12 US Application Days
16 <sup>th</sup> June	Year 12 UCAT Course (Remote)
16 <sup>th</sup> -18 <sup>th</sup> June	Year 12 Parents Evening Week (Remote)
17 <sup>th</sup> June	Mock Trial for Year 7-13 (Remote)
18 <sup>th</sup> June	Afternoon Staff Inset re-entry training
19 <sup>th</sup> June	Year 13 Final Day
	Leavers Ceremony (Remote)
22 <sup>nd</sup> June (Remote)	16+ New Joiners Welcome to the Sixth Form Morning
	Year 11 & 12 Talk by UBC (Remote)
23 <sup>rd</sup> June	Year 12 BMAT & LNAT Course (Remote)
24 <sup>th</sup> June	7+ Welcome Morning (Remote)
	7+/11+ Open Afternoon TBC (Remote)
26 <sup>th</sup> June	Year 11 Final Day
	New Staff Induction Morning (Remote)

	Year 7 Induction Afternoon (Remote)
29 <sup>th</sup> June	Year 7 Engineering Day (Remote)
3 <sup>rd</sup> July	Term ends
1 <sup>st</sup> September	Staff Day
2 <sup>nd</sup> September	Induction Day (Year 3, 7, 12 & 13)
3 <sup>rd</sup> September	Teaching Begins
8 <sup>th</sup> September	Year 13 Parents' Breakfast
10 <sup>th</sup> September	Prep Curriculum Evening
15 <sup>th</sup> September	Extra-Curricular Fair
	Into the Sixth Evening (rescheduled from July 2020)
16 <sup>th</sup> September	School Photos (Individual, Class & Sibling)
17 <sup>th</sup> September	Year 12 Parents' Breakfast
18 <sup>th</sup> September	Year 10 Parents' Breakfast
	Year 7 Stubbers Trip
21 <sup>st</sup> September	Parents Information Evening – Study Skills
22 <sup>nd</sup> September	Year 11 Parents' Breakfast
23 <sup>rd</sup> September 2020)	11+ Open Evening (rescheduled from June 2020)
24 <sup>th</sup> September	Year 3 Parents' Breakfast
25 <sup>th</sup> September	Year 7 Parents' Breakfast
29 <sup>th</sup> September	11+ Open Morning
1 <sup>st</sup> October	Year 8 Parents' Breakfast
2 <sup>nd</sup> October	Year 9 Parents' Breakfast
5 <sup>th</sup> October	Parents Forum – Mobile Phones
7 <sup>th</sup> October	11+ Open Afternoon
8 <sup>th</sup> October	Parents' Breakfast for US applicants
	US Summer School Workshop for Y10-12
9 <sup>th</sup> October	Prize Day

### **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

3. Due to the school building being closed during the Corona Virus outbreak there were very few lettings during the Spring Term 2020. The swimming pool will remain out of commission and due to continued restrictions on gatherings at this time it is unlikely we will see lettings start to pick up again before Spring 2021.

Hirer	Dates	Venue
Go Mammoth	March 2,3,4,5,9,10,11,12,13	Gymnasium
London Gay Men's Chorus	March 10	New Hall, Practice room & Music Rooms
London Symphony Chorus	March 3,5,10,12,14	Main Hall / New Hall
International House	March 7	Main Hall, A/B floor classrooms
Royal Choral Society	March 2, 9,11	Main Hall/New Hall

## CLSG Repairs and Maintenance Works – Summer 2021

4. There are a number of projects due to take place over the summer holiday period including works on the electrical distribution boards for the school, repairs to the roof of the building and repairs to the windows in some of the art room on D floor.

## Staff training

### Current Provision

#### 5.1 Whole staff

For this academic year we have continued to split training into three strands: academic, pastoral and personal development, recognising that these elements help to embed and reinforce the initiatives of each other. We have also continued with 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.

The main academic focus of the training for teachers has been on continuing to embed 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 third year in 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 would have culminated in a marketplace on May 15th at which every member of staff would have presented the findings from their research. Instead the Researcher in Residence will be collating the findings and will be disseminating them via the research journal and future INSET.

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.)

This is the third year we have run the CEG structure. This year, the leaders of the CEGs (known as facilitators) were all teaching staff, with all SMT members who had previously ran sessions taking a participatory role. By ownership of the process being given to teachers, it gave a more 'homegrown' feel to the sessions and offered valuable development opportunities to teachers. The school has been finishing teaching 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 (Strategic Development Planning and one other)
- 5 departmental/faculty based CPD and planning sessions
- 8 CEG sessions where staff have worked in one of ten Collaborative Enquiry Groups
- 1 Market Place

N.B. – Two CEG sessions and the Market Place did not take place owing to the COVID19 closure.

#### Structure of CPD at CLSG

This academic year we endeavoured to align the CPD system with robust quality assurance measures including informal and formal lesson observations and deliberate practice cycles and appraisal meetings.

The titles of the nine Collaborative Enquiry Groups (2019/20) have been as follows:

1. *How can we support the development of students' Tier 2 language and improve their academic register?*
2. *How can questioning be used more effectively to elicit evidence of learning that can refine planning and to engage pupils in higher order thinking?*
3. *Why do we assess, and what does that mean for how we can do it effectively?*
4. *How can carefully planned modelling be used to improve student understanding of skills and techniques and ultimately improve the quality of student outputs?*
5. *How can research-informed oracy strategies, employed by both teachers and students, improve student understanding and build confidence in articulating ideas verbally?*
6. *How can we construct a classroom environment and plan and scaffold activities that offer suitable challenge so that students can enjoy 'productive struggle'?*
7. *How can visible thinking routines be effectively employed to encourage engagement in thinking from all students, to stretch their understanding and promote independence?*
8. *How can teachers use language more consciously and more effectively to create school environments conducive to emotional wellbeing?*

9. *How can coaching make us more effective communicators, colleagues and teachers?*
10. *How can neuroscience impact upon staff capacity to support students to develop understanding of their own learning processes and emotional regulation?*

As this is the third 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.
- All CEG sessions were planned by the Researcher in Residence and the Assistant Head Teaching and Learning to ensure greater standardisation across the CEG groups

### Department Training

Departmental training has been led by the Head of Department (HoD) and was used to develop pedagogies specific to their subject. This training ranged from peer coaching, specific external training, to collaborative planning.

In addition to the CEG and Departmental training sessions, teachers also attended four sessions delivered by the Assistant Head Teaching and Learning to explore specific aspects of how to support students with a retrieval practice and cognitive load.

The titles of the three sessions planned were:

1. How to support students with modeling and demonstrations
2. How to use explanations to support student learning
3. How to support students with cognitive load in lessons

The first two sessions were very well received and there is evidence from lesson observations and discussions with staff that the techniques suggested are being implemented. Session 3 did not take place owing to closure.

### **5.2 Safeguarding training**

To fulfil our statutory and ISI Inspection obligations, all staff received 'Updates in Safeguarding' training with respect to the new KCSIE September 2019 delivered in September by the Designated Safeguarding Lead.

In the Spring term all staff received training on "What to do in the minutes before medical assistance arrives" which covered conditions including asthma, epilepsy, diabetes and

anaphylaxis. Although for most staff this gave them skills to support a pupil in the classroom prior to the School Nurse arriving, this also fulfilled the necessary training required to be a trip leader or helper. Additionally, all trip leaders and helpers completed an online training to ensure they are up-to-date on their broad responsibilities regarding educational trips.

### **5.3 Other INSET sessions**

In June 2019 staff completed their first wellbeing questionnaire. Its findings continue to be discussed and considered by the Wellbeing Committee who in turn propose initiatives to SMT and subsequently the staff body. From the survey it was clear there was a lack of staff training around having difficult conversations, primarily with line managers and peers but also parents and pupils. In January, one of the INSET sessions was expertly delivered by an external consultant, Meg Harrington, in *Having Difficult Conversations*. Feedback from staff was overwhelmingly positive.

### **5.4 Training for different stages within a teacher's career**

We continue in our commitment to support new teachers to the profession and, as such, we currently had one teacher undertaking a PGCE certification with us this year.

We continue to support aspiring new middle and senior leaders. A new Head of Department is enrolled on the Level 1 HMC/GSA **ISQAM (Independent Schools Qualification in Academic Management)** course which supports them in leading their department. A new pastoral middle leader has undertaken the **PLQ Level 1 (Pastoral Leadership Qualification)** which gives insight and support in pastoral matters, hosted at CLSG. Three members of staff have undertaken the PLQ Level 2 which is the more advanced level of the qualification. Two members of staff have completed their MA this year and two members of staff continue to be supported to complete advanced counselling qualifications. Additionally, our Head of Higher Education and Careers is continuing her training in careers leadership and two senior leaders are about to complete the NPQH (**National Professional Qualification for Headship**) in preparation for Headship. In addition to this we have successfully embedded six new members of staff who are contributing positively to the school.

By March 2020, 60 members of staff had been trained in basic coaching with a further 25 members of staff having completed an additional intermediate level. Interest from teachers and support staff to train in this area continues to grow and we will continue training at the various levels. A coaching team has been established to take the advanced level of the coaching training course to allow to be self-sustainable in training in-house in the future, and deliver coaching to staff, pupils, parents and at our partnership schools.

### **5.5 Individual INSET**

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 specialist training for those with posts of pastoral responsibilities and e-safety. Additionally, relevant SMT and support staff have attended ISI courses to help prepare for inspection.

## **6. Partnerships and outreach with other schools**

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 included at a later board meeting.

## **7. Future CPD Provision**

Following the successes of the CPD process, the plan for the coming academic year (2020–21) is to keep the format broadly the same, whether in school or remote.

The CEG (2020/21) 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

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

We will continue to provide SEND, safeguarding and all 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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