

Committee(s)	Dated: 20 th November, 2020.
Board of Governors of the City of London Freeman's School	
Subject: Report from Headmaster	Public
Which outcomes in the City Corporation's Corporate Plan does this proposal aim to impact directly?	1(d); 2(a),(b),(c), (d); 3(a), (b),(c),(d); 4(a).
Does this proposal require extra revenue and/or capital spending?	N
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: Roland Martin, Headmaster	FOR INFORMATION

Summary

This report is for Members' information and 'the record' and includes:

- a) Brexit
- b) Admissions and Marketing
- c) Community and Partnerships update

Members are asked to note the contents of this report.

Main Report

a) **Brexit**

FOR INFORMATION:

1. The Town Clerk has asked that this matter be reported at all Standing Committees. I have nothing to report at this time.

b) **Admissions and Marketing Update**

FOR INFORMATION:

2. In the light of the pandemic, the External Relations Department has continued to be creative in marketing the School, holding virtual events as well as a large number of small, socially distanced and COVID-safe private tours of the School on Saturdays and at Half Term.
3. There are 558 (including 156 for Boarding) registrations for 2021, which is an increase of 93 on the same period last year.

4. There are increases for F1 (+10), U3 (+71) and U4 (+26), and a drop in L6 registrations (-12).

c) Community and Partnerships Update

FOR INFORMATION:

5. Seven schools, including Freeman's, are taking part in a year-long programme for Year 4 pupils, comprising six pre-recorded lessons per term leading to a joint performance (virtual or live) at the end of each term. Schools taking part: Walton-on-the-Hill, West Ashted, Epsom Primary, Woodlands Special school, Redriff and Galleywall City of London Academies. Year 4 pupils from each school will undertake a survey after half term and again at the end of the summer term, in order to evaluate the impact of the programme against three measures: meta-cognition, team working and test anxiety. These measures were agreed with the Director of Learning, Teaching and Innovation to ensure alignment with Curriculum 2020. The Community and Partnerships Officer is working with ImpactEd, a non-profit organisation, to assess the impact of the programme; the intention is to use ImpactEd to measure the impact of other programmes, external and internal.
6. A final report on Counterpoint will be produced in January bringing together the outcomes, positive and negative, from Freeman's, Walton-on-the-Hill and Rosebery. All three schools agree the most beneficial aspect of the programme has been to facilitate partnership working between us. Joint working and knowledge sharing between the schools will clearly continue beyond Counterpoint, as key relationships have now been established and specific activities have already commenced, albeit in a limited way since lockdown in March.
7. The Counterpoint contact at Rosebery started a secondment at The Beacon School in Banstead in September, and it has been agreed that we will extend our partnership work to include The Beacon School in the future.
8. Having left the Counterpoint project in summer 2019, we are extremely pleased to have Epsom Primary participating in our Music Partnership Programme, and I look forward to working with them on other initiatives in the future.
9. The inaugural City Partnership Forum meeting took place at the end of September led by CLS and CLSG. As a result of the information shared at this meeting, the following will be taking place at Freeman's:
 - Sixth form assembly on asylum seekers led by the Head of City Virtual School;
 - A series of webinars created by senior partners at Linklaters will be shared/attended by our U5 and L6 students;
 - We have been invited to join a KS2 Geography network group;
 - The Head of Sixth Form has been asked to join a new Sixth Form collaboration/network group across City schools.
10. We recently shared the Bridging Courses with Eastside Young Leaders' Academy (EYLA), although the resources will probably be more beneficial next summer for the current Year 11 young people. The main challenges currently facing young people at EYLA are the gaps in learning as a result of

lockdown. We will be exploring several possible ways we could help when school resumes after half term.

11. One of the new Graduate Assistants, is going to be (remotely) teaching French to two classes at West Ashted Primary School, starting after half term. One of our physics teachers has offered to teach on a weekly basis to pupils preparing for exams at another school. The intention was to set this up with The Beacon School, otherwise we will be approaching EYLA.
12. Some members of staff – including the Head, Deputy Head Academic and Director of Learning Teaching and Innovation – have joined students in the Sixth Form to raise money for Men's Health issues in a particularly challenging year. If any member felt minded to support this initiative, the Just Giving page can be found here: www.justgiving.com/freemens-2020-vision.

Appendices

Nil.

Roland Martin

Headmaster

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