

## **Appendix 2**

### **CLS and CLSG Partnership Reports: Accompanying Commentary from the Director of Partnerships**

As indicated in the 2020 CLS and CLSG Partnership Reports, a more integrated, collaborative and strategic approach to partnership work has begun in earnest, building on the strong foundations of our existing relationships and the significant value placed on partnership work in both schools. In the context of Covid 19, we have seen an opportunity to enhance our partnership offer and to engage more schools and partnership organisations, harnessing the rich potential of a virtual platform for partnership work. In so doing, we seek to engage with more professionals and pupils from across the Family of Schools than in the past. We look ahead to a blended model of in-person events and initiatives and a virtual offering, breaking down logistical and geographical boundaries which can limit partnership work, whilst not losing sight of the value of physical networking and enrichment experiences for teachers and pupils alike.

Closer links now exist between CLS and CLSG with the appointment of a Director of Partnerships and an integrated senior team overseeing partnership work. This enables a rich exchange of ideas, the sharing of opportunities and the strategic co-planning of events alongside an autonomous and bespoke partnership provision within both schools. It also has enabled further opportunities to develop pupil enrichment across both schools, with a joint Geography Film club, a planned joint General Studies enrichment programme and planned development of joint pupil journalism with a combined entry to the Shine award for pupil journalism. With a strategic link in place and regular communication between partnership counterparts in CLS and CLSG, the future is bright for an enhanced pupil experience at both schools, benefitting from the rich combined offer of Higher Education, external speakers and joint enrichment activities.

Building on the foundation of this year's launch of the Partnership Forum, we also anticipate and can see evidence of developing relationships across the Family of Schools, extending beyond the strong historic partnerships between CLS, CLSG and individual schools. The profile of partnership work has been significantly raised with presentations at the Headteacher Forum, meetings with the ISC, DfE and the Director of Partnerships leading a discussion at the Schools' Conference. We have already engaged two additional primary schools from within the FOS in KS2 Subject Networking and anticipate significant engagement with a planned Young Leaders event at Primary level. We have facilitated networking between librarians to develop support for a school with a recently created library and are also have enabled access to schools to the Trinity book award. We are currently seeking opportunities to share author events with pupils of different ages, having identified reading and phonics as one of the key aspects of lost learning during the lockdown period.

We can also see evidence of further engagement with secondary academies, especially with an improved offer of partnership work at KS5. We have recently launched pilot Key Stage 5 Subject Networking groups and will evaluate their success and impact before an anticipated development of this offer in 2021/22. Key links at Key Stage 5 have been established which has facilitated better exchange of opportunities including events with our cultural and employment leader partners, How to Academy and Linklaters. Communication has also been streamlined with the creation of consistent branding of partnership work. Our planned partnership work will be balanced across CPD and sharing of professional expertise and academic and enrichment support for pupils, in line with DfE best practice. Our approach to partnership work is therefore incremental and based on raising its profile, developing relationships and ensuring strategic and timely communication as core elements of our approach.

Our commitment to social mobility through a transformative CLS/ CLSG education remains a central part of our partnership mission. Close communication between the Admissions, Development and Partnership teams as well as closer links with our Family of Schools, especially at Primary level are designed to facilitate the application of further young people who are financially disadvantaged but who would benefit from bursary funding to access our schools and the education we provide. We are also in talks with Springboard who are in the research phase of considering CLS and CLSG as potential early adopter schools for Looked After Children who may benefit from an independent day school education. We are very excited to be working with Springboard and to potentially be pioneers in this part of their development, with the hope that we could enable some of the most vulnerable young people in our society to benefit from the pastoral and academic support offered by CLS and CLSG.

In 2021, we plan to further develop the partnership offer in tandem with our key external partners. We have planned a 'University Admission Process/ Accessing Careers in the Law' event with Linklaters in which a diverse panel of Junior Lawyers will share their experience of choosing a course and a university and how it led them to a career in the Law. This will be a valuable event for CLS and CLSG pupils, including pupils in receipt of a bursary, but also more widely within the Family of Schools, where some pupils may not have role-models for university access, therefore linking our partnership offer to education as a key route for social mobility. This also complements our Higher Education offer, with additional schools accessing our Oxbridge support and Careers talks. We will continue to work closely with our partners at How to Academy to develop virtual access for pupils to a range of inspiring and enriching talks and both CLS and CLSG are seeking to host pupils in 2021 from the Virtual School, who are predominantly young asylum seekers. We continue to seek opportunities to work with external partners and hope to build further links with livery companies and leading employers as part of our partnership offer.

In addition, we are developing the strategic approach to partnership work with an enhanced staffing model with key staff members leading specific partnership events and initiatives and taking ownership of aspects of impact reporting for their linked events. We are trialling an enhanced data collection system for partnership work, creating a more consistent and unified approach which will capture key qualitative and quantitative information for partnership work. We are also enhancing the opportunities to capture pupil voice and for pupils to lead others in partnership work for example when promoting partnership work via assemblies, targeted pupils are asked to share their experience and also to comment in writing on partnership events and their impact. This model has been shared with the DfE lead on partnership work and both the model and the overall strategic approach to partnership work were highly praised by both the DfE and the ISC.

For both CLS and CLSG, partnership work is highly valued and celebrated by pupils and staff alike. Our ongoing commitment to partnership work is a strategic priority of both schools, aligning with CLS's school values of ensuring pupils are 'Kind, Aware, Ready' to embrace the world beyond CLS and ensuring that CLSG as a school community uses partnership as a mechanism to 'find space to pioneer.' We look forward to a year of further collaboration and dialogue with our partnership links, using partnership work to facilitate the very best of opportunities for young people and the teaching community within the City of London Family of Schools.

Laura Hynes  
Director of Partnerships