

Committee(s):	Date(s):
Board of Governors of the City of London School	17 October 2016
Subject: Head's Report	Public
Report of: The Head	For Decision
Report author: Sarah Fletcher, Head of the City of London School	

Summary

- This report contains entries re:
 1. Pupil Matters
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1. Pupil Matters

I. Public Examination Results

The results at both A Level and GCSE are listed by subject below, alongside statistical highlights of our achievements.

As you can see from this and the subject lists, this has been an excellent A Level and GCSE year for the School. The percentage of A* to B Grades at A Level was 93.6% of all subjects taken. The percentage A* to A at GCSE was our highest ever at 92.6%. 72.5% of all papers at GCSE were graded at A*.

Statistical highlights of Summer 2016 public examination results

A-Level

% A* - B – 93.6 (Summer 2010 saw the introduction of the A*).

2015: 91 2014: 91.8 2013: 94.5 2012: 97 2011: 90.6

2010: 93.1 2009: 92.6 2008: 91.8 2007: 93.9 2006: 90.4 2005 90.1

% A/A* grades – 72.5 – THIS NOW INCLUDES 31.4% A* first awarded 2010;

2015: 73.2 2014: 73.5 2013: 74.2 2012: 78.6 2011: 66.1 2010: 75.2
2009: 72.5 2008: 74.7 2007: 74.9 2006: 64.4 2005: 64.7

A/AS points per candidate (428.7)

2015: 428.7 2014: 446.1 2013: 455 2012: 446.4 2011: 444
2010: 446.3 2009: 435.4 2008: 417.7 2007: 435.8 2006: 407.7

NB. There are 130 candidates this year, compared to 131 in 2015.

1 boy got 4 A*s and 1 A

5 boys got 4 A*s; one of these also took STEP and got top grades.

18 boys got 3 A*s or more. 23 in 2015, 26 boys in 2014, 22 boys in 2013 and 17 in 2012.

62/130 boys got straight A*/A grades. 69/131 in 2015, 71/137 in 2014. 41 boys (out of 116) got straight A/A* grades in 2013.

36/131 took 4 or more A Levels.

110/130 boys got at least ABB.

OXBRIDGE: 25 confirmed. 2 missed offers but go on to Russell Group. 6 Medics have confirmed places.

GCSE 2016

% A* + A 92.6. This is our best ever outcome

(2015 90.8, 2014 87.8, 2013 90.7 2012 – 84.3 2011 – 85.5 2010 – 90.4 2009 – 83.1
2008 – 80.9 2007 – 72.9 82.2 2006 – 82.8, 2005 79.3)

Outstanding A* at 72.6%

(2015 72.2, 2014 63.2, 2013 68.9 2012 55.6% 2011 – 54.3 2010 – 61.1 2009 – 49.2
2008 – 48.6)

10.3 was the average number of GCSEs taken

62 boys gained 9A* grades or better (69 in 2015, 49 in 2014, 56 in 2013, 27 in 2012, 39 in 2011 and 41 in 2010)

90 boys got straight A* and A grades (86 in 2015, 69 in 2014, 78 in 2013, 54 in 2012, 63 in 2011 and 77 in 2010)

Results A2 2016															
	No. of Entries	Grades							No of passes	% passes	Ave Score*	% A* - A	% A* - B	% A* - A	% A* - B
		A*	A	B	C	D	E	U	A*-E		2016	2016	2015	2015	
Art & Design	2	1	1						2	100.0	130.0	100.00	100.00	80.00	80.00
Biology	28	9	13	4	2				28	100.0	120.7	78.57	92.86	61.54	92.31
Chemistry	37	8	18	10	0	1			37	100.0	117.3	70.27	97.30	76.09	89.13
Classical Civilisation	4	0	4						4	100.0	120.0	100.00	100.00	100.00	100.00
Classical Greek	3	1	2						3	100.0	126.7	100.00	100.00	100.00	100.00
Drama	5	2	1	2					5	100.0	120.0	60.00	100.00	60.00	100.00
Economics	29	8	11	7	3				29	100.0	116.6	65.52	89.66	71.43	85.71
English Language	12	1	4	3	4				12	100.0	103.3	41.67	66.67	37.50	75.00
English Literature	29	17	11	1					29	100.0	131.0	96.55	100.00	82.14	96.43
French	24	7	10	5	0	2			24	100.0	116.7	70.83	91.67	62.50	83.33
Further Mathematics	25	11	8	5	1				25	100.0	123.2	76.00	96.00	86.36	100.00
Geography	13	2	6	1	3	1			13	100.0	107.7	61.54	69.23	35.71	85.71
German	5	1	2	2					5	100.0	116.0	60.00	100.00	70.00	90.00
Government & Politics	25	4	11	7	3				25	100.0	112.8	60.00	88.00	90.91	90.91
History	41	10	20	10	1				41	100.0	119.0	73.17	97.56	89.19	100.00
Latin	11	2	8	1					11	100.0	121.8	90.91	100.00	25.00	100.00
Mathematics	74	26	30	15	3				74	100.0	121.4	75.68	95.95	76.14	88.64
Music	2	0	0	1	1				2	100.0	90.0	0.00	50.00	76.09	89.13
Physics	31	16	6	7	2				31	100.0	123.2	70.97	93.55	73.91	89.13
Religious Studies	10	2	6	2					10	100.0	120.0	80.00	100.00	92.86	100.00
Russian	6	4	2						6	100.0	133.3	100.00	100.00	100.00	100.00
Spanish	7	1	4	2					7	100.0	117.1	71.43	100.00	37.50	87.50
TOTAL	423	133	178	85	23	4	0	0	423	100.0	119.5	73.52	93.62	73.76	92.04
No. of candidates	130														
% 2016		31.40	42.10	20.10	5.40	0.90	0.00		100						
(% 2015)		37.4	36.0	17.8	4.8	2.8	0.7		99.5						
2015 No. of Candidates	131	132	156	77	21	12	2		431						

	2016	2015
% Overall pass rate:	100.0	
% of A* and A grades:	73.5	73.7
% of A* to B grades:	93.6	92

Average score per A level subject:	119.5	119.2
Ave. score per A/AS Level candidate:	425.6	430.4

Fifth Form GCSE Summer 2016

Subject	No. of Entries	Grades								No. of passes A* - C	% pass	% A* and A	% A* and A
		A*	A	B	C	D	E	F/G	U			2016	2015
Art & Design	17	2	8	6	1					17	100.0	58.82	95.5
Biology	128	96	30	1	0	1				128	100.0	98.44	86.4
Chemistry	126	92	27	6	1					126	100.0	94.44	84.8
Classical Civilisation	18	9	4	3	2					18	100.0	72.22	80.0
Double Award Science*	14	0	8	5	1					14	100.0	57.14	50.0
Drama & Th. Studies	31	13	14	3	1					31	100.0	87.10	96.0
English Language	135	89	29	13	3	1				134	99.3	87.41	92.6
English Literature	135	87	32	12	4					135	100.0	88.15	90.4
French 2015	17	17								17	100.0	100.00	100.0
French 2016	85	63	18	3	1					85	100.0	95.29	96.9
Geography	84	62	18	4						84	100.0	95.24	91.1
German	37	26	9	2						37	100.0	94.59	88.9
Greek	33	29	2	2						33	100.0	93.94	86.7
History	110	78	22	9	1					110	100.0	90.91	94.0
Latin 2014	33	32	1							33	100.0	100.00	96.4
Latin 2015	28	22	2	2	2					28	100.0	85.71	87.1
Mathematics	135	110	22	3						135	100.0	97.78	98.5
Music 2014	6	6								6	100.0	100.00	100.0
Music 2015	6	5	1							6	100.0	100.00	100.0
Physical Education	9	4	4	1						9	100.0	88.89	60.0
Physics	128	113	11	4						128	100.0	96.88	90.9
Religious Studies	23	11	8	4						23	100.0	82.61	85.7
Russian	20	18	2							20	100.0	100.00	100.0
Spanish	37	29	7	1						37	100.0	97.30	97.2
TOTAL	1395	1013	279	84	17	2	0	0	0	1393	99.9	92.62	91.1
No. of candidates	136												
% in 2016		72.6	20.0	6.0	1.2	0.1	0.0	0.0	0.0	99.9			
% in 2015	136	73.6	17.5	7.1	1.1	0.5	0.1	0.1	0.0	99.4			

7 candidates

Bold denotes IGCSE

% Overall pass rate:	99.9	99.4
% of A* and A grades:	92.6	91.1

Fifth Form Additional Subjects Summer 2016

Subject	No. of Entries	Grades (A* not awarded in these subjects)							
		A	B	C	D	E	F/G	U	
Additional Mathematics	65		44	9	7	3	1		1
TOTAL	65		44	9	7	3	1	0	1
No. of candidates									
% in 2016		67.7	13.8	10.8	4.6	1.5	0.0	1.5	
% in 2015		92.7	5.5	1.8	0.0	0.0	0.0	0.0	

Fourth Form GCSE Summer 2016

Subject	No. of Entries	Grades								No. of passes A* - C	% pass
		A*	A	B	C	D	E	F/G	U		
French	21	20	1							21	100.0
Latin	55	48	7							55	100.0
Music	8	6	2							8	100.0
TOTAL	84	74	10	0	0	0	0	0	0	84	100.0
No. of candidates											
% in 2016		88.1	11.9	0.0	0.0	0.0	0.0	0.0	0.0	100.0	
% in 2015		98.2	1.8	0.0	0.0	0.0	0.0	0.0	0.0	100.0	

II. Summary of Pupil Achievements 2015 – 2016

Please see Appendix 1.

III. University Destinations for Leavers 2016

Oxford	12
Cambridge	11
Bristol	9
Warwick	9
Durham	8
Edinburgh	7
UCL	7
York	6
Imperial	5
Leeds	5
Nottingham	5
KCL	4

Manchester	4
Sussex	4
LSE	3
Newcastle	3
Queen Mary	2
Southampton	2
Bath	1
Brighton	1
Chester	1
City	1
East Anglia	1
Exeter	1
Goldsmiths	1
Hertfordshire	1
Leeds Beckett	1
Reading	1
Sheffield	1
Swansea	1

IV. Scholarships Awarded

The following awards have been made to pupils entering the School in September 2016:

Twelve City of London Corporation scholarships based solely on academic ability

Four City of London Corporation Music scholarships

Four City of London Corporation Sports scholarships

Nine full fee Means Tested Sponsored Scholarships. Two were awarded to pupils entering the Lower School and seven to those entering the Sixth Form.

The Means Tested Scholarships have been awarded as a consequence of generous funding received from:

- The City of London Corporation.
- HSBC.
- The John Carpenter Club.
- The Parent Bursary Trust
- Mr Izatt – a former parent.
- Livery companies.

The award of nine new Means Tested Sponsored Scholarships referred to above brings the total of full fee sponsored scholarships awarded at City of London School since the launch of the scholarships campaign in November 2000 to 232.

HSBC has funded 56 of these full fee sponsored scholarships and in addition have provided 24 pupils with sponsored scholarship covering at least half of their tuition fees. The School is very grateful for HSBC's exceptional generosity.

V. Admissions Report

Admissions Policy – for sign off. *See Appendix 2.*

At the end of September, City of London School opened its doors to welcome nearly 600 families over two Open Days to showcase the School at its very best. Prospective parents and boys were treated to a tour of what the School has to offer, from explosive

science experiments to basketball and water polo matches and even a live play rehearsal. Parents were extremely impressed. "It was the best Open Day I have been to by a country mile", said one parent. Boys from all years were more than happy to show parents around their school and show off what they enjoy the most about it (even if it was the canteen!). Having the Open Days after school and on a Sunday worked really well for busy parents. It should also help take the pressure off boys in the School who so kindly give up their time to show parents around, by reducing the number of Prospective Parent Meetings this term. Both Open Days were a great success, with compliments for the School flowing from the many visitors we spoke to. They were particularly impressed by the staff and boys; by the enthusiasm they generate, and by the sense of pride that everyone so clearly has in the School.

The School roll at the beginning of the academic year was 933. This compares with 918 at the beginning of the 2015/16 academic year. In addition to boys joining at the usual entry points, one boy joined the Second Form and one boy joined the Fourth Form.

Number of pupils as of 27 September 2016:

OG	44
First Form	95
Second Form	96
Third Form	140
Fourth Form	142
Fifth Form	134
Junior Sixth Form	142
Senior Sixth Form	140
Total	933

2. Staff Matters

I. Statutory NQT Induction (2016)

After gaining Qualified Teacher Status (QTS), all NQTs will have to complete an induction period of three school terms.

The framework of induction will follow Department for Education Statutory Guidance on Induction for Newly Qualified Teachers (Revised 2015). The School's chosen Induction Programme provider is the Independent Schools Teacher Induction Panel (ISTIP), which is responsible for quality assurance validation and the guidance we follow can be found on their website.

The Head:

- is legally responsible for induction in school; jointly responsible with ISTIP for monitoring, support and assessment of the NQT
- ensures post is suitable for induction
- ensures statutory processes are carried out
- ensures NQT has personalised programme of support
- makes governing body aware of induction arrangements

The Head delegates responsibility for the above to the Assistant Head – Co-curricular & Staff Development.

Each NQT will have an Induction Mentor, usually the Head of Department, who has day-to-day responsibility for monitoring supporting and assessing the NQT. NQTs are not expected to be part of the Relief (R) system in their first term or to be tutors in their first year. NQT's timetabled lessons are also reduced by 10% during their induction.

The Assistant Head – Co-curricular & Staff Development will help organise a general Induction Programme on whole school issues such as Health and Safety, Child Protection, Data Protection, the Pastoral System, administrative matters, Assessment, Learning Support, Admissions, and the School Library. He will also chair the termly Assessment Meetings.

The ISTIP website www.istip.co.uk has extensive information on the induction process, but the principal features (each term) are:

- Development objectives agreed and recorded on the Action Development Plan (ADP)
- Monitoring/support programme for term planned and agreed
- Regular meetings organised and held
- Lesson observation of the NQT (including self-evaluation and feedback)
- Lesson observation of a colleague by the NQT
- Formal progress reviews
- Assessment meeting

According to the Department for Education Statutory Guidance on Induction for Newly Qualified Teachers (Revised 2015) the Governing Body:

- should ensure compliance with this guidance
- should be satisfied that the institution has the capacity to support the NQT
- should ensure the Head is fulfilling their responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process
- can request general reports on the progress of an NQT

This year we have 4 NQTs:

Rahim Dharamshi (Chemistry – final term)
Susanne Gollek (Maths)
Hermione Stanley (Physics)
James Millard (History)

II. Sabbatical Report

Please see *Appendix 3*.

3. Safeguarding

- I. Safeguarding and Child Protection Policy (for sign off)
Changes to the Policy are highlighted in Green. *Appendix 4*.
Substantial changes have been made to our Safeguarding obligations. Key areas are outlined below.

II. Children Missing in Education

We are now required to do the following:

- Notify the Local Authority when we are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations (Annex A – *Appendix 5*). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by the school – unless the Local Authority requests that such returns are to be made.
- When removing a pupil's name, the notification to the Local Authority must include: the full name of the pupil; the full name and address of any parent with whom the pupil normally resides; at least one telephone number of the parent; the pupil's future address and destination school, if applicable, and the grounds under which the pupil's name is to be removed.
- The School must make reasonable enquiries to establish the whereabouts of the child, jointly with the Local Authority, before deleting the pupil's name from the register if the deletion is under regulations 8 (1), sub paragraphs f iii and h iii in Annex A.
- All schools must also notify the local authority within 5 days of adding a pupil's name to the register at a non-standard transition point. The notification must include all details contained in the register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at standard transition points – when the pupil has completed the final year of education normally provided by the school – unless the Local Authority requests that such returns are to be made.
- When adding a pupil's name, the notification to the Local Authority must include all the details contained in the admission register for the new pupil.

III. Keeping Children Safe in Education (KCSIE) September 2016

A new Keeping Children safe in Education guidance was published in September 2016. All staff have read this document. They have all signed to say that they have read and understood the guidance.

The Child Protection Policy has been updated to reflect the new guidance.

CBS went through key changes in the KCSIE guidance and the Child Protection Policy in whole school inset at the beginning of term. These are:

- The policy has been prepared in consultation with members of School staff who have had an opportunity to contribute to the formulation of the School's safeguarding arrangements and who have reviewed and commented on this policy.
- Staff should at all times consider what is in the best interests of the child.
- Staff are made aware of the difference between a concern about a child and a child in immediate danger or at risk from harm. In the former staff should discuss their concern with the DSL although they may make a direct referral to Children's Social care. They must inform the DSL as soon as possible that a referral has been made. In the case of a child being in immediate danger or at risk from harm a member of staff should make a referral to Children's Social Care or the Police immediately. The member of staff must inform the DSL that a referral has been made as soon as possible.
- The mechanisms in place for ensuring that staff understand Part 1 of Keeping Children Safe in Education are: Teachmeet discussions, regular briefings at staff meetings, a set of FAQs, an 'open door policy' with regard to discussion, advice and guidance from the DSL and pastoral team and continued training.

- We recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.
- We recognise that somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- We understand that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These might include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs; and challenges with communication.
- We recognise that peer on peer abuse can take many different forms – cyberbullying, sexting, sexual assault, unwanted sexual touching, initiation/'hazing'. We recognise that some issues, such as "initiation or hazing" may be more prevalent at the School as it is a boys' school. Staff and pupils are made aware through staff training, the PSHE programme and the general moral framework and ethos of the school that abuse is abuse and must never be dismissed as 'banter' or 'part of growing up'.
- The victim of alleged peer on peer abuse will be supported by the pastoral mechanisms within the school. This includes form tutors, heads of year, the assistant head pastoral, school nurse and two school counsellors.
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – the line is available from 8.00am to 8.00pm, Monday to Friday and email: help@nspcc.org.uk.
- The procedures for internet use are set out in other school policies and specifically the Acceptable Use Policy and the E-Safety Policy. For the avoidance of doubt, the School has adequate filtering systems to keep children safe when accessing the internet at school, is aware of the risks posed by the internet and technology for children, educates pupils, staff and parents about the safe use of technology and has mechanisms in place to enable staff to identify children who may be at risk of harm and to intervene appropriately or escalate such cases.
- The School recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life.
- Effective early help relies on all members of staff at the School working together with local agencies to: identify children and families who would benefit from early help; assist in the assessment of need of any child who may be in need of early help; and to provide targeted early help in cooperation with local authorities in order to address the assessed needs of a child and their family in order to significantly improve the outcomes for that child.
- All staff should be alert to children who may benefit from early help.
- If a member of staff identifies a child who would benefit from early help he or she should notify the DSL. Staff may then be required to support other agencies and professionals in an early help assessment or, in some cases, act as the lead professional in undertaking an early help assessment
- The DSL will then alert the relevant local authority in order to share information with other professionals to support early identification and assessment and, in some cases, act as the lead professional (or support another member of staff who is acting as the lead professional) in undertaking an early help assessment.

- If early help is appropriate, the case should be kept under constant review by the DSL and consideration be given to a referral to children's social care if the child's situation does not appear to be improving.
- In order for an early help assessment to be effective:
- The assessment should be undertaken with the agreement of the child and the parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- The member of staff or DSL should be able to discuss concerns they may have about a child and family with a social worker in the local authority in accordance with the relevant local authority's processes.
- If the parents or child do not consent to an early help assessment and a member of staff or the DSL is the lead professional then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, referral into local authority children's social care may be necessary.
- Definition of Abuse - "A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children."

IV. Impact of KCSIE on Foreign Exchange Trips

Hosting Pupils From Abroad

- a) Keeping Children Safe in Education (September 2016) states that if a school directly arranges hosted accommodation for children, then the school is a regulated activity provider and should request an enhanced DBS check (with barring information) for the host. If the school does not directly arrange the accommodation but brokers an arrangement direct between families, which the school can evidence is a private arrangement, the hosting would not be regulated activity.
- b) We sought legal advice from Farrers on whether or not this applied to CLS parents hosting pupils from abroad. Their response was as follows:

I am afraid that I am not going to be able to give you very positive answers on this as the only current interpretation of KSCIE and associated legislation is that exchanges and homestays are regulated activity and so the School will almost certainly have to DBS check parents in order to ensure compliance with child protection standards. A failure to do this could lead to the School failing an inspection. As your current procedures do not DBS check parents then they are unlikely to be considered compliant by an inspector.

We are aware that School Inspectors would even consider a "matching arrangement" (where the Schools simply send out a list of families and leave it to the parents/foreign school to match themselves) to be the School facilitating the arrangement and therefore carrying out regulated activity. This means that the requirement to carry out DBS checks would be triggered. In order to avoid carrying out regulated activity and the associated DBS checks, schools would have to absent themselves from the accommodation arrangements entirely – or the children would have to stay in hotels or similar.

We appreciate that this is not the information that schools want to hear because of the implication for exchange trips - but it is the law as it stands. We had hoped that the new KCSIE guidance would provide some guidance for schools on how to

manage such situations within the law and without the inspection fail risk. I am afraid that it does not do so.

Some of the CPU team here met with the DfE a few months ago and again last week this was on the agenda. The DfE have essentially admitted that this is one of their major headaches and the topic on which they get the most queries. We understand – but obviously cannot guarantee – that this is something that they are going to address in future and we have offered our assistance to the DfE on this.

c) This inevitably causes a number of issues:

- The willingness of our parents to submit to an enhanced DBS check
- The time it takes for DBS checks to be completed
- The administrative burden and cost

It should be noted that, after sounding parents out, we are continuing with the German exchange this year and have asked hosting parents (and anyone aged 18 or over in the household) to undergo an enhanced DBS check. We are cautiously optimistic about a positive response.

The changes do make hosting pupils from abroad for a single night impractical. This is something we have done in the past.

d) I am aware that some schools exploit the loophole of ‘private arrangement’. Some, I suspect, are prepared simply to take the risk. We could only do this with authorisation from the Governing Body.

CLS Pupils Staying With Families Abroad

- a) KCSIE (September 2016) indicates that ‘Schools and colleges arranging for their children to stay with families overseas should be aware that the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Schools and colleges should work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country’.
- b) Needless to say, we take our safeguarding duties for homestays abroad very seriously and planning forms part of the risk assessment process overseen by the Head of Modern Languages.
- c) Our protocols for CLS pupils staying with families abroad are detailed in the Educational Visits Handbook and are as follows:

It is essential that all parties (particularly parents) involved fully understand the management and supervision arrangements and are clear about who is responsible for what and when. Pupils must be appropriately supervised throughout and parents must be able to give, or withhold, consent based on a clear understanding of how the visit will be managed.

When organising a trip involving a homestay the Visit Leader should consider the following questions.

- Are families and young people carefully matched for gender, age, diet, religious belief, special needs etc?
- How well are families known to the host establishment?
- Has the host establishment confirmed the host families as suitable and that they have been selected through a process appropriate to the length and nature of the home stay arrangements, including police checks where appropriate?
- In case it is necessary to move a young person at short notice, are contingency plans in place?
- Has consideration been given to the safety and well-being of the young people during travel, and does this include appropriate drivers and transport whilst with the host family?
- Are young people and host families aware of a 24 hour contact number and are they fully briefed as to procedures should problems arise?
- Do leaders have daily contact with all young people?
- Is there an agreed emergency 'keyword', between leaders and young people, for when young people want assistance but feel unable to speak freely in front of their host family.
- Will young people have access to a phone or mobile phone to call or send text messages to their establishment staff?
- Have the young people and their parents/guardians been briefed about personal safety, and have they been issued with written guidance on this topic? See the Child-Safe publications mentioned below.
- Does work experience feature as part of the exchange? If so, has an appropriately competent person assessed the safety management systems of the work environment, and is there appropriate insurance in place?
- Have "acceptable" and "unacceptable" activities on 'family days' been agreed prior to the visit? e.g. is there an opportunity to go skiing, cycling or horse riding, or a visit to a beach with swimming? If such, or similar, activities are to form part of the experience, parental consent is required.

The following checklist should be applied to visits which include a pupil staying with a host family abroad:

- The School has used its judgment in the selection of appropriate hosts for young people, taking into account benefits and risks
- Appropriate training on safeguarding issues has been provided to relevant staff.
- Pupils have been provided with suitable advice
- Appropriate information about any young or vulnerable person's additional needs has been shared with all who need it
- Travel arrangements are in place and appropriate
- The supervision plan, including who is responsible for what and when, as well as arrangements for remote supervision 24/7, has been approved
- 'House Rules' and agreed standards of behaviour are in place covering such things as alcohol, smoking, drugs, sexual relationships, videos, internet use, social media, curfews, bedtimes etc.
- Host families have been given names and contact details, including 24/7 emergency numbers, and there is an invitation to leaders to home visit
- Both routine and emergency communication systems are in place -specifically a young person is able to contact visit leaders in an emergency
- For the overseas leg of an exchange, the detail and arrangements have been agreed and fully shared with any host country establishment
- For the overseas leg of an exchange staff and young people are aware of the cultural and legal differences and sensitivities of the host country

4. Summer Works 2016

This year's summer works can be divided broadly into four areas:

1. Repairs and Maintenance

The programme for the School annual/cyclical repairs and maintenance has been pared to a minimum this year to account for the major works programme and that large parts of the site have been under the construction management of Kier. The essential annual maintenance of plant and equipment, required in order to remain compliant and for normal the operation of the School, has, however, been undertaken.

2. Capital Project (City Surveyor's / Kier)

The major summer works programme for the year has been subject to the direction of the City Surveyor's Capital Projects Team and Project Sub scrutiny oversight. Under the guidance from the City Surveyor's Dept., the project was conducted as a 'Design & Build' programme, which has not been without its challenges, but has delivered a successful outcome for the School.

The summer works programme undertaken this year can be divided as follows:

a) Reception and Finance Office

- The reconfiguration of the Reception area with improved sightlines for security, introduction of a glazed meeting room, reception desk and cabinetry and high efficiency optical turnstiles.
- Providing access between Reception and the neighbouring Finance Office with improved security for Reception in order to provide a General Office with Bursar and Finance Offices adjoining.
- Improvement to the air handling and working conditions in the Offices and Reception area.

b) Library

- The complete refurbishment and reconfiguration of the Library, including the archive, office and digital areas. As well as decoration and carpeting, new bookcases and furniture, and improved visibility throughout.
- An overhaul and improvement of the technology used in the library, including new flat screen TV's
- Introduction of seminar rooms under the management of the Library.
- Adaptations to bring the Library positioning, panorama and iconic location to emphasise the central role of independent and creative learning in the strategic vision for the School.

c) Offices, Changing Rooms and PMR

- Essential improvements to bring the Ladies WCs and changing facilities in line with the number of female staff.
- Inevitable impact on neighbouring facilities required the repositioning of the School's primary meeting room, the PMR (Phillips Meeting Room), as well as the Assistant Head - Academic's Office, and expansion/introduction of an Administration Office.
- Addition of a dedicated WC for the Medical Central and preparation works for a shower/changing facility in the Level 2 Disabled WC.
- Introduction of two pastoral offices for Heads of Years on Level 4 alongside the new PMR.

d) WCs

Given workloads over the summer, the toilet refurbishment (required for safeguarding purposes) was limited to a strip-out of the areas intended for later build-work.

3. Internal Improvements

A separate and internally managed schedule of works was introduced to address elements that had originally been in scope (such as painting and decorating, and other associated minor repairs).

4. Security Roll Out

The introduction of an access control system in the 2015 summer works programme has been consolidated and expanded to provide essential security provision, with this year's focus upon: zoning and access control to plant rooms, laboratories and areas with Health & Safety implications.

While further work to provide physical improvements to our perimeter security has been pushed back, CCTV coverage has been extended to provide cover across the site in order to mitigate this. The majority of the CCTV installations requiring disruptive works have been completed over the summer, the remainder of the installation will now continue with procedures and training to follow.

Summary and Conclusion

The construction and works programme over the course of the summer, in total, has had a transformational impact on the School. The opportunity to work with the City Surveyor's Department Asset Management and Property Facilities Management teams to learn from some of the challenges faced in the course of the works and to develop a buildings plan that meets both the Corporation and School's needs and requirements remains a priority, and measures are already underway to manage this.

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