

Committee(s)	Dated:
Board of Governors of the City of London School	7 December 2016
Subject: Head's Report	Public
Report of: The Head, City of London School	For Discussion
Report author: Sarah Fletcher, Head of the City of London School	

Summary

- This report contains entries re:
 - 1 Outreach
 - 2 Pupil Achievements
 - 3 Trips and Visits
 - 4 City of London Police Feedback on Security

Main Report

1. Outreach

Governors will be aware already that outreach and partnership remain important parts of school life for both staff and pupils at City of London School. This academic year, we have not just maintained but strengthened existing relationships as well as building new ones.

In doing so, and in assessing potential new outreach possibilities, it is important to note that the potential for reciprocity is often the underlying consideration. We can look at all times to increase the public good that the School does, to explore more and varied ways of working with the family of City of London schools, to work with a great many different organisations and community groups at different times. It is important, however, to look in addition at how the school community derives benefit from this work. It is possible to see, in the activities set out below, opportunities for both staff and pupils to engage in outreach work in a meaningful fashion that helps them to grow both personally and professionally.

Our two headline partnerships are the now well-established relationship with Ark Bentworth, and the new and exciting partnership with IntoUniversity.

The partnership between CLS and Ark Bentworth Primary Academy is now in its fifth year. This year, CLS teachers in English, French, PE and Science have worked with pupils and staff at Bentworth to offer enrichment activities. These have included introductory French lessons, storytelling and use of both laboratories and sports facilities here at CLS. Of particular note is the structural support that Jono Santry has

provided to assist with improving PE provision at Bentworth. CLS continues to provide a member of the SMT to sit on their Governing Board. In conjunction with his work at CLS, Joe Silvester is the Governor there with responsibility for teaching and assessment. Responsibility for this, and his liaison with the Deputy Head at Bentworth about Teacher Development, are good examples of the reciprocal nature of the partnership and the way in which both institutions benefit.

City of London School is delighted to be a founding partner of a new IntoUniversity centre in Islington. IntoUniversity has a proven track record of transforming the educational prospects and aspirations of young people in areas of deprivation, through innovative workshops, mentoring and academic support. Islington is one of the most polarised boroughs in London in terms of disparities in wealth and opportunity. Our sponsorship will directly benefit hundreds of boys and girls every year, while giving our own community, from senior boys to Old Citizens and staff, the opportunity to volunteer as mentors and to support the Centre in all its activities.

The Community Service Organisation (CSO) is a tremendous vehicle for outreach and service to the wider community. The teacher in charge, Mr Swann, is in the process of overseeing volunteering by eighty boys. This is outreach at its very best. Boys take responsibility for organising volunteering for themselves. This means that they give their time to a variety of different organisations – shelters, charity shops, old people's homes, primary schools, etc. The boys are ambassadors for the School and do us proud. CSO is now growing to engage as many boys as possible from the Third Form upwards. Many more boys are also engaged in Community Service through the Duke of Edinburgh Scheme.

We also work closely with our partners across the family of City of London schools:

- City of London Schools shared research initiative – we are driving forwards an exciting proposal for a new way of shared working and educational research across the family of schools. Working in partnership with the Institute of Education, schools are going to be able to research areas of mutual interest.
- Drama workshops – CLS has hosted drama workshops for pupils from a range of schools that do not have the same quality of provision as us.
- City of London Corporation schools sports days – CLS has agreed to organise and facilitate this in summer 2017.
- City of London schools joint concert – the inaugural concert was held last year and was a great success. The Music departments from all schools contributed players and pieces and all came together for a large choral piece as the finale of the concert.
- City of London Corporation schools subject groups – CLS Heads of Department have continued to arrange meetings with their opposite numbers at all of the City of London Corporation schools to meet to discuss shared challenges and opportunities for collaboration.
- Careers and Higher Education – collaboration here has been extensive. CLS is fortunate to have hosted countless talks, advisory sessions and information evenings. The City of London Corporation schools have been invited to all of them.
- Science of the Mind – this extremely successful conference ran for a second year at Guildhall in March 2016. Pupils from different City of London Corporation schools attended a day of workshops and keynote lectures from academics and PhD candidates. This was a high-profile piece of CLS outreach and partnership and was well received by schools and pupils alike.

- CLS student conferences – two subjects (Biology, and Religion and Philosophy) ran student conferences this year. On both occasions, students from a range of different schools were invited to CLS to hear academics and examiners speak about their A-level. Other subjects are looking to follow suit in 2016-17.
- Speakers – City of London schools are all invited to attend high profile talks at CLS.

2. Pupil Achievements

- IGEM
IGEM stands for International Genetically Modified Machines. It is an organisation that runs an annual competition in Boston to encourage research into Bio-engineering. IGEM provides a registry for standard biological parts, in order to unify global research in the new field of synthetic biology. We have not entered this competition before and no other English school has attended the Jamboree in Boston, at which teams from across the world present and discuss their ideas. Ten of our boys took part; four attended the Jamboree. The team was awarded a silver medal for their work.

The competition is all about modifying cellular DNA to improve the cell's performance. A high degree of competence in Molecular Biology, Mathematical Modelling and Computer Programming are needed, as well as a huge time commitment. The School project was in the field of photo-synthetic fuel cell technology. Modern solar panels are relatively inefficient, bulky and costly to produce. Biological photovoltaics have the potential to provide a far cheaper, simpler, energy source with the added benefit that the operation can take up carbon dioxide from the air instead of pumping more into the atmosphere. The boys' research was designed to create a sustainable energy source with a negative Carbon Footprint. We are extremely grateful to Imperial College for their support and for providing the certification required for genetic modification.

Our team was the only "high school" group to modify a cell and to enter it on the IGEM register, using only school equipment, others collaborated more directly with university departments. One of the team leaders explained the level of commitment and skill required; "by soldiering on with cells that demanded -80⁰ freezes and ligations that refused to yield any results for three weeks in a row, by coming in at the crack of dawn and leaving after the sun had long since set, by sacrificing our well-earned summer rest, while friends went off on holiday, we have achieved more than we could ever have hoped for."

The fact that the team was comprised from only one school, unlike many of our competitors, proved advantageous. Our boys were able to meet up at incredibly short notice and to steer the experiment through the inevitable ups and downs of microbiology as a coherent unit. The accolades they received at the Jamboree were numerous and significant. University researchers were amazed at how far the team had got and were particularly impressed by their skills in presentation. The boys were awarded International Honours ties in Assembly in recognition of their achievement.

We intend to enter teams in the future with a multi-disciplinary make-up, including Biologists, Mathematicians, Computer Programmers and Humanities students to put the whole experiment in its socio, economic and political context.

- Senior School Production

The School's Senior Production this term is of Jesus Christ Superstar, the rock opera by Andrew Lloyd Webber and Tim Rice. It played across four days in November.

The starring roles of Jesus and Judas were played by Freddie MacBruce and Jamie McDermott respectively. Mary Magdalene was played by Matilda Whitehead of CLSG.

Ambitiously staged and expertly directed the performance were superb. The second act was particularly arresting with its flogging scene and crucifixion. Freddie MacBruce is to be commended for his stamina; he showed real star quality in his portrayal of a broken man. Note perfect, word perfect, immensely enjoyable and moving, CLS again pulled off a staggering achievement.

Many congratulations to the cast, crew and musicians, and to Paul Harrison, Director of Music and Sarah Dobson, Head of Drama.

- Thames Tideway Commission

In the summer term of 2016 artist Joy Gerrard worked with 24 Third Form boys from City of London School to produce a striking and dynamic artwork that responds to the great expanse of water that moves through our city and the extraordinary engineering feat of the Thames Tideway Tunnel that is being created beneath the surface. This artwork is currently displayed on thirty six metres of hoarding beneath Blackfriars Bridge until the New Year.

The Art and Design Department organised a lunchtime visual presentation on Monday 14 November in the seminar room in the new Library with the artist and delegates from the Tideway commissioning team to celebrate the launch of the artwork in the public domain. This was well attended by staff and students and was followed by a walk along the Thames.

During the talk, students discovered more about how an artist fulfils a brief and the role of the curator in the commissioning process. They gained an insight into successful and exciting careers in art, design and engineering. For the boys involved directly in the collaboration, it was both a stimulating and exciting experience to see their ideas brought to life in a new way and to become creators of a public artwork with an information panel displaying their names and crediting their involvement. The Art and Design, and Science Departments hope to develop the relationship with the Tideway group and to collaborate with other similar 'live' art experiences in the future.

3. Health and Safety - Trips and Visits

Educational Visits Policy and Handbook

In January 2016, Andrew McBroom (Assistant Head – Co-curricular and Staff Development) took over as the Educational Visits Coordinator. He has completed the commensurate level of training for this role.

The Educational Visits Policy and Handbook have been substantially re-written. The Educational Visits Policy is presented in these papers for Governors approval. (Appendix 1). The policy has been checked by the Shapestone Outdoor Consultancy Ltd, accredited members of the Outdoor Education Advisers Panel.

Governors should note that guidance regarding their role can be found at: <http://oeapng.info/downloads/all-documents/> The information can be located at National Guidance 3.4f.

Training

All staff receive regular updates via email and on Staff Days. There have been two Teachmeets on 'Running an Educational Visit'. New staff receive training as part of their drip-feed induction. Staff, particularly those running visits which involve adventurous training, regularly attend relevant INSET training. All staff who have not run a trip before have the process explained to them by the Educational Visits Co-ordinator.

Incidents

In 2015-6 there were no major health and safety incidents on educational visits.

Staff Commitment

Learning at City of London School is enriched by the provision of well-organised and well-led co-curricular and educational visits, both residential and non-residential. CLS has a long history of operating a successful and broad programme of such activities. Visits and trips can directly support and stimulate curriculum learning or be provided to help support co-curricular objectives and the general social, cultural and spiritual development of students.

Staff at CLS invest an enormous amount of time and effort in the planning and organisation of trips. It should be noted that this includes many weekends and holidays to provide what really is an extraordinary programme of educational visits.

Educational Visits for the Academic Year 2015-16

Over 200 educational visits took place last academic year.

- There continues to be an extensive programme of day trips organised by the academic departments.
- The Third Form continued their rich diet of weekly trips to places of cultural and social interest. Trips included: National Gallery, Tate Modern, Shakespeare's Globe, Bank of England, British Museum, Supreme Court and Cabinet War Rooms.
- The CCF organise a wide-ranging programme of Army, RAF and Navy Camps and expeditions.
- The Duke of Edinburgh's Award Scheme involves practice and qualifying expeditions for Bronze, Silver and Gold Awards.

A snapshot of the year:

- In September, the Art Department took boys to St Ives to visit galleries and develop their portfolios.
- During October half-term, staff from the History Department took a group of IGCSE History students to Berlin, visiting amongst other sites a Stasi prison, the Checkpoint Charlie museum and the Reichstag. Meanwhile, the French Department were with boys in Paris to visit galleries and museums.
- In October, the Geography Department took a group of boys on an expedition to Vietnam, taking in Ho Chi Minh City, Hoi An, Hue, Halong Bay and Hanoi.
- In February 2014, Sixth Form physicists visited the Large Hadron Collider at CERN in Geneva. Over this same break, A-level French students were in Le Mans for work experience and language lessons, and the annual ski and snowboard trip also took place to Winter Park, Colorado. IGCSE and A-level

German students took part in an exchange visit to Hamburg, whilst the Spanish Department laid on a week for students in Cuenca. The Economics Department ran a trip to New York visiting places such as the United Nations.

- In March, Sixth Form Spanish students travelled to Madrid for language lessons and cultural visits. The German Department organised their annual Berlin Trip.
- In April, the Classics Department ran a trip to the Bay of Naples taking in Capri and Pompeii.
- In June, the First Form were in Normandy visiting the D-Day landing beaches, Mont St-Michel and the Bayeux Tapestry in a joint French and History trip. The History Department also ran their annual Battlefields Trip to Ypres and the Somme.
- The final week of the academic year saw all boys off timetable with a vast array of trips and visits on offer. In the UK this included the British Museum, Courtauld Institute, BFI, Hampton Court and Leeds Castle. An adventure visit for the Second Form to Pembrokeshire took place, run by the Geography Department, with boys experiencing surfing, climbing, canoeing and coastering. Outside the UK, trips went Lille, Athens and Switzerland.
- In early July, students studying Mandarin in the Third Form, spent two weeks in Shanghai.
- In August, the Duke of Edinburgh Silver and Gold Qualifying Expedition took place in Bavaria and the 1st XI undertook their pre-season training in Holland.

Monitoring

We are looking closely at the scheduling of trips, their cost and the year groups they are targeted at. We are also more closely monitoring the impact that the trips, which take place during term-time, have on staff and lessons.

Challenges

- Continuing to staff trips – increasing pressures within School and impact on home life.
- Regulation/legislative changes (e.g. requirement to DBS host families in the UK).
- Minibuses – all drivers now require a D1 Licence (cost of training/impact on time and lessons).

4. City of London Police Feedback on CLS Security

Please see email below from Kelly Hemmisse, Counter Terrorism Security Advisor, City of London Police regarding improvements to School Security.

From: Hemmisse Kelly

Sent: 17 October 2016 14:17

To: Charles Griffiths

Subject: FW: School security improvements

Charles,

The CTSA office has been engaged with the school since early 2015. Since this time there have been significant changes to both the physical and personnel aspects of security, all of which are positive and lead to an increased security culture and atmosphere of the school, and more importantly the security of its pupils and staff. Whilst it is appreciated that it is a school, its location, surrounding sites and businesses, along with the high volume of public footfall, must be considered with any security improvements as they add to security concerns.

The improvements to the physical design of the site have increased the security profile of the School - in particular, the access control systems and the reception layout.

The zoned access control systems minimise unauthorised access and limits areas to which visitors have legitimate access. This, along with the new lanyard-style staff passes, makes it easy to identify any persons that are in areas unauthorised to them. The optical barriers provide access control whilst still welcoming visitors to the school. The pupils are also encouraged to show responsibility by the use of their passes.

The new reception layout is much preferred for ease of viewing and assessing who is entering the building and observing any unwanted behaviour outside. The new design also affords a means of escape for reception staff should there be an incident.

All staff have attended a Counter Terrorism awareness session (April 2016) that included the national weapons attack advice, and the SMT have attended a table top exercise to test their incident plans. There are also plans in place for other relevant staff to be included in an exercise and practice invacuations with all pupils and staff.

I look forward to continuing to work together to ensure that the site, its surroundings and its users continue to be aware of its security culture and continue it for the future.

Regards,

*Kelly
Kelly Hemmisse LCGI
Counter Terrorism Security Advisor*

Appendices

- Appendix 1 – Educational Visits Policy

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