



School Strategy Statement 2015-2020

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City of London School

City of London School (CLS) sits in the heart of London. On our doorstep are some of the most important institutions to be found anywhere in the world including financial, legal and business organisations; the extraordinary cultural wealth of the Capital; universities, schools, hospitals, charities, start-up companies and digital innovation of all sorts. The City of London Corporation is committed to supporting education through its three Independent Schools and the Academies it sponsors. Our staff are highly qualified and committed and our pupils are amongst the most extraordinary and gifted group of young men you could hope to meet. Our alumni and parents are enormously loyal to the School and offer ample support, not only in time and expertise, but also in the investment many of them are prepared to make in our bursary scheme.

The School is blessed with extraordinary strengths from which this Strategic Plan seeks to draw.

- We are an HMC independent boys' day school, 10 - 18, of 920 - 940 boys; part of a family of schools owned and sponsored by the Corporation of the City of London.
- We are set in the heart of the Capital with links to the wealth of opportunities presented by the cultural, educational, charitable and corporate world of London.
- We are a leading academic school with a high level of achievement, excellent examination results, and impressive progression to top universities in this country and abroad.
- We encourage ambition in all that we do and foster individual creativity, self-reliance and independence of thought.

- Academic aspiration is set against a backdrop of strong pupil engagement in a broad extra-curricular programme and in charitable endeavours.
- We are international in outlook, reflecting the cosmopolitan nature of London, and encourage understanding and respect through an appreciation of different cultures.
- We wish to be seen as a flagship nationally in promoting outreach, bursary support and collaboration across the different sectors in education.
- There is an active and supportive Society for Old Citizens in the John Carpenter Club and strong parental support through the Friends of CLS and the Parent Bursary Trust.

Our History

The history of the School helps to define its character and mission. Our original foundation was charitable, dating from the Will of John Carpenter in 1442,

"He gave tenements to the Citye for the finding and bringing up of four poore men's children with meate, drinke, apparell, learning at the schools and in the universities etc, until they be preferred, and then others in their place for ever." (John Stow, "Survey of London" 1598).

Generosity towards others is a strong feature of our School. It is reflected in our bursary scheme and partnership work and is deeply embedded in our ethos.

CLS was one of the first public schools to see religious diversity as a positive attribute. Its second foundation by Act of Parliament in 1834 made this clear.

"Dissenters of every shade - Protestant and Catholic - Jew and Gentile - all will be admitted to the same advantages...". (Lord Brougham, The Mirror, 28 November 1835).

The School today celebrates the diversity of its community, reflecting as it does the social and cultural breadth of London, with its wealth of experiences, interests and ambitions.

At certain points in its history, CLS has been innovative and forward-looking in its choice of curriculum. From the outset it aligned itself with the needs of a modernising, industrial world, complementing the teaching of classical subjects with a new emphasis on mathematics and science. It was the first school to introduce practical lessons in chemistry and it was noted for its early strength in modern foreign languages.

The separation of English Language as a discrete subject was pioneered at CLS, and, as a result of the Beaufoy bequest, we were the first school to make the teaching of Shakespeare central to the curriculum.

The challenge today is to respond in an equally creative fashion to the needs of a rapidly changing world, building the future of our School on its core values and in response to the opportunities around us.

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Aims and Values

Aspiration: we value aspiration and achievement of all sorts, both within and outside the curriculum, encouraging the highest ambition and personal commitment, and supporting individual strengths and interests.

Confidence: we celebrate achievement without arrogance and the importance of sportsmanship. We encourage boys to develop their skills in leadership, recognising the strength to be derived from working with others and from listening to different points of view.

Independence of thinking: we seek to instil a love of learning and intellectual curiosity, promoting informed questioning and debate, and self-motivated, self-directed learning.

Resilience: we promote self-discipline, resourcefulness and initiative. Alongside this we seek to develop a proper appreciation of self and an understanding of the richness of friendship and spiritual growth in adding depth and meaning to life.

Courtesy: we develop a sense of mutual respect, consideration for others and an appreciation of the richness and diversity of the values, beliefs, and people of the world we live in.

Generosity: we uphold strong moral values, honesty and integrity, valuing service to others and charitable giving, and recognise in doing so that we ourselves are strengthened and enriched.

The creation of a culture based on these aims and values is underpinned by a School strategy which focuses on promoting excellence in four areas:

- Curriculum, Teaching and Learning
- Pastoral Care
- Co-Curricular Activity
- Bursaries, Outreach and Partnerships

These in turn are supported by the development of people, facilities and the operational infrastructure of the School:

- Continuing Professional Development and Staff Welfare
- Information Technology
- Admissions and Marketing
- Facilities and Finance

Curriculum & Teaching and Learning

Encouraging excellence in Teaching and Learning; building a curriculum for the future

1: Parents frequently cite the quality of teaching as a key strength of the School. We will build upon this so that pedagogy remains fresh and reflects the particular needs of our pupils, combining the best of traditional and innovative approaches. To this end we have forged links with the Institute of Education (IoE) to offer staff the opportunity to create a research community at CLS, seeking to understand the best ways to inspire and support creative and independent thought across the full ability range of boys at the School. The intention is that this process will then be repeated in collaboration with one or more partner schools from the City in 2016-17 and that we will run seminars and conferences to promote educational dialogue.

2: We will re-invigorate the curriculum across the School:

- Curriculum change at a national level has helped direct our decision to move away from modular examinations and to offer a linear approach in the Sixth Form (with all public examinations taken at the end of the Senior Sixth). The reduction in time spent away from the classroom, taking and re-taking units of study, is a significant gain. It will enable us to plan our teaching more effectively over a two year period, allowing for greater depth in learning and exploration beyond the syllabus. A linear approach marries well with the philosophy of the Pre-U, which was devised as a more academically rigorous alternative to A-levels. The Pre-U is now well embedded nationally as a sixth form qualification, and is well received by universities. It is marked and moderated by teachers. Their expertise

guarantees a better quality of grading and assessment than the standard Examination Boards can often provide. Some departments (currently Religion and Philosophy, Music, Biology, Geography, Modern Foreign Languages and History) have chosen to offer this instead of the new A-level as a course better suited to promote intellectual curiosity and independent thinking.

- We will be offering the Extended Project Qualification (EPQ) for the first time in September 2015, enabling boys to engage in a significant piece of research of their own choosing, a discipline which has won considerable accolades from universities.
- We will keep the curriculum in the Sixth Form under review, looking at increasing the range of enrichment courses we offer, in order to provide the best possible support and preparation for university and life beyond.

- We will re-evaluate the curriculum across the School, looking, for example, at the way we teach Mandarin and promote Careers Education, PSHE (Personal, Social and Health Education) and SMSC (Spiritual, Moral, Social and Cultural Education).

- Computing is a particular focus. Our aim is to engage with the high tech industries around us to formulate an approach to computing and programming which is best suited to preparing boys for a future which is being shaped by digital innovation and artificial intelligence.

- We are interested in revivifying the Design Department, developing the concept of creative design through exploration of the links between art and design and its applications in graphics, computing, engineering, architecture and the media.

3: We will review how we can best support achievement at all levels:

- We will make use of the new Management Information System (MIS) to improve our monitoring and tracking of pupil progress.

- The new SEND legislation has given all schools the challenge of revising their policies and practices on Special Educational Needs and Disability. We will enhance classroom practice in this respect in line with our emphasis on supporting the individual needs and ambitions of all boys.

- We will extend the remit of the Learning Support Department to include support for boys with particularly busy schedules.

- We will look at how the curriculum is organised to support achievement across the ability range.

- We will review the ways in which we stretch and challenge pupils at all levels.

4: We will build on our experience to develop the use of technology in teaching and learning:

- We will decide how best to use mobile technology and our Virtual Learning Environment (VLE) to support learning both within and beyond the classroom.

- We will develop our expertise in using IT in the classroom.

Pastoral Care

Preparing boys for the future; empowering them to make the best decisions

CLS has a reputation for excellent pastoral care. Boys are treated as individuals; they are encouraged to seek help and advice from tutors, Heads of Year and other staff; a number self-refer or are referred to one of our two Counsellors. Pastoral training for staff is very strong, helping them to deepen their understanding of a range of teenage issues, most particularly of mental health.

No school can afford to sit still. The pressures on teenagers are ever greater: their own expectations and those of staff, parents and peers; grades and university requirements; uncertainty about future careers; social media; self-image; family pressures; sensitivity to the problems facing the world at large. Schools are developing programmes of support that parallel ours and we will learn from those as we reinforce and develop our own provision.

We will enhance our pastoral care so that boys are best prepared to make considered and well-informed decisions, and to deal positively with whatever the future holds:

- We will develop our programme of PSHE and SMSC, emphasising preparation for the future, including enhanced Universities and Careers advice, and the importance of resilience and mindfulness.
- We will update our policies on rewards and discipline to reinforce our culture of promoting good behaviour and positive attitudes to study and scholarship.
- We will review and, where necessary, develop our pastoral systems in order to build on the excellent practice already in place by: sharing best practice; giving more time and space to pastoral education and care, foregrounding

pastoral care in staff training and appraisal; and placing greater emphasis on communication between boys, staff, parents, and external agencies in devising and delivering programmes of support.

- We recognise the importance of common understanding in dealing with pastoral concerns and so we will establish a fuller programme of parent information evenings.

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The Co-curricular Programme

Ensuring the finest range of opportunities

Co-curricular activities at CLS fill those periods of the day that enrich the boys' education outside the formal curriculum, contributing to the considerable breadth of education we offer. There is an extensive array of activities, sports, musical ensembles, dramatic productions, societies, trips, visits and talks. Many are run by the older boys, offering opportunities for leadership, team-working and the development of organisational skills. In the Sixth Form, engagement with the many educational programmes offered by universities and other organisations in London is strongly encouraged. This, along with the competitions available to the boys through the curriculum (such as Olympiads, the Maths Challenge, and essay writing), provide a wide range of enrichment opportunities.

The House System involves all pupils (in the Third Form and above) in a number of competitions,

from sporting contests to debating and general knowledge. It is widely supported and provides a framework of friendly rivalry and opportunities for boys to organise themselves and to engage with each other in areas which are not necessarily their primary strengths.

All boys in the Third Form make a choice between Community Service (CSO), the Combined Cadet Force (CCF) and the Duke of Edinburgh Award Scheme (DofE). The CCF is well supported. DofE is a more recent success with significant numbers taking the Bronze and Silver Awards, and latterly a good sized cohort has opted for Gold. CSO is less well supported.

Fund raising for charity is a notable feature of the School. The boys vote on a different charity each year and a committee, whose leadership is hotly contested, arranges events small and large across the year, raising sums in excess of £50,000.

1: The Creative and Expressive Arts are important features of the education we provide. Links with the Temple Church and Chapel Royal, together with a rich seam of parental involvement in professional music making, provide music with an enviable status. Drama is valued highly for the quality of School productions and the boys' success in LAMDA qualifications. Art is highly prized by a smaller number of boys despite its importance in many careers. All three areas would benefit from a greater whole-school appreciation in terms of the quality of the work they sponsor and from stronger support for the role they play in developing the boys' personal strengths and career prospects. We aim to raise their profile in the School and to maximise opportunities for boys' engagement.

2: Sport has developed as a real strength, with significant successes in football, basketball, water polo and cricket. Our aim is to re-evaluate our staffing arrangements and put in place a framework through which we will update our facilities to support delivery at all levels.

3: CCF and DofE have grown in recent years but CSO has a lower profile. We will clarify the remit of each of the “services” and increase opportunities for pupils to engage in more, and more meaningful, Community Service.

4: Form time and assemblies provide opportunity to deliver elements of PSHE, SMSC and Universities and Careers education. We will create an overarching framework to draw the threads together, creating a programme which prepares boys for life inside and outside school.

5: We will audit the trips and activities on offer, with the goal of increasing the number of opportunities available to boys in the younger years. We intend to ensure that trips give value for money, balancing more expensive ventures against opportunities closer to home.

6: We will improve our administration of trips and visits, enabling parents and boys to plan ahead. The introduction of a new MIS gives us the opportunity to develop on-line payments and consent forms, as well as facilitating communication through the various portals. An on-line dynamic calendar will provide more up-to-date information for boys, parents, and staff.

Outreach and Partnership

Establishing CLS as a flagship nationally in promoting bursaries, outreach and partnership

Bursaries

Currently 10% of all boys in the School are supported by means-tested bursaries covering all of their school fees. A Foundation Office was established in January 2015 to enhance our capacity to fund bursaries. A fund raising campaign will be launched in 2016 so that:

- We can sustain our current provision of 100% bursaries;
- We are able to offer means-tested augmentation up to 100% of fees to families of those in receipt of Academic, Music and Sports Scholarships;
- We have the flexibility to offer hardship support for families in need and part bursaries to middle income families;
- We build an Endowment Fund through legacies and major gifts to sustain bursary funding into the future.

Alumni

Our alumni are amongst our greatest supporters. Many of them wish to give back in some way and to engage more productively in the life of the current School. They are one of our greatest strengths.

- All boys automatically become a member of the Alumni Association when they leave the School. The Alumni Relations Office produces newsletters and events to keep them in touch and engaged with both the School and each other. These events vary from year group re-union lunches and drinks to annual gala dinners.
- Our alumni are extremely supportive of each other and the School. Old Citizens offer invaluable careers mentoring opportunities to pupils. They also contribute to the Bursary Scheme through individual gifts and legacy pledges and have supported many boys with bursaries over the years.

- The recently purchased alumni database will enable the Alumni Relations Office to produce more targeted social events, publications and careers opportunities, which will further enhance the strength of our community and help us to keep in touch with alumni in a more meaningful fashion.
- We aim to enhance our alumni programme so that we provide more opportunities for engagement in the activities of the School, alongside social and networking events.

Outreach and Partnership

The School has invested considerably in outreach in recent years. It is, however, time to re-evaluate our projects and to take on new ones in response to the City of London Corporation's Education Strategy. Our aims are to maintain existing relationships, as far as they remain beneficial, and to enhance and strengthen our work, particularly within the family of City Schools.

Current outreach:

- Partnership between CLS and Bentworth has existed for four years. CLS teachers in mathematics, English, science, modern foreign languages, art and philosophy have worked with pupils and staff at Bentworth to offer enrichment activities. To date, this has included art and science trips; access to our science laboratories and to educational resources made available through the Tate Modern; storytelling and public speaking workshops; critical thinking and philosophical skills; and a weeklong programme of enrichment in mathematics. CLS staff continue to provide support, and a member of our Senior Management Team sits on their Governing Board.
- CLS has established a new relationship with the Royal Drawing School. This will be the second year that they bring a group of

students to draw from the roof of CLS, as well as working with boys and staff in the Art Department.

- Every week, 25 pupils from St. Thomas the Apostle School join the CLS boys for CCF training. This is a well-established and ongoing relationship.
- CLS encourages Community Service. Boys are able to select from a variety of organisations. Of particular note is our work with the Salmon Centre in Bermondsey. Each week, four Sixth Form boys help run the Youth Club there. Other ventures include our work with a food bank in Hackney and active engagement with Amnesty International.
- The Careers Department provides a number of opportunities across the family of City Schools. Joint events have included Oxbridge preparation, careers fairs, an international universities event, and medical interviewing practice.

Recently established outreach:

- CLS maintains an excellent informal link with some of the lead scientists at CERN in Geneva. An annual trip is run for A-level physics students. We plan to offer this to pupils from all the City Schools.

- In May 2015, CLS hosted a one-day conference at Guildhall for pupils in partnership with research neuroscientists from University College London (UCL). It was attended by over 120 Year 10 pupils from across the family of City Schools as well as from three United Learning Academies. We plan to use this as an exemplar for further collaborative enrichment, opening a window on areas of development which will impact our lives and influence future university and career opportunities.
- The City Schools have recently established some working parties grouped around individual A-level subjects. Heads of Department now meet annually to discuss subject reform, share best practice and to offer support to one another.
- The Head of Economics has made arrangements to deliver workshops in the three City Academies. These will focus on working in the City and on the different types of careers available in finance.
- In collaboration with the Worshipful Company of Patternmakers, CLS recently hosted Dr. Roger Crouch, a decorated NASA astronaut. Over 400 pupils attended his lecture from 27 different schools, including 24 Academies.

Future collaboration:

- We are looking at the possibility of running a summer school, across a wide range of disciplines, delivered by a mixture of leading academics, researchers and teachers.
- Several departments will begin delivering Pre-U qualifications in September 2015. Our aim is to run study days for pupils and to establish support networks for staff across a number of schools.
- The History and Politics Department is hosting a major half-day politics event in summer 2016. Schools from across London will be invited to hear a high profile panel discuss the EU referendum.
- We are looking to host an industry event for the City Schools, as well as supporting them in their delivery of activities such as the Young Enterprise.
- We are planning to run two separate outreach days in sport for pupils from local primary schools.
- We will look at ways in which we can encourage boys to engage in a wider range of community service.
- Beginning in 2015, CLS will be working in partnership with the IoE to engage in a significant piece of school-centred research. The focus will be on seeking to inspire and

support creative and independent thought across the full ability range of boys at the School. The intention is that this process will then be repeated in collaboration with one or more partner schools from the City in 2016-17 and that we will run seminars and conferences to promote educational dialogue.

- CLS is excited to be working on creating a brand new leadership training programme in partnership with the IoE. In development from September 2015, this will be a bespoke programme of courses and research activities to prepare staff for the complex demands of school leadership. After the initial delivery at CLS, members of staff from any of the City Schools will be offered the opportunity to participate.

Partnership with City of London Girls' School:

One of the benefits of working in partnership with other schools is the opportunity for boys to mix with pupils from different backgrounds and gender. Association with City of London Girls' School affords particular possibilities which we intend to develop. Some of the areas under current discussion include shared enrichment classes in the Sixth Form; collaboration in the CCF and the DofE; and shared parent information evenings to enhance our pastoral programmes.

International links

The world is driven by global concerns and supra-national organisations. The promotion of international links is important in enabling us to develop the boys' multi-cultural and global understanding, and so to prepare them for leadership in an increasingly complex world.

- We intend to partner a school in Beijing to support our teaching of Mandarin.
- We are interested in building links with schools in the developed world to support our teaching, and to strengthen our University and Careers advice.
- We are seeking partnerships in the developing world to enable boys to engage with different cultures in a meaningful fashion, and to enhance our charitable outreach.

“Maintaining, and enhancing a high standard of Staff welfare is vital if the School is to be able to deliver all the desired aspects of the CLS education”

Continuing Professional Development and Staff Welfare

Putting staff development and welfare at our heart

Continuing Professional Development (CPD) is at the heart of any high performing school:

- It ensures the high quality of teaching, pastoral care, management and leadership;
- It develops the skills necessary to sustain a broad and ambitious programme of co-curricular activities;
- It is important in recruiting the best staff. PGCE courses are being run down in favour of greater variety in Initial Teacher Training providers (such as Teach First, the Brilliant Club and Teach Direct) all of which are focused on recruiting good graduates to the Maintained Sector. A teacher shortage in certain subjects is a concern. The availability of good CPD is an important attraction for ambitious staff;
- It is directly related to staff retention and enhances career prospects, encouraging a healthy balance between depth of experience and turnover of staff seeking promotion to more senior posts;
- It is important in ensuring succession planning by preparing staff for internal promotion.

Provision of CPD is already of a high quality at CLS, but we intend to enhance and expand it by:

- 1: Continuing to develop our provision of CPD in line with staff needs and our legal obligations, and in order to support the delivery of the Strategic Plan;
- 2: Identifying opportunities to develop our CPD to promote excellence in teaching and learning, pastoral care and to support the co-curricular programme;
- 3: Auditing and building on the various avenues for CPD already in place, encouraging staff to take advantage of what is on offer and developing systems of cascading information and learning so that positive experiences are shared;
- 4: Strengthening our programmes of induction for new staff and for those seeking Qualified Teacher Status (QTS);
- 5: Developing our CPD to support career progression, building on the success of Middle Management training (ISQAM) to widen participation and, in collaboration with the IoE, to create a bespoke course for aspiring middle and senior leaders;

- 6: Developing a better programme of skills training for Support Staff.

Appraisal is an important aspect of CPD. We will introduce a new system of appraisal to include a consideration of all aspects of a teacher's role, focusing on teaching and learning, pastoral care and co-curricular commitments. It will identify CPD to support both School and career development, and will track staff engagement.

Maintaining, and enhancing a high standard of Staff welfare is vital if the School is to be able to deliver all the desired aspects of the CLS education.

- 1: While our focus is normally on the welfare of the boys, our aim over the next few years is also to develop support for staff through the provision of training targeted at their needs.
- 2: Staff facilities (including the Common Room and provision for female members of staff) will be updated.
- 3: Opportunities for us to promote a shared sense of community amongst both teaching and support staff will be explored.

“Our aim is to ensure that information and news flow efficiently between the School and all its stake-holders, including pupils, staff and parents”

Information Technology

Modernising our communications

Over the past decade or so, the pace of development in Information Technology (IT) in the education sector has, at times, been overwhelming and, in such a fast moving field, it can be dangerous to be too far ahead of the curve. There are now clear opportunities for the School to develop its practice, in support of excellence in teaching and learning:

- The availability of educational resources: most educational publishers have now diverted a great deal of their effort and investment to this area;
- The distribution of information: Virtual Learning Environments (VLEs) and customisable local intranets (browser-based and 'App' based) have developed in levels of sophistication, ease of use and accessibility, and now offer the opportunity to use digital technology to enhance learning inside and outside the classroom;
- The management of data: software solutions provide operating systems that streamline communication between boys, staff and parents, and which enhance the use of information to support the learning and welfare of boys.

1: In order to take advantage of these opportunities, the School has reorganised its IT Department with a focus on developing a structure and level of expertise that will support the educational, co-curricular, management, and administrative needs of the School.

2: The Data Protection Act has had to keep pace with technology and the growth of Social Media. We will review our policies so that we are flexible enough to keep up with the pace of change, but firm enough to provide clear guidelines and a protective, cost-effective service.

3: IT is an unusual aspect of school life in which boys often have a lot to teach their teachers. We will engage their expertise as we discuss and research best practice, ensuring that the emphasis remains on Teaching and Learning and not technology for its own sake.

4: The IT Department plans to develop its reach by training a network of specialists amongst boys and staff, with regular training opportunities to build the digital literacy of the School.

5: Central to the School's network is the core MIS. The School has selected iSAMS to provide this solution. Additional databases will be selected to communicate with iSAMS to avoid duplication of effort and errors with double entry of data.

6: IT provides modern channels of communication which the School intends to explore and develop. Our aim is to ensure that information and news flow efficiently between the School and all its stake-holders, including pupils, staff and parents.

7: We will develop our systems so that we can offer facilities for on-line payments, registration and consent forms.

8: The Department has already established a network of IT professionals from other schools which will offer opportunities for collaboration and sharing professional expertise.

The measure of the success of the CLS Digital Strategy is that it should neither be the limiting factor nor the driving factor in the School's strategic planning.

Admissions and Marketing

Attracting and selecting the best candidates; celebrating our successes

Applications to the School have been very high in recent years and the quality of entrants is strong. Relations with our feeder schools are already very good and we benefit from an excellent reputation. There appears to be no shortage of good candidates in the London area with many families seeking the benefits of an independent education.

There is no room for complacency, however:

- The London market is highly competitive: all London schools are seeking to improve their market share and a number of our competitors are building on their successes to become strong adversaries.
- We pride ourselves on the social, cultural, and racial diversity of our pupil body: we cannot take this for granted.
- Single sex education has many advantages: it is not, however, the natural choice of many families and the national trend has been to move towards co-education. Our partnership with the City of London Girls' School will be developed so that we can create a framework for collaboration which enables boys and girls to work together in the most constructive manner.

Our selection procedures have remained static for some time and will be reviewed:

- 1: We will look at the timing of our entrance examinations and interviews. We will also evaluate how well we are testing the aptitude of prospective pupils.
- 2: We have four entry points (10+, 11+, 13+ and 16+) and they all represent particular challenges. We need to keep the 13+ pre-test under review as it is taken two years ahead of entry, leaving time for interest to drop away from acceptance of a place to actual entry to the School. It leaves little room for late developers and offers no late sanctuary for those who fail at 11+.
- 3: We will review our methods of selection for scholarships and look at means testing awards.

Our admissions and marketing processes are in need of review:

- 1: We will review how effective we are at providing a customer friendly service, from Open Events, to registration, including the experience of boys and parents on our examination and interview days.

- 2: Our Admissions database is bespoke and has been programmed in-house. Following the introduction of the new MIS (iSAMS) we will fully integrate the admissions process within the School network.
- 3: We will develop methods of enabling online registration and payment of deposits.
- 4: We will establish ways of keeping in touch with opinion, and develop an over-arching communications strategy to celebrate successes and to keep in touch with our various constituencies.
- 5: We will establish a style guide so that our communications are uniform.
- 6: We will review and update on-line and paper based communications, including our Prospectus and promotional materials, and our website.

“Our partnership with the City of London Girls’ School will be developed so that we can create a framework for collaboration which enables boys and girls to work together in the most constructive manner”

Facilities and Finance

Placing a greater emphasis on security and maximising the effectiveness of our resources - financial and physical

The current School building was opened in 1986. The site is well equipped but was originally devised to accommodate 750 pupils, rather than the 940 currently on roll. There are inevitable pressures on space alongside ambitions to improve facilities and infrastructure. There has been a programme of refurbishment in recent years which has seen the upgrading of some science laboratories. The creation of the Winterflood Theatre has been highly successful, equipping the School with an outstanding performance space. There has been considerable investment in IT and the School is well serviced by its network. Further upgrades to our buildings and infrastructure are now due.

Our sports fields at Grove Park are extensive and served by a pavilion which was built in 1925 in commemoration of those who died in the Great War. There has been recent investment in the changing and catering facilities. Further investment is needed.

The finances of the School are in good shape. CLS is well supported by the services offered through the various departments of the Corporation of the City of London. The need for economies in the Corporation, resulting from cuts

in local Government funding, has had an impact on the level of our support, which we are meeting out of internal savings. Fund raising for bursaries has been very successful but is in need of development to create sustainable sources of income.

Facilities

1: We have undertaken a review of the organisation and structure of our facilities management team, and the interface between the School and the Corporation City Surveyor's department, clarifying expectations, roles and responsibilities.

2: We have consulted extensively with the City Police, Special Branch and the Corporation City Surveyor's department and invested significantly during the summer of 2015 to improve the security of the site. There will be further investment over the next few years.

3: We will undertake a full audit of the use of space, including Grove Park, in order to create a five to ten year development plan for the School. We will revisit and update our Planned and Preventative Maintenance (PPM) schedule.

Finance

We need to define our ambitions in order to plan ahead.

1: A key target is the creation of a costed five to ten year plan to include staffing and curriculum development, as well as infrastructure and facilities.

2: We need to make use of the opportunities available to us to maximise income and to ensure the efficient and effective use of available funds:

- The establishment of a Development Office and launch of a new fund raising strategy underpin our plans to increase provision for bursaries and means tested scholarships;
- We will revisit our policy of lettings to achieve a better balance between supporting charitable activities and hosting profit-making lets;
- We will review how greater efficiencies and better use of IT can free resources to support other aspects of the School's plans.



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