

February 2020

# *The Independent Schools Magazine*



Chair ■ Head ■ Bursar ■ Registrar ■ Staffroom ■ School Office ■

...the professional journal for Management & Staff



## NEW FORD TRANSIT SCHOOL MINIBUSES

### CAREFREE SCHOOL MINIBUS OWNERSHIP

Choose from our complete range of versatile and fully type approved 9 - 17 Seat School Minibuses

- Finance Options To Suit all Budgets
- Nationwide Service and Support
- D1 and B Licence Driver Options
- New Euro Engine Technology
- New and Pre-Owned available

Call today to arrange a quotation or free demonstration

# 01202 091618

[redkite-minibuses.com](http://redkite-minibuses.com)  
[sales@redkite-minibuses.com](mailto:sales@redkite-minibuses.com)



NATIONWIDE SUPPLIERS OF PEUGEOT (RECOMMENDED), FORD & VAUXHALL

# In this issue...



## Ground breaking event

St Dunstan's College, London, has marked the start of the new development by 'breaking the ground' with contractor Willmott Dixon.

The works will include a new Junior School, STEM building and Sixth Form Centre, which will all open in 2021.

During the day, Willmott Dixon gave a group of junior and senior pupils a tour of the building site and explained to them what would be happening over the next 18 months, before pupils got a chance to have photos in the large digger.

Following this, staff including the Headmaster, bursary team and a group of governors were given a tour of the site.

Speaking about the event, head Nicholas Hewlett said: 'This represents the most significant redevelopment of our college sites since our foundation in Catford, in 1888.

As one of the first schools in the world to have invested in science and technology laboratories, it seems fitting that 130 years on, we are creating state of the art STEM facilities for the next generation of Dunstonians.'

Pictured: Headmaster Nick Hewlett and (right) is Adam Worrall, Director for Willmott Dixon

## Cover background

## Fire service

Many headteachers will say they spend too much time firefighting but for the incoming headteacher of one of the UK's most well-known schools it could be quite literally true...

Feature on page 36

- 05 Paparazzi at the School Gates**  
how to manage unwanted media attention
- 06 Solving the Staff Well-Being Equation**  
boost in performance
- 07 Helping Young People Navigate the 21st Century**  
important new conference invitation
- 08 Learning about Chinese Culture**  
global education priorities
- 16 Trips to Faraway Places**  
can they really be justified?
- 20 Insisting on Manners**  
head's focus on courtesy
- 24 Profile**  
in conversation with Hilary Phillips
- 40 Immediate & Emerging Risks Facing Schools**  
new research revealed
- 44 Expanding Internationally**  
key issues and examples

## Plus

- 10 Letter from America prompts reflection on Pitt
- 12 Learning 'how to remember' ~ top tips to assist students
- 15 Ground-breaking early-years initiative
- 26 Value of foreign exchanges
- 27 Focus Feature on Finance
- 30 Music, Drama & Dance
- 36 School's official fire brigade
- 38 Rugby round-up
- 42 Changing Faces, Changing Places; Heads Hunted
- 43 Poetry in the Classroom
- 47 Contact Us; Editorial Advisory Board; free e-mag offer

Is Your School Mentioned? See page 47 for an A-Z listing

LOOKING TO BUY OR SELL A SCHOOL OR NURSERY



# National SchoolTransfer

For a Professional – Confidential Service



www.nationalschooltransfer.com Email: info@nationalschooltransfer.com Tel: +44 (0)1980 621251



## Selected to play for Wales

Celyn Emanuel, Sports Coach and a Resident House Assistant at Bishop's Stortford College, has been selected to play for the Wales Senior Netball Team.

After a rigorous selection process which assessed Celyn's stamina and skill over an intense 5-day trial in December, she was selected as one of 26 players (narrowed down from 95) to represent Wales in their upcoming test matches. Made up of players ranging from 17-34 years old, the squad, which has just improved its International Netball Federation ranking to 9th in the world, is currently training for a year of international netball, including qualification for the 2022 Commonwealth Games.

Commenting on the new squad, Rachel Bayley, Welsh Netball's Head of Performance said, "I would like to congratulate all of the athletes who have been selected for the 2020 Wales senior squad and thank everyone who participated in the trials process. The coming season will see preparations towards the 2022 Commonwealth Games and the 2023 World Cup escalate and I know that after such a successful 2019, this new group of athletes will be hungry to compete on court and continue our excellent run of form."



Celyn's passion for netball started at the age of 8 during her time at primary school before she progressed to playing for a local club in Wales. She now plays for the Hertfordshire Hornets and has been training with the Wales squad at the Sport Wales Centre in Cardiff since the beginning of the 2019 netball season in October. Celyn will play in the positions of Wing Attack and Centre, with Wing Attack being her preferred choice.

On hearing of her success Celyn said, "I was delighted to be selected to represent my country, it is an honour to be a part of such a talented squad. I am extremely grateful for the opportunity to progress as a player and to come up against some of the best teams in the world. I look forward to furthering my netball career after this and my long-term goal has always been to make it to the Commonwealth Games."

## Teacher wins national eco award

At a star studded awards ceremony, St Mary's School, Essex, Head of Geography and Eco-Schools Coordinator, Mrs Sarah Wilding was announced as Eco-Coordinator of the Year by Steve Backshall MBE at the Eco Schools Awards held at the Etihad Stadium in Manchester.

From achieving Eco-Schools Bronze award in February 2007 to their sixth and current Eco-Schools Green Flag Award in March 2018, Mrs Wilding has been the driving force behind embedding environmental consciousness into the heart of St Mary's School.

Mrs Wilding has constantly driven the eco-agenda in St Mary's with passion and positivity. Her leadership approach always focuses on what can be done, rather than despairing about current problems – this means that St Mary's pupils, from Kindergarten to Year 11, all have the belief that no one is too small to have a positive impact on climate change.

Over the last twelve years, Mrs Wilding's Eco-Schools work has had a noticeable influence on St Mary's; from lowering the school's energy and water consumption to reducing food waste from the school's Dining Hall. Eco work within the school has also impacted student

attitude – girls at St Mary's feel empowered to take ownership of the Eco-Schools programme by thinking of their own solutions to the environmental problems they face both in school and beyond. All members of the school community look forward to the next eco-event, be it an eco-week or a recycled Halloween costume competition.

Recently, Mrs Wilding's message has spread beyond school. She writes a fortnightly eco-column for a regional newspaper and has even had the opportunity to deliver her message globally as she has begun to work with young people around the world to find solutions for a more sustainable future, leading to an international video conference in 2019.

Principal of St Mary's, Mrs Hilary Vipond who also attended the awards ceremony said "St Mary's is proud to be an Eco-Schools Ambassador and we are committed to creating a sustainable environment in which to educate future generations. St Mary's students of all ages have been inspired and motivated by Mrs Wilding; her eco-influence continues to have an impact on our students long after they have left the school so we are delighted that she has won this award."

Pictured: Sarah Wilding being presented her award by Steve Backshall and Lee Wray-Davies from Eco-Schools England

## Marathon efforts pay off

Clare Bovill, a singing teacher at Solihull School, has achieved the much sought-after World Marathon Majors 6 Star Award, which involves successfully completing marathons in Tokyo, Boston, London, Berlin, Chicago and New York.

Miss Bovill moved to Solihull when her son Jonathan, now 27, was a baby, and decided that to lose her baby weight she would need to get fit, so joined Sparkhill Harriers running club in Birmingham.

She completed a number of half marathons and resolved to run a full marathon before she turned 30. Over the following few years, she entered and conquered the London Marathon no fewer than six times.

Miss Bovill later contemplated giving up marathons but, as her passion



for running had got her through a traumatic period in her life, and after she received some subtle encouragement, she decided to take part in the New York Marathon.

Running with 50,000 others, Miss Bovill secured an excellent time, which made her eligible to compete in Boston, which she ran in 2015. In 2018, she took on Chicago, followed by Tokyo in March last year and she finished the challenge triumphantly in Berlin in September.

# Paparazzi at the school gates

It is not uncommon for the press to brazenly turn up at the school gates uninvited. This is normally when the school is embroiled in a 'crisis' or a news story relates to the child of a high-profile parent. There have been instances of journalists hiding behind walls and topiary and snagging unsuspecting pupils, staff and parents for 'off the cuff' interviews while they walk from the main school to their boarding houses or the bus stop. The press can also call unexpectedly and demand official comments. How can schools deal with such intrusions? A report by lawyer Rory Lynch of the Reputation & Privacy team at Vardags..



The consequences of not properly managing such press interest can be significant. A press enquiry may relate to serious and harmful allegations which could put the school's reputation at risk. The school may not even be aware of such allegations, especially if emanating from disgruntled parents or former pupils. In this respect, the school can be blind-sided.

This situation can be made worse by a common ploy used by the press: providing only a few hours to respond before they 'go to print'. This is designed to allow the school precious little time to provide a reasoned response. Last minute contact on a Friday afternoon is a favourite technique. It implies a piece will be published in the weekend newspapers and pressurises the school into providing a rushed response.

Whenever press contact is made, the Head and the school's press or communications manager should be informed immediately. Some schools use media lawyers or PR professionals and they should also be contacted immediately – time is of the essence.

Rory Lynch is a member of the Reputation & Privacy team at Vardags [rlynch@vardags.com](mailto:rlynch@vardags.com)

It is imperative to take the 'wind' out of a journalist's sails in order to buy more time to respond. To this end, we would recommend the following approach:

1. Avoid providing comments on the spot or saying 'no comment'. They may print this as your 'official' response which can look defensive or be inadequate
2. Ask them to put the allegations in an email
3. Ask them to include their deadline for comment and when they go to press
4. Ask the journalists to provide any supporting documents / evidence they are relying on
5. Explain that you need time to investigate the matters they have raised so that you can provide an informed response
6. Ask for the journalist's contact details, both phone and email

In the background, your PR/Comms/Legal 'crisis response' team will liaise with the journalist or publication in question to buy more time. While this is going on,

you will be working to investigate the allegations and gather relevant evidence. Your team will liaise with the Head to draft official statements and prepare rebuttals to push back on any allegations that are unclear or inaccurate, thereby testing the strength of the claims.

These measures help the school to provide a considered response which can serve to: (i) derail the publication entirely (if it is spurious or wholly inaccurate), or (ii) ensure an official statement by the school is included in the article which minimises damage to reputation.

It is also worth noting that much of the press is regulated by the Independent Press Standards Organisation ('IPSO'). In turn, they are governed by the IPSO 'Editor's Code of Practice'. This Code ensures that publications adhere to good practice and conduct in reporting news stories. For example, clause 6 of the Code relates to 'children'. The following provisions of clause 6 are particularly relevant:

- All pupils should be free to complete their time at school without unnecessary intrusion
- They must not be approached or photographed at school without permission of the school authorities
- Children under 16 must not be interviewed or photographed on issues involving their own or another child's welfare unless a custodial parent or similarly responsible adult consents
- Editors must not use the fame, notoriety or position of a parent or guardian as sole justification for publishing details of a child's private life

Armed with clause 6 of the IPSO Code, physical security can also be arranged to patrol the grounds and environs of the school to minimise the press talking to pupils.

These measures afford schools some protection against unwanted press intrusion. The key 'take-away' is to move quickly and assemble a crisis response team to liaise with the press immediately.



## Head volunteers to drive

Northcote Lodge School, London, Charity of the Year, The Felix Project, had an additional delivery driver in the guise of headmaster, Clive Smith-Langridge.

Each year the boys of Northcote Lodge vote for their Charity of the Year alongside NAEF, the charity supported by the Northwood Schools' group as a whole. Along with the community of staff and parents, boys raise funds and support these charities throughout the academic year.

In 2019/20, the Charity of the Year is The Felix Project, a London based charitable organisation whose purpose is to reduce food waste and hunger. Two million tonnes of good, edible food surplus is generated every

year by the food industry in this country and the Felix Project collects fresh, nutritious food that cannot be sold, and delivers this surplus food to charities and schools so they can provide healthy meals and help the most vulnerable in society. The boys learned that every £1 raised will go towards providing 2.5 meals.

Leading by example, Headmaster Clive Smith-Langridge, offered his services for the day, working as a delivery driver collecting food from supermarkets and taking it to various schools in North London. Afterwards, Clive went back to the depot to help with sorting food. Clive described the experience as both humbling and enriching - and also quite an insight into how delivery drivers are treated by some people!

# “How to solve the staff wellbeing equation to boost performance”

It's not exactly been plain sailing in education over the past few years. With external pressures of inspections, assessments and curriculum changes and a notable increase in the need for student mental health and pastoral support, it's no surprise that education is ranked as one of the top sectors for work-related stress by the Health and Safety Executive. *Dr Sarah Hattam reflects...*



The Teacher Wellbeing Index, commissioned by The Education Support Partnership published in

November 2019, reports that work-related stress for teachers has risen for the third consecutive year.

Progressive businesses up and down the UK acknowledge the truth that their people are their greatest asset and it may seem that wellbeing is the new corporate “mot du jour”. But there is a wealth of compelling evidence which demonstrates that organisations that have healthier workforces are considerably more productive and outperform peer organisations.

In the current climate of increasing financial constraint, not least the recently increased employer levy for the teacher pension scheme, schools can expect a real return on investment of up to £9 per £1 spent when they put staff wellbeing fairly and squarely on the agenda<sup>1</sup>.

Within the school setting, this uplift in the performance and engagement of staff translates to improved student outcomes. Which in turn influences customer choice and is likely to give an independent school that places staff wellbeing high on its agenda a valuable edge over its competition.

But what are the top tips for running a successful school staff wellbeing programme?

## Be data driven

There's no cookie-cutter approach when it comes to staff wellbeing and performance. With a multitude of potential factors affecting performance, it pays to identify which of these are having a positive or negative impact on your staff. We suggest using an external provider of a robust, statistically

validated staff survey rather than merely seeking in-house feedback. This approach reassures staff about anonymity which facilitates open and honest feedback in order to unravel the potentially complex web of factors that are really driving staff performance in your school.

Herzberg's two factor theory of motivation shows us that, in any organisation, there are certain factors which create satisfaction and often a different set of factors which lead to dissatisfaction and negativity. Unless these latter “blockers” to staff performance are identified and addressed, many of the so-called “feel good” positive initiatives will be ineffective. It's a pre-requisite for every school to understand and action theirs. The well-known words of David Foster Wallace: “The fish are the last to see the water” underline the importance of understanding your school's culture. An externally delivered and robust engagement and wellbeing survey will provide a valuable snapshot into the quality of your “water”.

## Be evidence-based

It's all too easy to adopt a tokenist approach to wellbeing, implementing seemingly nice-to-have initiatives like “Free Fruit Friday”, lunchtime mindfulness sessions or other one-offs. Not only do staff immediately see through these (back to Herzberg again), but such approaches never yield lasting improvement in staff wellbeing and performance. On the other hand however, identifying that a school has a sleep-deprived workforce provides valuable data which can then be addressed in an evidence-based way using targeted interventions.

## Get senior team buy-in

The most effective wellbeing programmes have senior

management team buy-in. Because for interventions to have maximum impact they need to be triple-layered, providing tangible outputs at individual, team and whole organisation level. Initiatives need to enable individuals to better understand and implement healthy lifestyle changes. Paramount also is the identification and embedding of healthier ways of working both within teams and across the school as a whole. This will ensure that such healthy working practices endure in the medium to long-term.

## Change – proceed with caution

Pace and management of change is a common denominator which can affect staff wellbeing and engagement adversely. There is a recently published study which involved making rats anxious so that researchers could monitor the effects of a new anti-anxiety medication. The researchers found that the most effective method of inducing stress for these lab rats was to introduce constant small changes within their environment. We're wary of drawing unreasonable conclusions, but we often identify that a common trigger for increased stress levels in schools is the pace of change. Pace and communication of such change is critical and in the words of George Bernard Shaw “The single biggest problem in communication is the illusion that it has taken place”.

## Elevate Energy Levels

Schools recruit staff on the basis of their professional skills, competence and experience. This is a given. But these vital attributes are only one factor in staff performance. They may be multiplied or diminished by the level of sustainable energy which any individual is able to deploy during the working day.

## Learning From Best Practice

**Mrs Sue Woodroffe, Principal of The Grammar School at Leeds shares their experience of addressing and improving colleague wellbeing.**

“As the Principal of a large and vibrant school, with a dynamic pace and many competing demands on staff time, I was as aware as any school leader must be of the concerns around teacher workload just over two years ago. However, despite some small initiatives that we introduced, we never seemed to make a breakthrough.

When Concilio Health came on board, we started to believe that the impossible might be within our reach. Working with the baseline survey dataset gathered by Concilio Health, and their subsequent recommendations, we strategically addressed the three areas which were identified as having the greatest impact on staff wellbeing. We used their evidence-based, data-driven approach, under-pinned by the latest research to work on these. This won the respect and trust of our staff. We also established some new norms. Wellbeing was included on every agenda for every team at every level in the organisation as a standing item. We are still on a journey towards improved performance through wellbeing for all our staff and it remains a work in progress. Have we cracked it? No and I suspect we never will. But we know this approach is working. A repeat survey one year later showed significant improvement in staff engagement and wellbeing across all groups of staff in the school. Colleagues know that they can raise concerns openly and honestly within a culture where we trust that, if we can air the issues amongst talented and intelligent colleagues, without fear, then that same talent released can help us find solutions together.”

Dr Sarah Hattam is Founder of Concilio Health  
www.conciliohealth.com  
Email: sarah@conciliohealth  
Twitter: @conciliohealth

1 Deloitte Monitor briefing Oct 2017 “Mental health and employees – the case for investment”

Important conference for school leaders

# Helping Young People Navigate The 21st Century

Mike Piercy, Headmaster The New Beacon School, Kent, explains the thinking behind his upcoming conference on child and adolescent mental health.



'85% of the jobs in 2030 have not yet been invented.' Two google clicks and you will find this 'statistic' is questionable, theoretical, having little to do with empirical research. The principle is not without merit, however, for it is thought-provoking.

Those of us who are parents or education professionals already worry about the world into which our children are growing and speculate about their future: education, school choice, qualifications, careers, stability, confidence, wellbeing, happiness. What should we be teaching in schools or, perhaps more germane, 'how' should we be teaching – what is the ethos and culture of a school?

The World Economic Forum (proper research!) tells us that education for the future workplace must focus less on knowledge but more on the application of knowledge, decision-making (through learning by experience), problem-solving, adaptability, communication skills and empathy. Such 'soft skills' should be an intrinsic part of a school's ethos. Almost daily in

our own children or in the boys (a boys' school) we encounter a twenty-first century emotional test. Children worry about peer pressure, friendships, isolation, clearing hurdles to get to the next stage of education, exams. Failure.

Every Head can regale you with stories of online misbehaviour – normally by pupils. Social media has brought us closer in many ways with the immediacy of communication. It has also torn us apart with faceless, ostensibly anonymous, spontaneous messaging. How many of our children have been upset when 'aired' or 'ghosted'? The WEF suggests that in 2021 it is likely there will be more people in the world with a mobile 'phone than those who have access to clean water – a disturbing prospect.

In response to these challenges we decided to make a bold statement by bringing together internationally regarded experts, therapists and trainers in childhood and adolescent mental health for a two day conference. Pooky Knightsmith speaks of 'ACE Scores', Adverse Childhood Experiences, things which can affect us in later life. Recognising

stimuli can help navigate the course to strength and recovery from trauma – or, more simply, facing life's challenges. Dick Moore, representing the Charlie Waller Memorial Trust, tells his audiences that resilience can be taught. Richard Burnett of Tonbridge School, founder of the 'Mindfulness in Schools Project', will highlight self-awareness – the potential to rationalise when faced with challenge. 'Mind' will be conducting a one day Mental Health First Aid course.

Thanks to Sevenoaks School who have collaborated with Knole Academy in creating the 'Sevenoaks Partnership', and with their financial support, we are able to reach out to all schools in the Sevenoaks area. A member of staff from each of the thirty member schools will be funded to take the 'Drawing and Talking' Foundation Course – one element of the conference programme. Over two million young people have benefited from this training for education professionals aiming to support young people, 'who are not reaching their full potential socially or academically.' Whichever sector of education, we all share the same goal: helping

young people to build solid emotional foundations for life and learning.

To return to school ethos, there are those who suggest that good teaching is a greater contributor to academic success than class size. I beg to differ. Good teaching must be a given but small class size brings greater individual attention – one of the keys to unlocking personal development. Knowing the individual, his/her character, fragilities and strengths, building confidence and resilience, must lie at the core of education. It is also one of the many, considerable strengths of the independent sector of education.

More information about the conference speakers and workshops can be found here:

**Pooky Knightsmith**  
[www.pookyknightsmith.com](http://www.pookyknightsmith.com)

**Dick Moore with the Charlie Waller Memorial Trust CWMT**  
[www.cwmt.org.uk](http://www.cwmt.org.uk)

**Drawing and Talking Workshop**  
[www.drawingandtalking.com](http://www.drawingandtalking.com)

**Mindfulness in Schools project MISP**  
[www.mindfulnessinschools.org](http://www.mindfulnessinschools.org)

**Mental Health First Aid**  
<https://mhfaengland.org>

For bookings, costs, timings etc please visit:

[www.newbeacon.org.uk/news-events/helping-young-people-navigate-the-21st-century](http://www.newbeacon.org.uk/news-events/helping-young-people-navigate-the-21st-century)



## 'Warm in winter' charity bags

Pupils at St Margaret's School, Hertfordshire, have been busy supporting vulnerable, elderly members of the local community by packing hundreds of 'warm in winter' charity bags filled with essential items such as blankets, warm clothes and hot drinks in a bid to help people to break out of the cycle of isolation, cold and loneliness.

In collaboration with charity, Small Acts of Kindness, Years 6, 7 and 8 embraced the true meaning of community spirit

and kindness by packing the bags.

Head teacher Lara Péchard explained: "We are proud to have supported Small Acts of Kindness as a school. Our children showed real empathy and care as they willingly gave their time for this worthwhile cause. It's really important that young people learn about the impact of giving something back to the world around them and that as a school, we nurture the essence of kindness and community in our every day lives."

*"(Teaching) Mandarin scores pretty low from a utilitarian perspective, but learning about Chinese culture is of potentially significant value"...*



As he plans innovative workshops to help girls recognise the influence of culture on perception and priorities, Head of St Margaret's School, London, Mark Webster, clarifies his view on teaching Mandarin, and the Girls' Schools Association highlights various initiatives across the country with the objective of preparing girls for a more globally-connected, globally-aware world...

Re-reading the quote that resulted in this invitation to justify it, a throwaway dismissal of learning a language spoken by roughly 1 billion people, predominately from the country widely predicted to become the world's pre-eminent economy, I did wonder if I'd been a bit rash. It's one thing having an opinion, but another to cast yourself as the Piers Morgan/Katie Hopkins of MFL.

Backtracking, I'm not suggesting that no school should teach Mandarin, but I'll explain why we don't.

Mandarin's promotion in parents' consciousness is relatively recent, and in part driven by the idea that "the businesswoman who can read Hanzi and confidently converse with her Chinese counterpart will be at an advantage". Probably true...

..but, the elephant in the room is that to acquire business proficient Mandarin is...for most of us... hard. Not by itself a great reason, but hard is, by definition, something requiring uncommon effort, thus diminishing the number of people likely to persevere to the level required. Those that do, may well deserve their advantage, but how much of

a commercial advantage will that be? Yes, it's a modest 4000 pupils that take the GCSE every year, but unless you are reading this alone on the International Space Station, the odds that you are within a bicycle ride of a functionally bilingual Mandarin/English speaker, are fairly high. Learning Mandarin is not going to make you Champollion.

"But English is the past, and Mandarin the future", a convenient straw man might retort. Again, that may be true. But, regrettably, in that future it will be Siri, Alexa or Google that does the MFL talking for most people. While imprudent pupils may still find "the bulb has gone" is outputted by Google translate as "the illuminator has departed", such nuggets are disappearing with the advances in AI, much to the regret of the easily amused, like myself.

Of course there are powerful arguments beyond practical advantage for learning a language such as cognitive development, the potential to study or work abroad, and because it just sounds very cool when someone seamlessly switches language lanes, but I'm just not sure that they can't equally be applied to the French or Spanish that our girls learn.

The enemy of an extravagant curriculum, is time, and this is where Heads have to weigh up the utilitarian value of competing demands, and for me, better than adding Mandarin, is fostering an appreciation of the culture and context that underpins a society. Education is largely about providing tools for the demands of an uncertain future. Technology will absorb implementable routines, but it will struggle with the abstract skills that elevate something from a transaction to a meaningful exchange. Sure, you can train a robot to adopt the Chinese custom of receiving a business card with both hands, but it will feel little more meaningful than a cashpoint saying "hello". Similarly, while undoubtedly an individual's effort to learn Mandarin may be gratefully acknowledged, what will have more resonance is their sensitivity to, and appreciation of, the culture, context and their counterpart's corresponding expectations.

Personally, the reason I want to learn more about Chinese culture, is that it helps me better understand and enjoy the adventure of being alive in this transitional age of connectivity. Why Dragons? Why

does a European betting agency call itself Bet888? Does Confucianism influence contemporary Chinese thinking? China may appear disinterested in exporting its ideology, but its interest in the rest of the world seems like a bird released; will this change China more than China changes us? The scope for exploration is infinite.

I'm emphatically not against learning Mandarin in schools, but for me, greater utility is likely to come from developing in a young person a habit of thinking about our global neighbourhood with more contextual understanding, tolerance and appreciation, and their engagement with the 21st Century world will be the richer for this. Were it possible to produce a convoluted Venn diagram of characteristics, architecture, societal mores and so on, to be found in different cultures, the most densely populated region would be the part that shows what we all have in common, our cultural lingua franca.

But it's the differences that teach us, that extend us, that inspire us to explore the world beyond our horizons, and it is this that should be our focus; it is this that makes modern life so thrilling.

## Expansion into Morocco



Reigate Grammar School, Surrey, has achieved an educational 'first' with its decision to partner three schools in Morocco.

Headteacher Shaun Fenton believes the new international relationship will help its UK students to become global citizens.

The first RGS Morocco school, in Casablanca, is already open and will expand to accommodate 1,300 students. The next schools will be in Tangiers and Rabat. They will be co-educational, teach a British curriculum (students will take iGCSEs and A Levels) and accommodate children from kindergarten to sixth form.

Mr Fenton says: 'It takes a village to educate a child, and it takes a global community to educate an international citizen. This brings huge educational benefits such as pupil and teacher exchanges, enhanced cultural understanding, and the opportunity to embrace new ideas and methods in pedagogy and beyond.'

He added: 'Our international partnerships in Asia and Africa support our values of friendship and open-mindedness. They help RGS to form bridges of understanding, not walls of ignorance. We owe it to today's students to prepare them for the world-wide opportunities of the future.'

## Examples of global education in action in GSA schools

Individual GSA schools already undertake a wide range of activities with the objective of preparing girls for a more globally-connected, globally-aware world. They include:

- Making some subjects compulsory. For example, a modern foreign language is compulsory to GCSE level at both St Catherine's School in Bramley and South Hampstead High School GDST, where philosophy is also compulsory at key stage 3.
- Many boarding schools celebrate the opportunity for dialogue across cultures through the diverse backgrounds of their students.
- Having a conscious 'eco agenda' in school, such as at Sheffield High School GDST, which includes a 'collapsed timetable' day in the Peak District.
- Extra-curricular expeditions, exchange trips and ongoing partnership with schools around the globe, from Europe to Africa, the US and Australia, with schools increasingly considering how pupils can benefit from physical trips whilst offsetting their carbon footprint. Saint Martin's School in Solihull has twice been awarded the International Schools' Award by the British Council in recognition of their partnership work with a school in Germany and a school in Nepal.
- Making the most of technology to develop digital projects. For example, at The Queen's School, Head Sue Wallace-Woodroffe says: "Harnessing the best that technology has to offer has meant that we have been able to free ourselves of physical and geographical constraints, and connect with inspirational and notable individuals and organisations from across the world. We have achieved this through the introduction of our 'Virtual Boardroom'. This has allowed girls to connect to alumni and 'industry mentors' as part of a bespoke careers/business skills programme involving girls in a wide range of year groups interviewing leading women around the globe. Cybersecurity specialists in New York, lawyers in Chicago, teachers in China etc. Girls have been able to join virtual seminars such as those provided by The Female Lead Society and engage in our 'Women Inspire Women' project. They have also benefitted from immersive

language lessons by linking up with schools in France and Spain where they share experiences and delve deeper into cultural and social issues. By getting students to work with their foreign counterparts on projects we are also teaching them to accept and understand other's perspectives."

- St George's School (Edinburgh) holds a programme of digital exchanges across all curriculum stages which allow girls to collaborate and share their learning with students across the world. For example, girls studying the Civil Rights movement have the chance to discuss contemporary American experience with students at a school in Texas. Head Alex Hems says that another digital exchange with SOLA in Afghanistan (School of Leadership Afghanistan) has been "eye opening in a very valuable and humbling way for our girls".
- Bringing a global perspective to existing lessons. For example, at Talbot Heath School, all pupils are taught about sustainability in material science and artificial intelligence is taught from a global perspective. At Bruton

School for Girls, as at many other schools, the geography and PSHE (PD) curricula include many opportunities to discuss world views and current events.

- Developing their own approach to language learning, such as the 'ADELANTE' Spanish learning programme at Channing School. Head Barbara Elliott says: "We introduce Spanish at Reception (aged 4) and aim to achieve proficiency by Y9 with specialist teachers throughout. Staff learn Spanish. We have lots of links with Spain and South America – for example, sixth form students volunteer at a Latin American nursery, and various trips link to curriculum subjects such as history/politics, music and so on." Channing has a History/Politics trip to Cuba, a music tour in Madrid. Their director of the Adelante Strategy sits on the school's senior leadership team.
- Adopting a curriculum-led approach. For example, at The Mount School (York), students across the whole school follow the PeaceJam global curriculum programme, an international programme based on the work of Nobel Peace Prize laureates.

## Gold Standard Testing for International Pupil Admissions

### We are Password

Providers of world-leading online English language and Maths assessments designed specifically with international learners in mind.

Password tests are used by over 250 schools, colleges and universities in the UK, either to assist with admissions decisions or for class setting on arrival.

### We are Partners

We believe that consultation and communication with our partner institutions should lie at the heart of each and every test development or platform enhancement.

Our partners include everyone from TES Award winners to Tatler top-listed schools, from cosmopolitan sixth form colleges to rural boarding schools.

### We are Global

To date, our user-friendly tests have been taken by students in more than 120 countries worldwide.

Administered under each school's own brand, securely delivered by their trusted representatives or at British Council offices overseas, Password tests are reliable, valid and internationally aligned.

### We are Growing

Our reputation is growing fast, thanks to excellent feedback and recommendations from our partner institutions.

We are recognised and valued for our expertise not just in language assessment and software development, but also extensive shared experience in university and school leadership.

To find out why so many independent schools are working with Password, come and talk to us at one of these events:

- **British Boarding Schools' Workshop**, 5<sup>th</sup> – 7<sup>th</sup> March 2020. Radisson Blu Edwardian, Heathrow.
- **BSA/AEGIS/BAISIS Marketing Admissions Guardianship International Conference**, 10<sup>th</sup> – 11<sup>th</sup> March 2020. RIBA, London.

For more information, email: [contact@englishlanguagetesting.co.uk](mailto:contact@englishlanguagetesting.co.uk) or visit our website: [www.englishlanguagetesting.co.uk](http://www.englishlanguagetesting.co.uk)



'We need to be teaching in schools that the law is made by parliaments and courts, not in the phantasmagoria of unhinged minds'

# Letter from America

Shoreham College, Sussex, headmaster Richard Taylor-West wrote to the Governor of Pennsylvania Tom Wolf highlighting the historic connection between the Tudor house on the College's grounds and William Penn, the pioneering founder of the state and the city of Philadelphia.

Inspired by Penn, the headmaster outlined the importance of teaching fundamental British values in our schools: individual liberty, the rule of law, mutual tolerance and democracy. Mr Taylor-West wished the governor well in his work expressing solidarity with him on behalf of the College as the steward of Penn's great legacy. He noted that these values are so often under pressure here and in the USA.

Mr Taylor-West was delighted to receive a full-page letter in reply from Mr Wolf. (Reproduced on this page). Here he reflects on the exchange of letters, on William Penn's legacy, and on the need to instil lasting values in young people...

For many months, an idea kept floating around my head: 'perhaps I should write to the Governor of Pennsylvania?' Well, the Americans love a bit of history don't they, and we have some, at this school? It was quite a simple thought.

In 1672, the Tudor part of our main building was owned by William Penn and I had a notion that the Governor of Pennsylvania might find this interesting and, after all, it might be fun. I often had visions of the be-wigged young Penn wandering along our corridors musing on the state of Mankind.

Just around ten years later, he set off for the colonies and the

rest, as we know, is history: the state was brought into being and Philadelphia to boot. This was an incredible achievement actually and, as I explained in an assembly to our pupils, Penn's ideas were remarkable for the time. He was the only founder of a state, for example, who gave first-nation Americans legal protection in the same way as European settlers. He was a man of principle.

With this in mind, I sat at my keyboard and began the letter, just before Christmas. As I tapped away, I found myself becoming reflective about the state of things in this country and America. I will avoid being overtly political, but

I considered Fundamental British Values (FBVs) as they are called in schools and how healthy things are here, and over there.

The words began to flow and I found myself thinking about the divisions caused by Brexit, for example: I began to worry about xenophobia and the rise in 'hate crimes' in this country. I wrote to the Governor, Mr Wolf, expressing my concerns about the pressures that democracy, liberty, the rule of law and the value of mutual tolerance, are coming under – here and over the water.

The process of writing the letter crystallised for me some essential truths. We need to be working on the FBVs more than ever. As I write this letter, an American president and his entourage are turning the rule of law into a post-truth circus. Nothing is either 'good' or 'bad' unless Trump tweets it so. We need to be teaching in schools that the law is made by parliaments and courts, not in the phantasmagoria of unhinged minds. We must teach them that there is truth, or we will rot their brains.

Equally, I am concerned that the stance taken by some who voted for Brexit seems to be polluted with xenophobia and we seem to be being dragged backwards to a point at which we disliked Europeans because they are 'not like us' – they are them, over there, and so forth. We need to be teaching our children to rise above petty prejudices and base their judgements of others on reason and evidence.

As I write this piece for the magazine, I am struck by the shooting of another young man in Streatham: a tragedy for all concerned. What are we going to do about socially integrating our differences more successfully? We



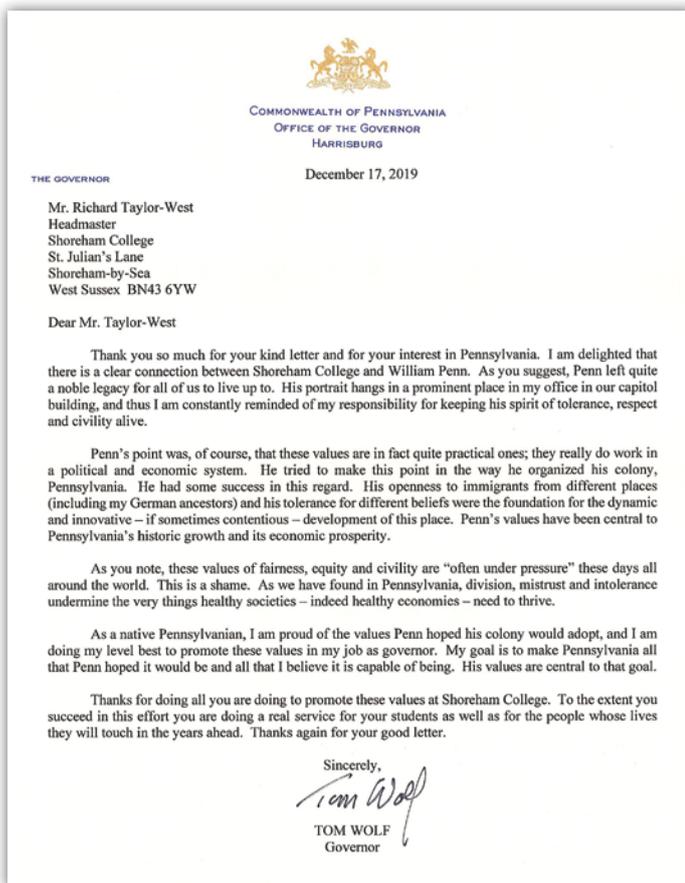
William Penn (1644 – 1718) was a writer, early member of the Religious Society of Friends (Quakers), and founder of the English North American colony the Province of Pennsylvania. He was an early advocate of democracy and religious freedom, notable for his good relations and successful treaties with the Lenape Native Americans. Under his direction, the city of Philadelphia was planned and developed.

Penn considered the problems of war and peace deeply. He developed thoughts for a "United States of Europe" through the creation of a European Assembly made of deputies who could discuss and adjudicate controversies peacefully. He is therefore considered the first thinker to suggest the creation of a European Parliament and what would become the modern European Union in the late 20th century.

are clearly not always succeeding, if we take an acid test of how things currently stand.

I did not expect a reply, in all honesty. I was over the moon when, just after Christmas, Mr Wolf's letter arrived. I was thrilled that we had established a connection, that people committed to democracy had shared a moment, as it were. His response was a considered piece of serious reflection. He lamented the state of affairs in America: 'distrust' and 'intolerance' that undermines the very well-being of a state.

It is his final paragraph that will always stay with me. He wrote that 'to the extent' that we succeed in developing these values in our young people at Shoreham College we will be doing 'a real service' to our pupils and those 'whose lives they will touch in the years ahead'. For me this was an endorsement and a call to metaphorical arms. What is teaching about, if it does not address our core values? More assemblies, more workshops were needed. This work in our schools must be done, here and on the other side of the Atlantic, if we are to maintain any claim to moral legitimacy as educators.





**Amelia, Oundle School Collection.**

Amelia wears the distinctive bespoke striped culottes of Oundle and a performance cotton fitted blouse. Worn with a navy four button polywool fitted jacket.

**schoolblazer**

# Learning how to remember

Biology teacher Jonny Hedwat discusses how to help students successfully retrieve what they have been taught.

Since linear exams were introduced in Biology A-level in 2015, students have been expected to remember two years' worth of subject knowledge for their final exams.

Previously, they undertook a synoptic task in their final paper but, on the whole, were being tested only on three modules from A2. This need to recall and apply a much larger amount of content has had significant implications not only for the design and delivery of the course, but also on the approach for successful preparation at home.

In 2014, a study from Finn and Metcalfe found that students believed low achievement could be easily rectified within a short period of time. In other words, they thought that cramming during study leave was enough to make up for lost time. While this technique can lead to fast learning, it also leads to rapid forgetting.

Another study, by cognitive psychologist and learning specialist Jeffrey D. Karpicke, found that

repetitive reading is the revision method favoured by students, while retrieval was not considered important. I found students' perception very surprising: we know a passive approach produces little or no benefit to learning.

Instead, Roediger and McDaniel (authors of the book 'Make it Stick') offer these six tips for students:

1. Opt for practice over review. When learning a skill, foreign language or any other topic, practice retrieving it from memory rather than rereading text or reviewing instructional material.
2. Space your practice: let time elapse between sessions to help embed learning in long-term memory.
3. Sleep. Students think all-nighters are a good way to study, but sleep helps memories consolidate and may make retrieval of learned information better than when sleep deprived.
4. Switch between different topics. If you have final

exams coming up in a week on history, chemistry and psychology, study all of these topics on each day rather than studying one subject per day.

5. Test yourself. This permits you to practice retrieving information from memory, strengthening the pathways to learning and making topics easier to recall. It also permits you to assess what you know and what you do not know.
6. Take notes by hand, not computer. When typing, students tend to record information as though they were taking dictation. When they handwrite the notes they write more slowly, so they have to think harder about the material to distill it.

Additionally, in 'Making every science lesson count', Shaun Allison suggests 'straddling' topics – covering content across lessons rather than moving from one topic to another. This may prevent students compartmentalising their learning and encourages them to make links.

At the start of my career, the obsession with the three-part lesson meant teachers felt they had to cover a topic in a lesson, assess understanding and carry out a meaningful plenary before moving on. As our thinking has changed, I believe that teachers now focus more on embedding knowledge and know when and how to move students on: topics straddle lessons as part of a reasoned sequence rather than being a distinct subject.

Time pressures may account for why teachers feel they must move quickly through content. However, this could be at the expense of missing valuable opportunities to explore links to other topics. Are we ensuring that deep learning of these links has taken place?

Spaced retrieval is an evidence-based memory technique that was first studied in 1978. It requires students to rehearse information to be learned at different and increasing spaced intervals of time, with each new rehearsal



Jonny Hedwat is a teacher of biology at Cheadle Hulme School in Greater Manchester. He gained a first class honours degree in biology from the University of Manchester, before studying for a PGCE. His additional roles include a year 7 form tutor and leading the school's medical sciences sixth form pathway. Jonny previously taught at two state schools – Haslingdon High School and Audenshaw School.

having a longer interval from the last. With each expanded interval of retrieval, it becomes more difficult to retrieve the information. This creates a deeper level of processing of the learned information in long-term memory at each point.

How could we incorporate this theory into our teaching? Allowing time for 'spaced retrieval' of previously covered work can take the form of a whole dedicated lesson, 15 minutes of a lesson or even just homework. Other teachers may see this as an interruption to their current topic and somewhat repetitive; I personally believe the impact could be significant.

An outstanding lesson might be one that ticks every box on an observation sheet. I believe we should move away from perfecting individual lessons and focus more on the methods that make us effective teachers over the course of a year.

We need strategies that ensure students retain what they have learnt and can use it effectively in further synthesis and analysis. Some teachers may not place as much importance on retrieval of information. My experience in biology and the sciences however, leads me to believe that such a philosophy can breed more effective teaching and more success amongst our students.

## New Sixth Form Centre

Rendcomb College, Gloucestershire, has opened a new Sixth Form Centre marking the start of the school's 100th anniversary year.

The school was founded on 2 June 1920 for 12 boys and, 100 years on, it now educates around 400 boys and girls. The new Sixth Form Centre lies within a Grade II listed building named the Old Rectory where original features such as fireplaces have been restored. Despite its listed status, the Old

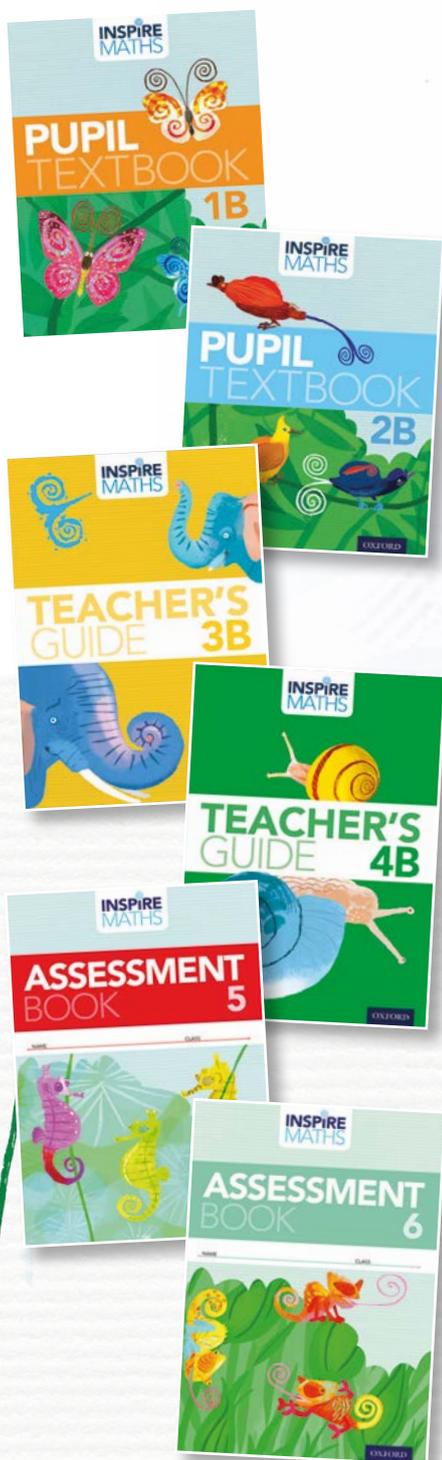
Rectory features plenty of mod-cons and is positioned within the heart of the campus providing a dedicated space for Rendcomb College's oldest students.

Head of Rendcomb College, Rob Jones (pictured with students in the new facility) said: "The new Sixth Form Centre is a key part of the development of our Sixth Form strategy to prepare pupils for the changing needs of university and future employment. The Centre provides a unique mix of environments. There are modern study spaces that encourage individual and collaborative working and there are sitting rooms, a kitchen and a games room providing students with the opportunity to relax during the working day. There's also a boardroom which provides a space for meetings and is a base for the growing Enterprise and Careers programme with the former a green solution to plastic waste."



# INSPIRE MATHS

## The maths mastery textbook programme proven to raise attainment



This transformational programme provides everything you need to deliver a mastery approach to teaching and learning maths from age 5 to 11.



- **Based on Singapore's top maths series**, used in almost 100% of their state primary schools
- **Proven by an independent study\*** to improve pupils' progress in maths
- **Develops fluency and deep conceptual understanding** through teaching and textbooks that introduce concepts in a highly scaffolded way
- **Easily implemented** with comprehensive planning, teaching and assessment support, in print and on *Inspire Maths Online*
- **Supported by face-to-face professional development**, to introduce key principles and develop mastery teachers

\* See the Oxford Impact Study on our website

*Inspire Maths' clear and structured content develops deep understanding alongside enjoyment of the subject.*

MEGAN ROBINSON, YEAR 3 TEACHER, DRAGON PRE-PREP

Find out how the Dragon Pre-Prep are using Inspire Maths  
at: [www.oxfordprimary.co.uk/inspireindependents](http://www.oxfordprimary.co.uk/inspireindependents)

OXFORD

# BEVERLEY BELL

## — CONSULTING —

beverleybellconsulting.com

Email : info@beverleybellconsulting.com

Phone : 07985 700017



### Services:

Beverley's consultancy service provides bespoke strategic, compliance, governance and corporate reviews within the commercial vehicle industry and schools and charity sectors. With her extensive experience as the former regulator, reputation for plain speaking, ability to get to the core of any problem quickly, dry sense of humour and fiendish eye for detail she will advise you and your organisation how to:

- Ensure compliance with the 'Section 19 permit regime'
- Apply for a PSV operator licence if necessary
- Ensure your drivers are compliant with the relevant legislation
- Review and audit your current compliance arrangements
- Ensure effective and efficient governance and corporate arrangements
- Provide bespoke transport HR support, advice and compliance
- Maximise individual compliance knowledge, through targeted training

Best Practice and Compliance

Schools and Charity Work

Bespoke Training

Governance & Corporate Arrangements

Strategic Development

# Ground-breaking partnership scheme to help early years learners



Early learners at schools across Hull are to benefit from a ground-breaking new initiative led by Pocklington School, Yorkshire, to improve their communication and language skills.

Concern that only 68% of children in Hull achieved the expected level of development at the end of the Early Years Foundation Stage in 2019 has led to a new partnership between Pocklington School, education charity SHINE, Hull City Council, Chatta Learning and a group of 12 local state schools.

The schools are to start using the award-winning Chatta teaching approach. Chatta is based at Pocklington School and has been developed in partnership with it. Chatta has led to transformative results in young children's communication, language and literacy skills and is now used in schools across the world.

Teachers and teaching assistants from the 12 participating schools in Hull met at Pocklington School to launch the new initiative, which will benefit the three and four-year-olds in their care. Their classes include children at a lower level of development than that expected for their age, children for whom English is a second language, and youngsters with special educational needs which means they risk falling behind in their formal education.

The two-year project to help give children the best possible start to education in the Early Years is running with funding from the Leeds-based Shine Trust, known as SHINE, as part of its drive to raise the attainment of disadvantaged children from the North.

Chatta is based on research relating to what matters most in learning and development. It uses technology to present content in a way which mirrors the way people think and

commit to memory, and is used in the classroom and at home. Chatta's software links learning experiences and subject content (in the form of photos and pictures downloaded by users) with modelled spoken language and opportunities for children to rehearse and tell stories.

Chatta's founder, former teacher Chris Williams, said "Pupils in Hull, like many across the country, are too often starting school with insufficient communication skills. They can arrive at pre-school classes unable to communicate or even speak. If they can't express their needs or interact socially it has impact on their learning."

He added: "I'm thrilled that SHINE has agreed to fund this project. A key priority in the early years is communication and language but we find that many of our schools see the benefits the Chatta approach can bring to children in all year groups."

Hull City Council will be overseeing the data and analysis of the project. The data will assess the professional development of staff, the impact on the children and the engagement of parents – all of which measure the project's success.

Helen Tan, Early Years Standards and Improvement Officer at Hull City Council, said: "At the end of the Early Years Foundation Stage in 2019, only 68% of the children in Hull achieved the expected level of development so we are excited that the schools involved will be able to further support children's communication and language skills through the use of Chatta and the SHINE project."

The Chatta team will be training staff and running workshops with parents and carers, who will also be encouraged to use Chatta's innovative software to make their own stories with children at home.

Chris Williams said: "Chatta works as part of a whole class teaching approach and is accessible and beneficial to children of all developmental stages. We anticipate it being used twice a week in 15-minute sessions, similar to story-time. The class works together to tell a story using pictures; the modelling and practise of spoken language is essential for all children no matter what their starting point."

Pocklington School's External Relations Director, Sheena McNamee, said: "We are keen to extend and deepen our links with the local community by sharing the resources and expertise we have to offer."

Chatta has been named as one of the world's 100 brightest education innovations for two consecutive years by global education non-profit organisation HundrED, which highlights best practice ideas and innovations to help the future of education globally.

Chatta has already achieved a successful impact in a trial at Children's Centres in the HU6 area of Hull. When Chatta was introduced 49.5% of five-year-olds across HU6 were working at or above age-related expectations. A year later, the figure had gone up to 69.9% of five-year-olds. This impact has led to it being rolled out in Children's Centres across Hull.



**OWN BRANDED TECHNICAL SPORTSWEAR  
YOUR SCHOOL, YOUR BRAND, OUR EXPERTISE**

- ✓ Full garment label customisation throughout
- ✓ Exclusive and unique branding representing your school ethos
- ✓ Bespoke label designs incorporating your school name, crest and colours
- ✓ Provides an exclusive own brand identity for your school
- ✓ No extra charge for label customisation
- ✓ Complimentary design service



For more information contact  
[info@gforcesportswear.co.uk](mailto:info@gforcesportswear.co.uk)  
 or call us on 0116 255 6326  
[www.gforcesportswear.co.uk](http://www.gforcesportswear.co.uk)



Pictured: Representatives from the participating schools at the Chatta training session at Pocklington School. The schools taking part are: Christopher Pickering Primary School; Stockwell Academy; Paisley Primary School; Priory Primary School; Wansbeck Primary School; McMillan Nursery School; Frederick Holmes School; Griffin Primary School; Mountbatten Primary School; Woodland Primary School; Clifton Primary School and Thanet Primary School.

"We must have clarity as to the benefits to the people and countries we visit as well as our own students"

# Faraway trips – can they really be justified?

Head of Portsmouth High School GDST, Hampshire, and Girls' Schools Association President for 2020 Jane Prescott, considers the pluses and minuses of long-haul school excursions...



Just as I left school, Operation Raleigh – now known as Raleigh International – was launched. It offered volunteering opportunities on a scale not known to me before and, whilst I was never part of Colonel Blashford-Snell's programme, it has remained an example of an innovative initiative. The young people involved were said to make a difference to the communities they touched all over the world and the challenge changed youngsters' lives on all sides.

Roll forward a few decades and there are a plethora of companies offering gap years to teenagers from arguably affluent homes. There are also a host of companies offering experiences to sixth formers in the way of expeditions and school trips. Many of these adventures include volunteering projects where the students provide manpower to, for example, paint or even build classrooms.

I must admit that I have been one of those teachers who gave up four weeks of their summer holiday to accompany children to build an earthquake-proof school in a region challenged by tectonic activity. As a geographer I found it educational and I truly believed I was helping an economically poor country create a better future. Was I being arrogant or just ignorant? If I am honest just how valuable was my school's impact? We were building for only two weeks and I am not sure there was another group replacing us as we moved out. In my nightmares there is a partly-built school in a

war-torn region of Central America with no purpose or use and with murals on the walls depicting a life the locals will never lead.

I have been asked to sponsor a tutee to, for example, conserve lions in the wild. In truth what this really entailed was an animal loving student enhancing their work experience, probably for an ambitious university application, with a month-long project hand-feeding cuddly lion cubs as free labour in a sanctuary. This was in effect a holiday and I felt uncomfortable "sponsoring" the adventure as a worthwhile conservation project. As a school senior leader, I also made myself unpopular by refusing permission to use school facilities for fundraising activities that offered donors little more than the knowledge that they were facilitating an already privileged teenager the opportunity of travel.

I'm not saying that all school trips to developing countries are worthless, but we do need to consider our impact on the recipients and ask ourselves just how valuable it is for them when a plane-load of teenagers jets in to help to build or paint a new building. This is the kind of occupation that can be undertaken by local people, relatively cheaply, and arguably the school group are taking away employment to, in the end, only part-finish a job. What the project may often be in need of is financial backing to buy in expertise. Therefore, it could be said that interested sixth formers could help a poorer community in

an economically-challenged country by fundraising. Through reputable sources this money could then be put to good use without any visit even being necessary.

It is without doubt that experience of poorer, less developed, countries widens horizons and matures teenagers to a depth not achieved in any other way. Going to countries where true poverty is sanitised helps no-one. It doesn't stretch minds or enable a truly meaningful contribution. Expeditions where there is no appreciation of the everyday lives of the locals is just another holiday which can be easily bought in any travel agent.

In my school we do support a local school in South Africa. It is a connection that is longstanding and, whilst the students do visit the country, there is a purpose to their travel and there is year-on-year consistency in the support we provide. The sixth formers teach the children whilst accompanying staff train local teachers who otherwise would receive limited, if any, professional development. In between visits we work with the school to help them develop vital teaching resources. There are many schools involved in similar ongoing projects which offer consistent benefits to those in both countries and whose longevity and depth of mutual trust and relationships provides a rationale for making the occasional 'in person' visit.

However, it is not all bad to travel on a school expedition that involves a conservation or development initiative. I do think it would be

a shame to do that, however, in place of volunteering closer to home or instead of raising funds for vulnerable groups in your own local community. One of my children spent six months in a school in Africa. I am not sure of the academic impact he made on the children he taught, but the change it created in him has been long-lasting. He learned that food is not always plentiful and that the value of education was highly regarded by the humblest of families. As the only "westerner" for miles, he soon learned how to make friends and gain companions even if challenged by language. His presence had a value to the community as he took responsibility for classes that, without his involvement, would not have had a teacher.

School leaders today must be conscious of the environmental impact of all school trips and visits and none more so than those involving air travel to faraway places. We must all try to be mindful of the value of trips and have clarity as to the benefits to the people and countries we visit as well as our own students. However, for children to discover another culture and way of life so removed from anything they have experienced to date cannot have a price placed upon it. I have seen the awe and wonder in young people as they discover something new. In the sustainably-conscious young, that may mean less distance travelled, more digital communication with economically developing countries, and a discovery of the joy of helping others much closer to home.

## Changing lives in Nairobi and the Rift Valley

The Strathallan School, Perthshire, Kenya Project celebrated ten years and £100 000 raised last term. The project, which has been running since the 2009/10 academic year, raises funds, awareness, and volunteering with sister projects in Nairobi and Kenya's Rift Valley. The pupil-led initiative has brought about pop-up tuck shops and the Kenya Café at school events, patriotic face-painting on rugby

international days, and the hugely successful Tasty Tuesdays, which alone has seen over 22 000 bacon rolls served and £15 000 raised in the last decade.

The funds raised have supported a huge range of projects, purchasing new mattresses, trainers and hockey sticks, rainwater harvesting equipment, chickens, goats, and vegetables,

but the school's support in Kenya goes much further, with sponsorship and volunteering changing the lives of children and families in some of the country's poorest communities. Working with Kenya Children's Homes, Strathallan pupils and staff have worked to rebuild two playparks and completely re-equip nursery facilities at the KCH Orphanage. The school's Connect Micro

Finance Business Loan Fund, raised and maintained through pupil-led fundraising, holds £5000 capital to support young people leaving the orphanage in setting up their own micro businesses. Access to these funds has supported unemployed youngsters to thrive and become employers or finance themselves through College and on to University.



Cambridge Assessment  
International Education

Are your science students...

**Education ready?  
University ready?  
Work ready?  
Ready for the world?**

Our science syllabuses offer the best science education for your students, with a widely respected approach combining depth, rigour and practical experience.

Practicals are central to our syllabuses and assessments. They're a vital means of developing a scientific understanding and love of a subject, and can give students an edge with university applications. They bring science alive and make it more likely that students will take a subject further.

Learn more about our syllabuses at:  
[cambridgeinternational.org/science](https://cambridgeinternational.org/science)

Cambridge  
Pathway 

Learn • Discover • Achieve



# Award winners

## Improving air quality

St Dunstan's College Junior School has won a Gold Award from Lewisham Council for its commitment to improving air quality.

The award, which is part of TfL's STARS programme, follows three years of dedicated work by the junior pupils and staff in becoming more sustainable.

Prior to the award, the Junior School has held a variety of events to become more sustainable and raise awareness of the issue. This has included car free days, car sharing days, walk to school week. There has also been environmental after school clubs, dedicated health lessons and topics focused on saving the world and sustainability.

The award was presented to the Junior School during their weekly assembly by two representatives from Lewisham Council.

Speaking about the award, Acting Head of Junior School, Miss Laura Whitwood said: "We take pride in looking after our environment and caring for the space around us and

sustainability in general is now embedded into our curriculum, co-curriculum and day to day life in school."

She added: "We will of course continue to hold our sustainable travel weeks and days, look at new, exciting ways in which we can encourage pupils to think about sustainability, as well as reviewing and updating our curriculum in light of current and up-to-date environmental factors. While achieving the gold accreditation is incredibly satisfying, there will always be more we can do and further improvements we can make."

STARS is TfL's accreditation scheme for London schools and nurseries. STARS inspires young Londoners to travel to school sustainably, actively, responsibly and safely by championing walking, scooting and cycling. The programme also aims to support pupils' wellbeing, helps to reduce congestion at the school gates and improve road safety and air quality.



## Safety excellence

Maltman's Green School, Buckinghamshire, has been recognised by The National Safety Certification Scheme for Schools, known as SafetyMARK, as having 'excellent' safety standards.

The SafetyMARK scheme aims to provide guidance for schools and to recognise and reward those schools that have gone the extra mile to create a safe environment for staff, pupils, visitors and contractors. After a rigorous independent audit the school was able to demonstrate that it has first class levels of safety management and compliance and, in doing so, achieved the SafetyMARK award for excellence.

Justin Smith of SafetyMARK stated, "Maltman's Green School has a really positive attitude with

regard to health and safety and it is clear to see that safety is taken extremely seriously and that it is very well managed. The staff have established a robust health and safety system and culture that is amongst the best in the country and we are delighted to recognise that fact with this prestigious award".

Mrs J Pardon, Headmistress at Maltman's Green School, commented, "It's wonderful to have this recognition for all of our efforts to make our school such a safe place to work and study. Having achieved the SafetyMARK award, we can demonstrate our on-going commitment to maintaining excellence in the management of health and safety within our school".

Pictured: Staff Hannah Linsell and Adrian Winchcombe (centre), Tom Howe (left), Rod Baker (right)

## Technology outreach

ACS International Schools has won the Digital Technology in Learning Initiative award at the International School Awards 2020, in recognition of its technology sharing project.

The project, pioneered by Graeme Lawrie, Partnerships Director across the four schools in Cobham, Egham, Hillingdon and Doha, features technology outreach boxes also known as 'tech boxes'. To date, an ACS team including staff and students has visited over 200 schools with a technology outreach box which includes state-of-the-art equipment such as virtual reality headsets, digital cameras, a green screen and even a five-foot-tall robot.

As part of each session, ACS students, aged 13, work with teachers ahead of the visit to plan lesson activities which form part of the class curriculum and find innovative ways to embed the technology box. Teacher training



sessions run by Mr Lawrie also form part of the project, allowing him to share his technology experience with other local partner schools.

Mr Lawrie commented: "Our tech boxes are like a portable technology library, allowing local students across the county to experience cutting-edge equipment from their classroom. As part of our visit, ACS

students will demonstrate and train staff and students on how the technology in the box works and then the 'tech box' is left with the school for two weeks to continue to use.

"One of my favourite sessions was with a local primary school, which was studying pirates. ACS students programmed the robot with relevant

material including pirate rhymes, songs and jigs ready to assist with the lesson.

"It isn't only the visiting primary school that benefits from this outreach, but ACS students learn valuable, future skills ready for the world ahead: social skills of planning alongside teachers, talking to and teaching younger students, digital fluency, technology use, self-confidence, empathy, and a range of soft skills."

The awards attracted 255 eligible nominations from international schools in 40 different countries which were presented to an independent judging panel of 11 highly experienced international educators.

The awards, which were hosted by ISC Research last month (January) in London, recognise outstanding initiatives being delivered in English-medium international schools around the world.

# Gerflor to the rescue at flood damaged Torquay Boys Grammar School

Torquay Boys Grammar school has a very proud history and can trace its roots back to 1904. Even in those days overcrowding was a problem and Torquay Secondary School, as it had become, was opened in April 1915 with 170 boys. Today, Torquay Boys Grammar School now has 1120 boys and girls in six houses with extensive building programmes taking place in the last 30 years to keep their facilities up to date.

The school now stands as one of the top 20 boys' schools in the country and is forever moving forward in the drive to providing an education, both academic and cultural, to rival that found anywhere in the country. At Torquay Boys Grammar School, they also believe that it's important that students can choose from, and experience a wide range of physical activities, which caters for all abilities.

When the school urgently needed to replace their existing wooden floor in their main hall due to flooding, they turned to international flooring specialist Gerflor to supply over 600m<sup>2</sup> of

their world-renowned Taraflex® Performance vinyl sports flooring.

The main hall at Torquay Boys Grammar School is used for a mixture of sports activities including health and fitness, racket sports, team sports and gymnastics, so a sports floor that could deliver performance, safety and durability would be paramount in the final choice of the replacement flooring.

Achieving a first-class installation that would be on budget, on time and as importantly, meet the stringent requirements that the school would insist on was a challenge well-met by Plymouth-based Roberts Flooring.

Dave Moran, Managing Director, Roberts Flooring commented, "the school had previously had an unfortunate flooding incident which caused their current timber sprung sports floor to swell and become defective." On the new specification Dave Moran stated, "We approached Gerflor to help propose a suitable solution and it was decided that their Taraflex Performance 9mm thick sports flooring system would

be the best answer due to its versatile range of applications as it was suitable for a sporting and educational environment. We settled on Mint Green as the optimum colour as it would really compliment the sports line markings that were added to the new floor."

Gerflor have more than 70 years of experience with their Taraflex® sports flooring. It offers a wide range of colours and is suitable for a variety of applications. Taraflex® sports floors have been made since 1947 and used by the largest international sports federations (volleyball, handball, badminton, table tennis) for decades. Through partnerships with these federations, Gerflor has been present at the Summer Olympic Games since 1976. It's an Olympic pedigree stretching back over an incredible 43 years.

Taraflex® is available in 17 colours and three wood-effect designs. The Taraflex® Performance product specified for Torquay Boys Grammar School offers a P2 category shock absorbency 35% to 45%. Taraflex® is recognised for providing durability, safety and comfort without impairing performance.

The range also offers greater than 45% force reduction, making it unrivalled in the marketplace in terms of offering comfort for users. Taraflex® meets the EN Standard of 22196 for anti-bacterial activity (E. coli - S. aureus - MRSA) (3) returning >99% levels of growth inhibition.

Peter Richardson, Site Manager, Torquay Boys Grammar School commented, "we are very pleased with the Gerflor flooring. It was a good choice and has really lived-up to its specification." Dave Moran added, "the project had to be done to a very firm timescale to ensure the



hall could be reopened to the school and other members of the public who rent the sports hall for several activities including badminton, five a side football and basketball."

Taraflex® Performance is also treated with ProtecSol®, which renders polish redundant and is triple action meaning no polish is ever required, it contributes to easy maintenance and is anti-friction burn and slide/grip. Taraflex® has a double density foam backing and as another bonus, it's environmentally friendly. Taraflex® Performance from Gerflor meets the EN 14904 Standard for indoor sports surfaces. It's also an ideal solution for renovation works as it's available with the Dry-Tex™ System perfect for new construction or refurbishment projects with damp subfloors.

Dave Moran concluded, "we have carried out projects using Gerflor sports flooring in several schools and leisure centres. Gerflor always provide high quality flooring products and have a very large and varied library of flooring solutions."

Peter Richardson ended by saying, "the Taraflex flooring is performing really well and both students and staff really like it. In my opinion, it's performing much better than the previous wooden floor that we had."



Learn more about Gerflor solutions, ask for a free sample or contact us to speak to a specialist today by calling 01926 622 600, emailing [contractuk@gerflor.com](mailto:contractuk@gerflor.com), or visiting [gerflor.co.uk](http://gerflor.co.uk) for the latest innovations.

# Insisting on manners & common courtesy

Claire Robinson, head of Holme Grange School, Berkshire, shares her views on the importance of manners and how to instill them in a school.



Manners and gratitude are values which are embedded as part of our whole school ethos and the Holme Grange Way which is a guide to how to live our lives, within a caring community, contributing positively to that community and beyond. Our young people build positive relationships and experience positive relationships in school, with peers and adults alike as all relationships are built on mutual respect. This helps them to develop into confident, caring individuals with a true sense of right and wrong and a desire to impact positively on the world in which they live.

Parents will choose a school that reflects their own values and ethos so when it comes to manners the home school partnership is vital.

It is about having the right role models and setting of a good example.

- Modelling good manners
- Showing gratitude
- Agreeing an etiquette – especially when using social media
- Treating others like you want to be treated – mutual respect
- Don't lower your own expectations as others around you lower theirs, rise above it and stick to the values you hold dear.

Education is a partnership between home and school. Shared values are important and these should always be reinforced. We make no apology for insisting on manners and common courtesy as this is the first thing that people form an opinion of us from. Emotional intelligence has been found to play a bigger part in one's success in life than academic intelligence. It also contributes to one's own mental and physical wellbeing so should be reinforced.

Praise good manners and surround yourself with those who share the same values. Promote these and others will follow and be led by your example. Consistent reinforcement and expectations are necessary and our young people may be the ones to teach the older generation that manners are more than 'please' and 'thank you' and include tolerance and respect for diversity.

Many schools are trying to evaluate the impact social media is having on school life. I believe social media has increased the amount we communicate but the effectiveness of this communication could be called into question. The danger is the more we communicate via technology, social media and the like, the less direct connection we have as individuals. Which impacts on our wellbeing and can erode the human interaction and

behaviours we build behind those interactions, following the old teaching adage 'use it or lose it.'

Manners would dictate that you would not talk to someone else or interrupt if someone was talking to you. However, there does not appear to be the same etiquette when it comes to answering phones or texting whilst doing other things with people. The need to respond immediately can also lead to the danger of not thinking about what one is replying or taking the time to think – and sometimes causing unintended offence in the process.

An increasing number of people would rather text, email or message, than speak in person to another. An increasing number of young people communicate with their peers more often than the older generation did at the same age, yet they speak less.

What we say, how we say it and when we say it can lead inadvertently to bad manners and inappropriate behaviours. The positive if we are considering the gratitude side of this and positive psychology as mentioned above, there are now an increasing number of opportunities to show gratitude and make a difference through social media and perhaps that is what we should promote more through effective modelling and more people doing it – sharing

the gratitude more often will result in a positive outcome for everyone's wellbeing.

Staff also need to model good behaviour with regards to technology. Not being seen on their mobiles around school, not dealing with emails whilst the pupils are present and not being distracted by technology, when teaching, if things go wrong. We have also asked our parent body to refrain from using their mobiles when in the playground at drop off and pick up – these are special moments when their child wants a parent's full attention.

The reputation we build for ourselves is determined by the small actions we make. It is important if we are to have a better, more understanding and tolerant society, that we continue to reinforce the things that will never become outdated. Manners, common courtesy, respect and gratitude all contribute to a more peaceful and harmonious environment for all and could go some way to reversing the trend we see in mental ill-health. All these things are within our control and something we all have a choice about, and each of us has the power to influence by the example we set.

After-all as William of Wykeham, (1324-1404) once said "*Manners maketh this man*"

## Volunteer carers

Sixth formers at Derby Grammar School are taking part in an innovative volunteering programme feeding and caring for patients at Derby's London Road Community Hospital.

They give up their time once a week to volunteer at the hospital, feeding and talking to patients, many of whom have dementia.

They put themselves forward after listening to a talk from Julie Bradley, Volunteer Co-ordinator at the

hospital, who visited Derby Grammar School to tell students about the opportunity to become Mealtime Assistant Volunteers.

The students all took part in an induction process and received training before going out on to the wards.

Julie said: "Derby & Burton Hospitals Charity are thrilled to have received funding to be able to recruit young volunteers aged 16 – 18 from local schools and

colleges to become Mealtime Assistant Volunteers. These students are trained as Mealtime Assistant Volunteers, feeding patients where it is required as well as providing the stimulation for the patients to be ready for their meals.

"They are helping to enhance the patients' wellbeing and their nutritional intake when they are in hospital leading to a speedier recovery and will also help the young people who may be interested

in a future career in healthcare. We are delighted with the enthusiasm and commitment the students have brought to the role".

Karen Stebbings, Head of Sixth Form at Derby Grammar School, said: "Work experience like this is a prerequisite for anyone wishing to apply for a degree which falls within healthcare, however, we are aware of how difficult it is for them to secure work experience placements within a hospital".

*making playtime fun  
since 1989*



**call for a free  
consultation**

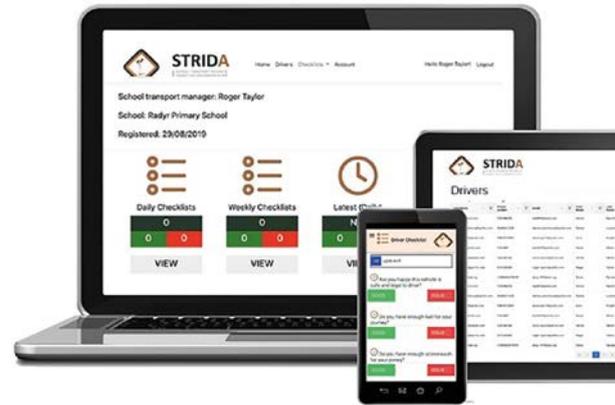


“It gives the children the opportunity to experience challenge and risk-taking in an area that requires minimal maintenance and allows play all year round, whatever the weather.”

“We are really pleased with the equipment and the children are making good use of it already. The customer service has been great and we feel that communication has been good!”



# Castle Minibus launches free app for schools to complete, record and manage daily and weekly minibus checks



STRIDA (School Transport Record and Inspection Dashboard with App) was developed by Castle Minibus to provide an easy way for drivers to record daily minibus checks on their phones and a dashboard for school transport managers/administrators to receive, record and manage those reports.

The new app was officially launched on the 3rd February 2020 after a soft launch to some of Castle's customers who'd volunteered to test this new app that replaces the previous School Transport Manager App developed by Castle in 2016.

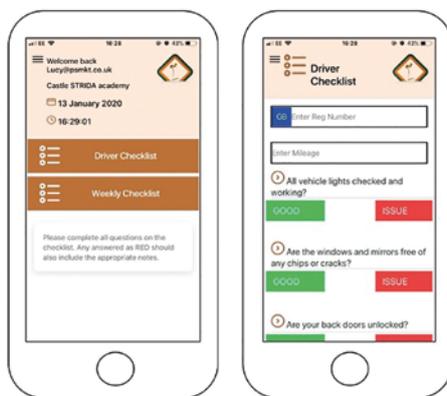
Chris Maynard, Castle Minibus' Managing Director comments; "This is Castle's second free app for school transport managers. We realised that STMs needed an effective way of managing driver checks and teachers/drivers needed an easy-to-use minibus checklist that covered pre-journey essentials. This is a live system and so requires an internet connection to use, but it means information is shared in real time without reporting delays. This app allows drivers to complete and submit their quick pre-journey or daily check and for STMs to complete a more thorough 40-point check. STRIDA will enable schools to improve their minibus safety systems and evidence that both daily and weekly checks are being completed and any issues quickly identified."

Having educated over 450 schools on the Minibus Compliance Course (MCC) in 2019 Castle identified several barriers schools face regarding regular minibus checks, an important area of safety and compliance.

1. The lack of a reliable and easy-to-use system to ensure drivers were completing and recording pre-journey checks
2. A system that effectively reported these checks back to the transport managers; paper log books may have been completed but they remained in the vehicles or were frequently lost
3. Teachers/drivers didn't feel they had time to complete pre-journey minibus checks and didn't want to be lifting the bonnet to check oil and screen wash levels.

Castle realised they needed to design an app for two users; drivers and transport managers (not forgetting someone might have both roles). So, STRIDA uses a dashboard to record and manage the checks and an app to complete

For more information and to sign up for STRIDA visit [www.castleminibus.co.uk/strida-minibus-checklist](http://www.castleminibus.co.uk/strida-minibus-checklist)



Pictured: Home screen on the app for school transport managers (left) and the driver checklist (right)

them. There are also two vehicle checklists, a daily 12-point checklist for drivers and a more thorough weekly 40-point checklist for transport managers that includes under-the-bonnet checks. With these two checks in place schools can be confident any problems would be quickly detected. Drivers now have a quick and easy way to check the vehicles and managers had a reliable reporting and record keeping tool.

## What is STRIDA?

- ✓ Free dashboard to manage checklists sent via the app
- ✓ Free app for iOS and Android available from Apple App store or Google Play
- ✓ A 12-point minibus checklist for drivers (recommended daily)
- ✓ A 40-point minibus checklist for transport managers (recommended weekly)
- ✓ Demonstration videos for both checklists
- ✓ Ability to upload photos and make comments on any issues
- ✓ Record keeping for checks, identifying and resolving issues

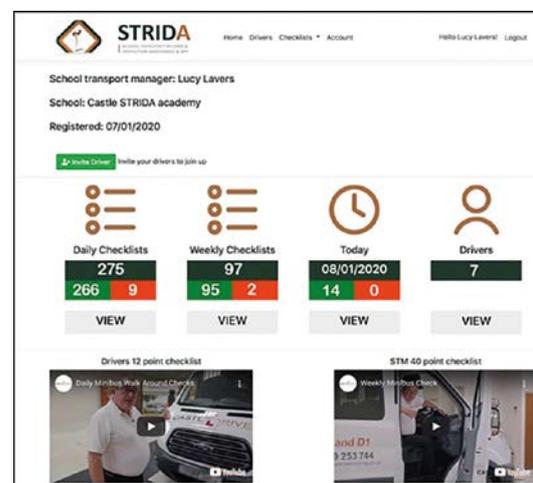
## How to get started:

1. Transport managers visit <http://safety.castleminibus.co.uk> and register a free account for their school/setting

2. They invite their drivers via the dashboard to register and then download the app for free
3. Drivers complete and submit 12-point minibus checks via the app
4. Transport managers can also download the app to complete the 12-point or 40-point minibus checks themselves
5. Transport managers can see the results of ALL checks on their dashboard

The app was initially launched to 20 volunteer schools and those who had used the previous School Transport Manager app to trial in January. Initial feedback is that the dashboard and app is very easy to use, and drivers are enjoying being able to complete the quick check knowing any issues are being immediately flagged up.

Chris Maynard adds "Castle are Champions of Minibus safety through our vehicle standards, the minibus compliance courses we run, the quality of our driver training and our knowledge and advice when it comes to safety and compliance. There is no other vehicle check app designed specifically for schools and we are very proud to be leading the way with technology that helps schools keep their pupils, teachers and vehicles safer".



Pictured: STRIDA dashboard showing completed checklists and the school's registered drivers



# Introducing STRIDA

A free app to help schools record and manage minibus checks from  
**CASTLE MINIBUS**



## FREE APP & SIMPLE TO USE

### TRANSPORT MANAGERS:

A 40-point weekly minibus checklist and a dashboard to manage all drivers and checks

### DRIVERS:

A 12-point daily minibus checklist with the option of adding images and comments

## GET STARTED IN 4 EASY STEPS

-  School transport managers visit [safety.castleminibus.co.uk](http://safety.castleminibus.co.uk) and register their school
-  They invite their drivers via the dashboard
-  Drivers receive an email and register a password
-  Drivers and transport managers download the app and **GET STARTED**

FOR MORE INFORMATION GO TO

 [www.castleminibus.co.uk](http://www.castleminibus.co.uk)  [compliance@castleminibus.co.uk](mailto:compliance@castleminibus.co.uk)  01869 253744





# Profile

In conversation with Hilary Phillips

**Born:** Year of the Snake and a very good year for port

**Married?** To a very patient Jeremy with three children—Theo, Esme and Otilie—but she'd want me to say Tilly!

**Schools and University:** Hereford Cathedral School followed by Exeter University

**First job:** In 1989 I started working in Lisbon, Portugal teaching English and French

**First management job:** 1991, still in Lisbon. If you could survive the driving there at that time, promotion was rapid!

**First job in education:** My first job as above.

**Appointed to current job:** 2019

**Favourite piece of music:** Aarrghh! Can I have different pieces for different times? Rachmaninoff, Lily and the Rose by Chilcott. Who wants to live forever by Queen.

**Favourite food:** Marmite, Middle Eastern

**Favourite drink:** Champagne or a G&T? Champagne just edges it.

**Favourite holiday destination:** Val Thorens for some skiing

**Favourite leisure pastime:** My children would say playing on my iPad! I do have a good level on Clash Royale but love riding horses too.

**Favourite TV or radio programme/series:** Silent Witness/Ski Sunday/Not the 9 o'clock News

**Suggested epitaph:** Job done!

**Q** Ashdown House School is one of the oldest prep schools in the country, having been founded in 1843 and occupying a mansion designed by Benjamin Latrobe whose works most notably included the United States Capitol, along with designing the porticoes of the White House. You and your staff must get a real buzz from working amid such a remarkable heritage; do you sense your pupils share any of that excitement?

**A** Absolutely! On reflection, there is such a wealth of enthusiasm, a hum of energy around Ashdown rippling through the buildings that it is hard to say where the inspiration comes from. Undoubtedly, working in such a beautiful setting can't help but inspire us all. We are very conscious of how fortunate we are to have such a lovely house and grounds in which to teach and learn and we set aside time to appreciate our surroundings and count our blessings. I think the contrast between the historic building and the ways in which we use our surroundings also fires us up. We love our traditions but are also very aware that if we don't change, we effectively stand still. We have an exciting strategy to develop our use of space and have stables, an arena for riding lessons, allotments, a willow maze, a low ropes course, a team building zone and other initiatives in the pipeline.

**Q** Ashdown House offers day, flexi- and full-boarding, with mainly full-boarding in years 7 and 8. Do you encourage full-boarding as preparation for secondary school away from home, or as a useful experience in its own right? Do any pupils try boarding and then return to day arrangements?

**A** Many of our pupils wish to continue to senior schools as full boarders. For them, it is essential to be prepared for that big step by taking the smaller one of boarding at Ashdown. We are proud of our provision for our full boarders but we are equally proud of the offer for day pupils and our flexi boarders. Families have changed and our offer has changed to keep pace. In our experience, pupils enjoy full boarding and appreciate the contrast between the busy working week and the chance to make the most of the space at the weekends.

*Flexi boarding is there to meet the demands of busy parents trying to juggle work and family lives; it's also a great way to see if boarding suits their family. Parents can be reassured that their child is looked after if they're called away on business or if they want to enjoy a night out. Many parents opt for their children to board a few nights each week, they see the benefits to the child not having to spend hours commuting or rushing from one club to another, when extra curricular are catered for.*

**Q** Your pupils gain secondary places at many of the country's leading independent day and boarding schools. How do you track their progress through these schools? Can useful lessons be learnt from studying such outcomes?

**A** Senior schools are brilliant; we get yearly updates on our former pupils' progress. When I visit schools, they make sure that my guide is a former pupil, or that I sit with them for lunch. We often get letters back from Housemasters or mistresses with updates and the pupils themselves are encouraged to keep in touch. This helps us in our aim of providing the best counselling for our families in their future school choice. We have up-to-date, chalkface information. Schools can change quickly and it's vital to match school and child, even if it flies in the face of a parent's initial thoughts. We also hear about success in individual subjects and this helps us to see where we have sown seeds of inspiration and where we might concentrate our efforts next.

**Q** Ashdown House is one of the seven schools owned by the Cothill Trust, and your Year 7 pupils spend the first half of the autumn term at the Trust's French property, the Château de Sauveterre. When prospective parents ask you what you feel are the key benefits of those weeks in France, what aspects would you particularly pick out?

**A** Confidence, confidence, confidence. We can see the growth in these children. They lose any inhibitions they may have in speaking a foreign language. They learn they can cope with being away from home, that homesickness can be managed with practice and that it is not something to fear but to meet head on with support and kindness around them. They learn not only

Hilary Phillips is the first ever female head at Ashdown House School, Sussex, in post since September 2019. She was previously head at Monmouth School Girls' Prep.



*academic subjects—in French—but also how to clear a table, change a bed, look after their own possessions (or what happens when you don't!) and that running around the grounds of a historic French chateau is really, really good fun.*

**Q** Your school, serving boys and girls aged between 7 and 13, is based on the edge of Ashdown Forest, immortalised as the home of Christopher Robin in books by A A Milne and in subsequent films. The grounds of Ashdown House and its surroundings are surely idyllic; how do you ensure that the realities of the outside world are appropriately conveyed to pupils without drowning out the innocence and magic of a traditional childhood?

**A** *That is without doubt an absolute must for us and it's a delicate balance. On the one hand, we want to protect our pupils and give them an idyllic lifestyle but this has to be counterbalanced by an understanding that life can be hard, disappointments abound and that there are so many who have a less fortunate existence. How do we go about this? We direct our gaze to the outside world; we are honest and foster empathy skills and cultural awareness. We count our blessings and we give back, not just in monetary ways but by seeing that charity can be the result of kindness, effort and caring.*

**Q** You graduated in French from Exeter University, and maintained that interest in languages through several teaching posts. Despite a global perspective becoming ever more important in adult life, take-up of languages is falling at sixth-form and degree level. What do you feel can be done by schools to reverse the trend?

**A** *Well it would have helped if the government hadn't decided to make languages optional at GCSE. Languages are hard to learn and it's said it's more difficult to get an A\* than in subjects where the answer is clearly right or wrong. We need to look at the way we are teaching and examining languages. We use language to communicate. Does it need to be perfect communication? Of course not—get the message across! So why do we insist on an extra e at the end of a French adjective or*

*the correct declension of a German verb if the meaning is perfectly clear? We need to take language learning into the real world. I bumble through holidays in Spain, Italy, even Turkey mauling the language beyond belief but I manage to get a chilled bottle of wine on the table and an edible meal. I also make connections and build mini relationships while I am at it. That's what language learning should be like. Get everyone started along the road then those with a skill can take their ability to the next level.*

**Q** Do you still teach Languages? Is it important that heads keep teaching?

**A** *A Head is a teacher first and foremost who finds themselves in the position of accountant, HR specialist, marketing consultant, therapist, counsellor and that's just the tip of the iceberg. I do think that it is a slippery slope when a Head no longer teaches. I have daily contact with the children, but I don't currently teach a full lesson. That's because, I've been in the role just over a term and there's a lot we wish to do at Ashdown; my job at the moment is to concentrate on enabling these changes to be made whilst not losing the special heart of the school. I would be taken away from the classroom too much at the moment and it would not be fair to the pupils. I therefore do what I can: cover lessons, evenings in the boarding house, sitting with the pupils at lunch, taking feedback sessions from school council meetings. It's something, but not enough and my aim is to be back in front of a class in the next academic year!*

**Q** Are you integrating much technology into the classroom? Is it all useful educationally, or is it too often an attempt to 'keep up' by appearing to be 'on-the-ball'?

**A** *Now there's an interesting question! We have chromebooks for use in classrooms and ipads and use them to support our teaching across the curriculum. There is definitely much use that can be made from technology and it's important to make sure that staff have the training they need to effectively use all the resources they have. I think many schools do fall into the trap of investing in tech but then not making the best use of it.*

*I firmly believe that tech should be a support and a teaching aid, but that it is no substitute for a great teacher. I also worry that pupils sit in front of big screens in class, use small screens as support then go home and play on a wide range of devices whilst their parents tap on their phones. I wonder if that is a familiar scenario to any readers? I know I have to wrestle the phone out of my own daughter's hands— I'm probably just as bad!*

**Q** How do you keep track of what really goes on in the classroom without setting parental alarm bells ringing – in other words how do you find out where standards are lower than you would like before it becomes a results-issue? Are you a fan of pupil-assessment of teachers?

**A** *Talk to the pupils. You will get an honest opinion much of the time. Observe lessons regularly and chat about what you see with the teachers. Make lesson observation less of an ordeal and more of an opportunity to talk about what is needed to enable excellent teaching. Look at displays, flick through exercise books, keep track of standardised testing scores, encourage a culture where you can walk in on any lesson. Pupil assessment of teachers is a useful tool but it has to be weighed against many other factors. How would parents feel about son/daughter assessment of parents? You'd hear some accurately observed feedback no doubt, with a healthy dose of just what stands out to a child. It would be interesting.*

**Q** You worked in a circus in France, competed in skateboarding for England, participated in TV quiz shows, and played hockey on the Ark Royal. Is variety the spice of life?

**A** *Change is the spice of life. Opportunity is the spice of life. If we don't change, we effectively stand still. We need to be able to adapt and take what is coming. We need to be able to look ahead and seize the day without being afraid or rather, without letting that fear cripple us and hold us back. It is our responsibility to open our pupils' eyes to the world around them and to make sure they realise that intelligence and talent is not fixed.*

# Pushing educational boundaries

Gareth Johnson, the Ashville College, Yorkshire, Director of International Education and Enterprise, has just returned from a trip to Hong Kong and India, where he has given an insight to the global educational market of his ambitious Educational Leadership and Management Programme, which is set for international expansion.

Around 500 International School principals, owners and educators travelled from more than 22 countries to attend the Hong Kong event and engage with a variety of keynote international speakers.

Mr Johnson then travelled straight to Delhi, India, where he presented on the same subject to an even bigger Indian audience at the International EduCarnival Conference, run by the prominent Indian Institute of Technology, before embarking on a week-long tour of top Indian schools and meeting with School principals. His journey concluded with a final presentation at a conference in Dehradun, India.

The three international conferences served as an ideal platform to

launch the international variant of the current UK Educational Leadership and Management Programme, which Mr Johnson leads, and which attracts a large number of academic Heads of Department and potential academic Senior Leaders from more than 25 independent schools in the North of England each year.

Mr Johnson, who has played a prominent role in the Ashville College Senior Leadership Team since 2010, launched the Programme in 2014.

Over the past two years, the Programme has expanded significantly from the North East region, to now include schools from the North West. Its reputation is firmly established as a “Northern

Powerhouse” of educational leadership and management development for colleagues wishing to progress with their careers.

Mr Johnson said: “Being asked to speak at these international conferences is a huge honour for both me and for Ashville College. This has really put both the Ashville brand and our Programme on the international stage.

“To be able to represent Ashville College and the whole of North England in terms of exporting what we do best represents the first step towards achieving my goal, which is to see our Educational Leadership and Management Programme being implemented successfully across the globe.



“Developing a new International Programme which satisfies a definite need, pushes new boundaries for colleagues and ultimately helps develop our International Educational Leaders to impact in their current and future roles is exciting, to say the least.”

Mr Johnson added: “I must offer my sincere thanks to the UK Department of International Trade, which has been instrumental in helping me start out on this incredible journey.”

## Exploring foreign exchanges

Offering an alternative to the traditional ‘tourists view’ approach to the school trip abroad, cultural and language exchanges have provided hundreds of students from the Stamford Endowed Schools the opportunity to expand their knowledge, forge relationships and build upon their self-confidence, whilst practicing their language skills in a natural environment. Mrs Caroline Wray, Head of Russian at Stamford School, considers the benefits and considerations required for taking foreign exchanges...



Many schools have recently dropped the cultural and language exchange, stating the safeguarding regulation and risk assessment as a ‘disproportionate administrative burden’ in comparison to the benefits of the trip. However, the Stamford Endowed Schools remain within the 52% of independent schools cited by the British Council (2018) as committed to offering our students international experience opportunities. The Schools’ Russian Exchange is currently celebrating its 25th year, collaboratively partnering with Gimnazia No 4, a school in the Khimki region of Russia specialising in English and Economics. Whereas last year it was the Schools’ German Exchange, with Ernst-Kalkuhl-Gymnasium in Bonn, to hit its impressive 60-year milestone.

Exchanges help young people to develop a ‘global mindset’; absorbing traditions, information and norms from differing cultures to conceptualise change and impact across global environments.

The new Russian GCSE and A Level specifications also work to build upon such world oriented mindsets. They additionally require students to develop cultural knowledge beyond pure linguistic ability; exploring the perspectives of young people on important societal issues, considering some Western representations of Russia have often historically been biased through stereotyping. We find that this exchange programme offers a unique opportunity for students to reinforce and enhance such classroom learnt material, through talking to different generations within their host families to gain invaluable authentic insights. These experiences, beyond book learning, noticeably lead to increased motivation in the classroom upon the students’ return.

Through staying with a host family, as opposed to in a hotel, students are presented with wider opportunities to consistently speak the language, taste authentic foods and embrace different ways of life. During the initial summer half of our exchange, our Russian partners are invited to visit us for a week’s stay in the historic market town of Stamford, with us travelling to them

in December of the same year.

Lifelong friendships are often formed, with many of our students returning to visit their host families privately for years to follow. Even those who cannot revisit often stay in touch, offering each other mutual support throughout their separate educational careers. Two students who met on the exchange have even been married, exemplifying the true strength of connection that such trips are able to establish!

Pivotaly, we find exchange trips build confidence and resilience in our students. The trip, offered to year groups eight through twelve, enables students to step out of their comfort zone, reassured in the knowledge that their safeguarding has been put at the forefront. The financial and environmental costs of the exchange are highly considered, being reviewed and adapted year on year to achieve the most suitable outcomes. With the Schools working behind the scenes to ensure a smooth trip; supporting the organisation of all necessary visas and travel requirements, the exchange offers a hassle-free opportunity for many students to travel abroad, if they so wish.

# All new Cloud Finance, HR & Payroll solution from WCBS provides powerful financial control for the independent school market

WCBS has supplied passFINANCE, the marketing-leading on-premise finance management system, for over three decades. Now, Cloud Finance furthers their software offering, providing even more functionality alongside all the benefits of a cloud-hosted solution.

Having developed and supplied specialist management information systems for 35 years, to fee paying schools in more than 40 countries, WCBS has introduced a new cloud-hosted solution which comprises their bespoke Billing software with Finance, HR & Payroll systems.

## Nominal Ledger Module

The highly sophisticated software is not only feature rich – allowing users to automate and streamline processes – its deep functionality is easy to use and configurable to meet independent school needs. Multi-dimensional reporting is monitored with interactive data dashboards, so KPIs can be reviewed and quickly drilled down into granular detail. The configurable structure and reporting options give staff the data and insight they need.

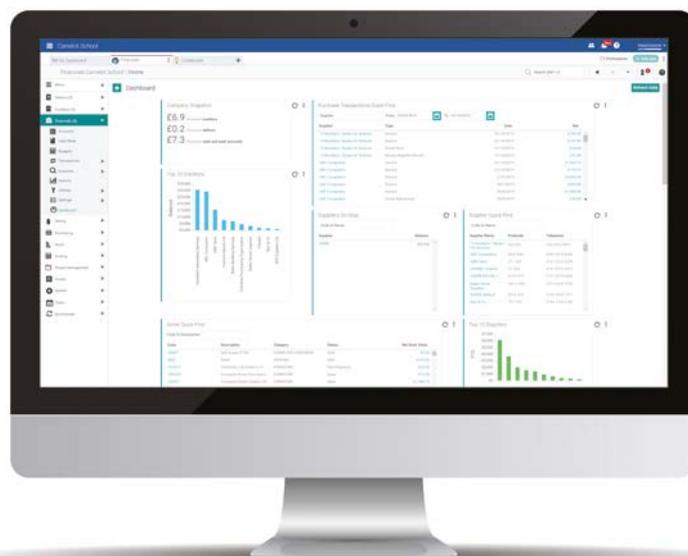
Innovative apps within the software increase productivity by enabling staff across the school to submit the data, complete tasks, action approvals and view relevant reports at the click of a button, on any device.

## Fixed Assets Module

Fixed Assets allows for a large number of assets, including those that have non-standard depreciation to be monitored, refining the process of auditing registers. Import asset information, as well as data for purchasing, maintenance, and nominal account details, and efficiently manage the whole process of reviewing assets by tracking changes to them and providing a full audit history.

## The Requisition Functionality

The solution is powerful enough to keep you in control of



suppliers, implement purchasing policies, and manage approval processes, whilst receiving full audit trails. Keep control of costs with automated budget checks, and commitment tracking – you can quickly capture invoice data and PO matching, whether part-pay or in multiple currencies.

## Fully integrated HR

In the HR module, multiple positions can be recorded against an employee – Cloud Finance provides a Single Central Register for administering multiple employment contracts, with different pay rates, independently of each contract while processing their payments together.

Advertise vacancies, review applications, shortlist candidates, book interviews and make offers directly from the recruitment module.

## Payroll

The HMRC and Teachers Pension recognised payroll software

helps streamline processes whilst ensuring accuracy, handling everything including, timesheet data, split costs, auto-enrolment and many other calculations like shared parental leave.

The system will keep you up-to-date and compliant with legislation changes, tax codes, PAYE NIC, National Minimum Wage thresholds and more, delivering accurate payroll every time.

WCBS Sales & Marketing Director, Stephen Bilboe, says “We have introduced Cloud Finance as a complementary offering to our leading passFINANCE solution, and in response to the breadth of requirements of today’s independent schools. Cloud Finance aims to mitigate all the typical risks and challenges they now face, and to provide the very specific support that’s essential to successful implementation”.



If you would like to book a demonstration to see how Cloud Finance can support your school, contact WCBS on 01458 833344 or email [sales@wcbs.co.uk](mailto:sales@wcbs.co.uk)

# Freeing up Endowments

Henry Briggs, partner at the Birmingham office of chartered accountants Haines Watts and a former school governor with expertise in advising and supporting both independent and state schools, looks at the possibilities afforded by the adoption of a Total Return policy for Endowment Funds.



The Charity Commission ('CC') themselves do not know how many charities (or schools) benefit from having Permanent Endowments. It is fair to say that the older the foundation, the more likely it is to have endowed funds which may stretch back to the original setting up of the school.

Endowments are funds that have been given or raised on the basis that they exist in perpetuity, in order to provide an income to apply to the benefit of the charity. So the more recent movement to establish new Bursary Funds at schools may well carry these limitations in the future and new Endowments will be created at newer, forward thinking schools.

Endowment funds differ from Restricted funds. The latter can be applied, income or capital, to the activity they are provided for and so can be run down, as long as they are fulfilling their purpose. Endowment Funds cannot, and historically are limited to using only the income generated from their investment for the charitable purpose. Thus, they are intended to continue providing income towards benefits indefinitely.

This can create both inflexibility for trustees and distortions to investment policy. Investments making good income, but poor capital returns, are of more use to charities who might struggle to meet their commitments; whereas investments with a low income yield and high capital returns would swell the value of an endowment fund whilst less was being applied to the operations of the charity.

In 2013, the CC introduced a measure to allow trustees to adopt a Total Return ('TR') policy for Endowment Funds, so that capital gains, as well as income from investments, could be used in the charity's operations. The CC have undertaken a five year review of the measure, and have left it intact with the conclusion that it has helped to decrease regulation and reduced burdens on trustees. They have not been able to measure take up, as they no longer need to give consent for the adoption of the policy.

The advantages, apart from those quoted by the CC are simply that the TR from investments (income and gains) can be applied to the operations of the school. In current

conditions, where stock market income yields might be 4%, a realistic total return target is 8%, thus doubling available funds from endowments.

The disadvantages are that gains need to be realised over a period of time to fund the cash flow, if all the return is being drawn down. Whilst the capital remains intact in monetary terms, it may not in real terms, unless a policy is adopted to make it so. There is an element of complexity involved in monitoring its workings.

However, the procedure for the adoption of a TR policy is relatively simple. The trustees need to identify the fund (known as a trust for investment) and pass a resolution to adopt the policy. They will also need to decide on a date from which it started. This can be any time from the creation of the Endowment Fund. It gives a base value which helps give flexibility for the future. If, say, investments were held either side of the banking crash, the base value will be rather different before and afterwards. The lower the base value, the more unapplied TR ('UTR') there is in case of future dips in values. The

UTR needs to be monitored, as it should be kept positive. A TR policy can be reversed, but if the UTR becomes negative, the losses will need to be regained.

Trustees will also need to set a target TR. This can be used for draw down and is applied against the trust for investment. If actual TR dips below this then the UTR will reduce. In reality, TR's on stock market investments in the last twenty years have averaged at about 10%; advisers are currently giving a realistic target as 8%, which should give some margin for the unexpected.

A TR policy is adopted for the long term, so some short term fluctuations should not put it off course.

The CC have commented that charities with smaller Endowment Funds are less likely to adopt the policy. But the advantages- greater flexibility to invest and the use of more cash flow from investments, as well as choice of the class of assets to which it applies, give a compelling argument to schools fortunate enough to have Endowment Funds, to look at adopting a TR policy.

## Rugby and hockey club sponsorships

Ashville College, Yorkshire, has given two local sports clubs a welcome boost by becoming their latest sponsors.

The school's name is now formally associated with both Harrogate Hockey Club and Harrogate Rugby Club, and will see Ashville supporting both in several initiatives, including player development.



Over the last century, numerous pupils have played rugby for both Ashville and Harrogate, and in the late 1960's school teacher Jeff Young was captain of the Harrogate team whilst also being a Welsh International. And when it comes to hockey, many pupils have also played for both the College and the town.

Ashville College Headmaster Richard Marshall said: "Sport continues to play a significant role in the life of our school.

"Over the last few years, we have placed substantial investment in our sports facilities, including a new all-weather hockey pitch, improved drainage of the rugby pitches and a £3.8m upgrade to Ashville Sports Centre - which provides a wide selection of sports facilities and fitness classes, that are also open to the public.

"We have been around nearly as long as Harrogate Ruby Club and a little longer than Harrogate Hockey Club. I would call all three of us 'Harrogate institutions' and it's great that we are now formally linked to both.

**Pictured:** Team Work! Pictured from left are Ashville Headmaster Richard Marshall, Harrogate RUFC 1st XV Coach David Doherty and Ashville's Head of rugby Gary Mercer



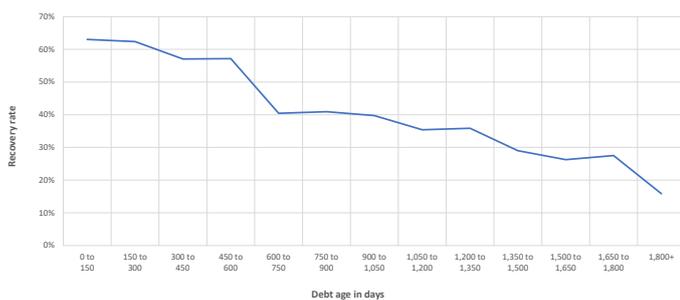
# The sooner the better?

Michael Rogers of Redwood Collections explores how addressing unpaid school fees at an earlier stage can increase the likelihood of a successful outcome.

## The facts

In order to understand the benefits of acting on unpaid accounts at an earlier stage, we first need to examine the facts and figures. We can provide a unique insight into the correlation between the age of debt and the likelihood of collection by analysing more than ten years of data.

Our records show that 46% of accounts listed which have been outstanding for more than 150 days result in collection. This success rate increases to 65% when listed at less than 150 days. Although not every account will be eligible to be outsourced before this time, there are processes which can be implemented to make sure that the days outstanding at the time of referral is reduced.



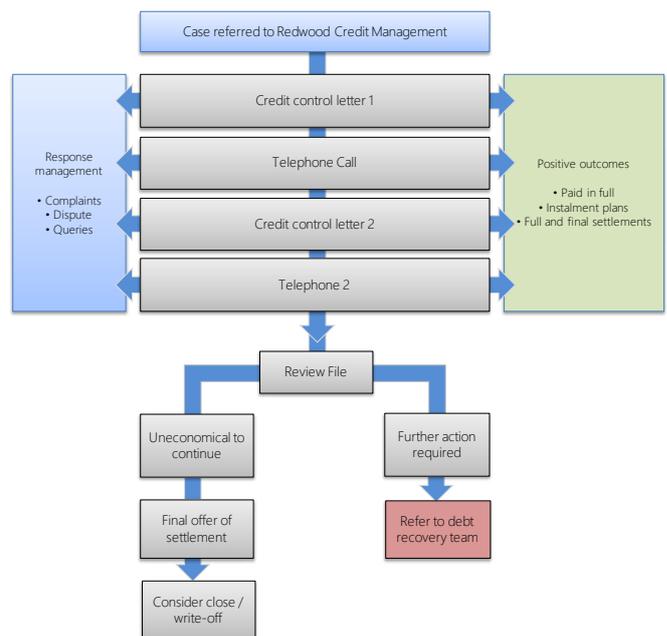
We understand that some accounts will not be suitable for straight-forward debt collection, especially at an earlier stage in the credit control cycle. Our aim is to provide a solution to this issue by offering a service specifically designed to manage these types of accounts.

## The solution

There will be occasions where current customers of the school have outstanding fees relating to their account, and whilst you are keen to maintain a relationship, you also need to ensure payments are kept up to date. Redwood Credit Management was established to accommodate for sensitive matters, recover early-stage credit accounts which are not yet severely overdue, and assist schools who prefer their customers not to be contacted by a debt recovery agency.

Our highly trained staff use their vast experience to engage positively with your customers, establish the reason for non-payment and look to agree terms for repayment of accounts. As a fully FCA regulated company we can monitor instalment plans as agreed by the school and the customer to ensure deadlines are met and allow the finance team to focus on their daily tasks.

## Typical progression of a case



## When is the best time to take action

Over the past few years we have worked with more than 700 private schools, not only to collect their overdue fees, but also to design their in-house credit control cycles. By putting in place a structured process from the first collection letter to the point of referral we can maximise the collection rate and ensure that unpaid accounts are addressed at the correct time. On average we have found that accounts aged between 60-120 days have a 72% chance of being collected, the highest of any other time period. Despite this statistic the average days outstanding at the time of referral is 494 days.

When you consider that the collection rate significantly increases for accounts which have not yet reached 150 days, you can understand why there would be reason to suggest that referring a debt sooner could yield a better result. Every case which is referred to Redwood Collections will have its own unique history, and this must be reflected in the way the account is handled. Whether it's a marital dispute, fees in lieu of notice or a genuine case of hardship, Redwood Collections will be able to suggest the appropriate course of action to reach the desired outcome – the best time to act will depend on each individual case.

For more information, schools are invited to contact our Business Development Manager Michael Rogers on **020 8288 3527** or [www.redwoodcollections.com/education](http://www.redwoodcollections.com/education)

# Music, Drama & Dance



## Staff performing at Festival

This year, it will not only be talented students taking centre stage at The Bedfordshire Festival of Music, Speech & Drama (7 - 14 March), but also Bedford Girls' School (BGS) staff, who will be playing a Grade 1 piece on an instrument they haven't played before in the Bedfordshire Festival Class 150 on Wednesday 12 March.

By stepping far outside of their comfort zones, the staff performers are demonstrating to our students the importance of life-long learning and highlighting a willingness to take on new challenges. Instruments will include bassoon, flute, piano, violin, clarinet, cello, French horn, tenor saxophone and oboe.

The team are also raising funds for Tibbs Dementia Foundation (TDF), a Bedford based charity who offer a wide range of activities, both for people with all stages of dementia and for those who support them. One of these groups is called Music for Memory, where people with dementia and their carers can sing, dance and laugh, with the added benefit of music aiding memory and communication.

Feel free to come and support the performers at 6pm on Wednesday 12 March in the Harpur Suite, Corn Exchange. Any support you can give the charity, would be greatly appreciated, sponsor here: <https://www.justgiving.com/fundraising/bgsclass150>

Pictured: BGS staff, some of whom are performing: Lorraine Banning, Visiting Music Teacher – Cello, Emma Mackenzie, Marketing and Development Officer – Piano, Ben Atkins, Music Teacher – flute, Kit Davies, Computer Science Teacher – Clarinet and Julia McKinnell, Music Teacher – Tenor Sax

## 'As You Like It'



A cast of 22 pupils in Years 7, 8 and 9 from Bolton School Girls' Division produced an interpretation of Shakespeare's comedy 'As You Like It'. Director of Theatre Studies Miss Talbot said: "The girls are to be congratulated on their dynamic production; they have tackled this tricky text with aplomb, unveiling

the farcical situation, which lies at the heart of this pastoral comedy, with high levels of skill and enthusiasm. Thanks go to all involved but particularly the cast who are to be commended for maintaining a positive and purposeful approach during both rehearsals and the run."



## Showcase of Dance

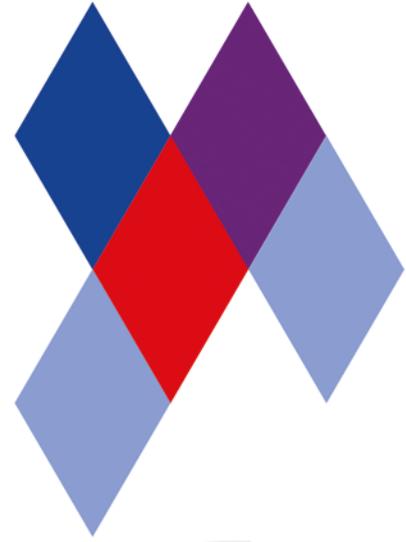
Over 80 students from across all year groups at Stamford High School and Stamford School have performed a showcase of dance, themed around 'Alice's Wonderland Adventures'.

Students have been rehearsing for the production since the start of the Autumn term, fitting in rehearsals around their studies and other co-curricular activities. Using a narrative provided to them, alongside some staff guidance, the students choreographed each section of the show; allowing them to develop their teamwork, musicality and the artistry they are able to display through dance.

Mrs Nicola Watson, Teacher of Drama and Producer of the Dance Showcase, said: "The students have worked tremendously hard, and have shown clear commitment when choreographing and polishing their dances. We have some very talented choreographers and outstanding performers. There has been a real team spirit, with students working in mixed age group teams. It's been so great to see the inclusive nature of the show, with our students who are newer to dance performing alongside more experienced performers."

---

# Professional flooring for performing arts & dance education



# Dance

## The world performs on Harlequin floors

Harlequin Floors is the world leader in advanced technology floors for the performing arts. Established as the education industry choice for architects, building contractors and the world's most prestigious dance and performing arts companies and schools.

Harlequin Floors' experience and reputation are founded on the manufacture, supply and installation of a range of high quality portable and permanent sprung and vinyl floors, ballet barres and mirrors for dance studios and performance spaces.

**+44 (0) 1892 514 888 [education@harlequinfloors.com](mailto:education@harlequinfloors.com)**



**HARLEQUIN**  
[www.harlequinfloors.com](http://www.harlequinfloors.com)



## Chapel Choir live to the nation

The Chapel Choir at St Peter's School, York, sang live to the nation last month (January) as BBC Radio 4 broadcast its Sunday Worship programme from the School.

The theme of the service was 'Stand Together' to commemorate Holocaust Memorial Day, providing an opportunity for people in the UK to stand together with those of differing faiths, ages and ethnicities within their communities.

The St Peter's School Chapel Choir sang two anthems, featuring William Miles-Kingston who recently won BBC Radio 2's Young Chorister of the Year competition.

The congregational hymns will include 'The God of Abraham praise' and 'Lord of all power'.

The service was led by the school chaplain, The Rev'd Daniel Jones, and the choir will be directed by Paul Miles-Kingston, Director of

Music at St Peter's School.

The Rev'd Daniel Jones said: "It was a privilege to host this special service for Holocaust Memorial Day. Here at St Peter's School we encourage self-respect and care for others through the timeless Christian values of compassion, friendship and humility. These values help to create a welcoming, caring and inclusive school community in which everyone can feel valued and grow in confidence. It is important to reflect on the significance of these values and the devastating consequences for society if we lose sight of them."

Paul Miles-Kingston said: "The Chapel Choir were delighted to be singing live on BBC Radio 4 on Sunday. I am incredibly proud of each member of the choir for their whole-hearted commitment and dedication".

## All That Jazz!

Trial and tribulation augmented by a phenomenal soundtrack thrilled the audience at Leighton Park School, Berkshire, Senior School production of Chicago!

Broadway's longest running musical by Fred Ebb, gave students a chance to explore music, murder and media hype, following the lives of night club vixen, Velma Kelly, aspiring starlet, Roxie Hart, and their self-serving but successful lawyer, Billy Flynn. The School's Main Hall was transformed into an Art Deco 1920's night club full of sequins and glitz, as the audience followed Roxie's quest for fame.

Peter Scoggins, Director and Designer of the production added,

"This is an ambitious choice of show for any school to put on and fortunately we knew we had the talent and the commitment in our students to make memorable performances. The cast have done such a good job combining challenging routines with incredible vocal performances."

Rosemary Scales, Musical Director said, "I have been so impressed with the way our cast have taken on this impressive musical score. They are sparkling, ironic, insightful, comedic and dazzling in equal measure. The students playing in the band are also gaining extremely important and challenging performance experience – playing in a pit band is like no other musical opportunity available."



## Barbers release debut album

King's Ely's award-winning boys' a cappella group – the King's Barbers – have recorded and released their first commercial CD.

The Barbers, who were crowned National Youth a Cappella Champions last year, headed to the world-famous Decoy Studios to record their album, which features all of the group's favourites, including 'Isn't she lovely?', 'Viva la Vida' and 'Pompeii/Some Nights'.

The CD is priced at £10 and all profits will go to the Barbers' linked charity, the Bethesda Life Centre boys' orphanage in Goa, which they visited during their tour to India earlier this year.

The Bethesda Life Centre charity was founded 13 years ago and continues to transform the lives of hundreds of women and children each year by providing residential care homes to children who need protection, help for AIDS victims in the form of medicines, clothing and food, and equipping children who have learning difficulties in the charity's special school.

The charity also works to facilitate self-reliance among women in

distress by teaching them new skills, facilitate self-reliance among HIV-affected men and women by giving interest-free micro-loans, and prevent child trafficking through education and life-transformation.

Members of the Barbers are all former cathedral or college choir choristers and they sing everything from timeless classics to contemporary a cappella songs. The group was founded by Peter North, who is Head of Vocal Studies at King's Ely Senior, almost thirty years ago, not only to keep boys singing through the voice-change, but also to introduce them to different performance styles. Former members have sung in some of the most important and successful groups in the a cappella scene, including All the King's Men and Out of the Blue.

The CDs are available to purchase by emailing Peter North at [peternorth@kingsely.org](mailto:peternorth@kingsely.org).

The Barbers' new teaser track, 'Every time I feel the spirit', is also available to listen to on all major platforms. To listen to it on Apple Music Preview, go to: <https://apple.co/34s8CVn>



Beth Butler, Choreographer, praised the cast commenting, "What has struck me is the positive manner in which students have approached the choreography. Fosse dancers

have to grab the audience with small gestures and make it look like they are not working at all. I truly believe these dancers have achieved this."



## Dance Showcase 2020

More than 200 pupils have taken to the stage in Dauntsey's Lower School, Wiltshire, Dance Showcase; a celebration of dance featuring 17 different performances.

Pupils prepared for the show during lessons and extra-curricular clubs. The show

presented a variety of dance styles, showcasing the talents, versatility and enthusiasm of the pupils. The audience was treated to contemporary, street dance and jazz to name but a few.

This year's theme was Dance Through the Decades, with each form showcasing a dance style

from a different decade. Parents, teachers and pupils alike were transported back in time as the dancers celebrated dance from the 1920s through to the present day.

Emily Wilkins, Dauntsey's Teacher of Dance, said: "Much of the choreography was devised by the pupils themselves and the audience

was so impressed by the skill and energy of all the dancers".

Dauntsey's dance clubs include street, musical theatre, jazz, ballet, cheerleading, contemporary and tap. Dance is on the timetable, so is taught as part of the Drama Curriculum to all First and Second Form pupils.

# Countrywide Pianos

West of London



**Over 100 Pianos. Largest choice of quality New & Used upright & grand Pianos for London and the Home Counties. All pianos delivered and set up anywhere in the UK.**

**Easy Free Parking – Only 25 miles from London.**

**Showroom open 6 days a week. Well worth a visit.**



Showroom: **194 Penn Road, High Wycombe, Bucks, HP15 7NU**  
**[www.countrywidepianos.co.uk](http://www.countrywidepianos.co.uk) | Tel: 01494 813388**



## Film-makers on location

Pocklington School, Yorkshire, was used as a film location by production company Five Fifty Five Productions Ltd following an enquiry from former student George Jibson, now the Production Manager for a new docu-drama the company is working on, named *Hellfighters*.

The team of actors, crew and production staff used the School's dining hall for a day as the base for wardrobe, make up, production planning and stunt rehearsals, in preparation for filming scenes both in and outside the Music School. A number of Pocklington School pupils and local residents took part in the day too, as film extras and observers.

*Hellfighters*, tells the true story of the African American WWI soldier unit who went to the Front Line, amongst their many heroic acts, and also introduced jazz music to France. George and his colleagues have already filmed interviews with General Colin Powell and Grammy nominated artist John Batiste for the film, and the scenes shot at

Pocklington School will form part of the series of reconstructions of the experiences of the 'Hellfighters'.

George said: "The narrative reconstructions are a key part of the overall film and when we were considering locations to use, I immediately thought of the Music School at Pocklington School for one of the scenes. It also seemed especially relevant considering the School's history and association with William Wilberforce, and when I approached the School they were very keen to help".

Janet Knott, Deputy Bursar, Pocklington School said: "It was a pleasure to welcome George back to School and to be part of this film production. The cast and crew were all a pleasure to work with and our Premises Team did a fantastic job of accommodating their requirements for the shoot. We now look forward to seeing the finished film and wish George and the team the best of luck for the next stages of production."

For information about the film project visit [www.hellfightersfilm.com](http://www.hellfightersfilm.com)

Pictured (l to r): Former Pocklington School George Jibson with current students Thomas McDowell and Henry Hudson, who both played extras in the film

## Opera North Part

Giggleswick Junior School, Yorkshire, pupil Max Scholey is appearing in Opera North production 'Street Scene', performing at Leeds Grand Theatre and on its forthcoming tour.

Ten-year-old Max is playing a boy called Zoll in the show, which is going to the Theatre Royal Newcastle, The Lowry, Salford Quays and Theatre Royal, Nottingham after its Leeds run.

Max is also an extra on both small and big screen. He is in the new version of TV's 'All Creatures Great and Small', which airs later this year and has just finished filming a new Hollywood movie shot in Yorkshire. Look out for the young actor in a book trailer and cover for well know



author Linda Green's 'One Moment', due out in paperback on March 5 and on the BBC Radio 2 Bookclub soon.

He can also be seen on stage at Giggleswick's Richard Whiteley Theatre in March when he plays the narrator, Lewis Carroll, in the Junior School's production of *Alice in Wonderland*.



## Choir at Anthony Nolan Fundraiser

The Chapel Choir at Lockers Park Preparatory School, Hertfordshire, was honoured to be invited to perform at a fundraising carol concert for blood charity Anthony Nolan at St Pancras Church, London. They performed alongside award-winning actress Olivia Colman CBE and Game of Thrones star Nathalie Emmanuel, who both gave readings.

Lockers Park pupil and Chapel Choir member Rupert Cross (11), had been diagnosed with myelodysplasia in April 2016 and required a life-saving bone marrow transplant. Anthony Nolan successfully searched its register of willing stem cell donors to secure Rupert a match. Rupert has

Pictured: Park Chapel Choir with Olivia Colman – photography by Anthony Nolan

since made a full recovery despite suffering complications and having to spend 88 days in isolation and is now able to enjoy everything a typical 11-year-old does!

Headmaster Christopher Wilson observed: "Singing at this fantastic event was a great honour for our Chapel Choir. Anthony Nolan is an inspiring, life-saving charity. Rupert, along with his mother Holly, have been determined to tell his story to encourage others to join the register and help those who are looking for donors. We wholeheartedly support and applaud their awareness-raising endeavours."

To find out more about Anthony Nolan visit [www.anthonynolan.org](http://www.anthonynolan.org)

## Masterclass & concert

Pupils at Bromsgrove School, Worcestershire, were treated to masterclasses with pianist Isata Kanneh-Mason and a concert featuring Isata and the English Symphony Orchestra, conducted by Kenneth Woods, to mark Beethoven's 250th anniversary.

Widely regarded as one of the UK's most admired and popular young pianists, Isata led piano masterclasses for talented Bromsgrove pupils.

The ESO welcomed musicians from Bromsgrove Preparatory School, Winterfold School and forty GCSE music students from Bromsgrove Senior School to their rehearsal to listen to exciting works from Beethoven.

Isata made her ESO debut on Friday evening at the School's Performing



Arts venue Routh Hall. The concert was a huge success, with many standing ovations, following the performances of Ruth Gipps' Cringlemire Garden, Beethoven's Piano Concert No 3 and Symphony No 7, one of Beethoven's most thrilling works.

## First RCO Accredited Institution

The Royal College of Organists (RCO) has announced the Royal Hospital School, Suffolk, as the first 'RCO Accredited Institution.

Through its new Institutional Accreditation scheme, the RCO aims to recognise and support organ and choral tuition at schools, colleges and other institutions in order to promote and maintain the highest standards in teaching and learning.

Institutional Accreditation forms part of the RCO's wider accreditation programme, which already includes accreditation for individuals (through the RCO Certificate of Accredited Membership and the diploma examinations of Colleague, Associate, Fellow and Choral Directing) and of organ teaching (through the RCO Accredited Teacher scheme).

RCO Director of Studies Andrew McCrea said: "The College is delighted to announce that The Royal Hospital School, having been through each stage of the new accreditation process, will become the first establishment to acquire this new status.

"The Royal Hospital School has a lively and successful music department with over 400 pupils learning at least one musical instrument. The department supports an orchestra, an 80-strong chapel choir, a chamber choir, a ceremonial marching band, a concert band, a big band and numerous ensembles, including many rock and pop groups.

"The school has three pipe organs, two of which are housed in its magnificent, cathedral-sized chapel, and there are currently eight students learning the instrument. Last year, one student passed the RCO's Associateship Diploma (ARCO) and gained an organ scholarship to Oriol College, Oxford.

Welcoming their success in the accreditation process, Edward Allen, Head of Academic Music at the Royal Hospital School said: "The school is delighted to receive this accreditation from the RCO as it acknowledges the first-rate provision of organ tuition that takes place here.

"We are looking forward to

collaborating with the RCO on workshops and masterclasses in the coming years and being able to offer our pupils – and the wider community – some truly unique opportunities."

The RCO examines and accredits under the aegis of its Royal Charter to promote and advance the arts and practice of organ playing and choral directing and related activities to the highest standards and artistry.

To ensure the highest academic quality and standards, the RCO's accreditation procedure has been drawn up to accord with the principles contained in the Quality Assurance Agency (QAA) Quality Code (March 2018). Re-accreditation of an institution will be carried out by the College every four years.

Successful institutions receive formal recognition of RCO-accredited status and are able to offer their students a unique discounted Affiliate Student membership of the RCO, thus enabling students to benefit from the RCO's courses and digital learning provision. Andrew McCrea explained that Institutional Accreditation is the formal aspect of a wider, looser – but no less important – partnership arrangement between the RCO and accredited institutions.

"For its part, the College commits to engaging positively with its accredited institutions in arranging or helping to arrange events, activities, on-site Certificate of Accredited Membership (CAM) examining and other tailored support for organ tuition and choral direction in the institution.

"In turn, the institution is expected to encourage engagement with the College, via Affiliate Student memberships and CAM and diploma accreditation, and through participation in RCO courses and events.

"This is an exciting new approach to building partnerships throughout the organ-teaching community, and one which we hope will gather significant momentum in the coming years."



## Choral masterclass

British composer and choir director, Philip Stopford visited Abbey Gate College from New York last month (January) to hold a choral masterclass with the Chapel Choir.

The 63 members of the Choir met the composer in person and performed his choral music to him. Pieces included, 'In My Father's House' and 'Lully, Lulla, Lullay'.

Stopford, who has a reputation as an engaging and meticulous choir trainer, gave encouragement and constructive feedback as well as explaining his compositional intent to the Choir during the masterclass.

*Pictured: Philip with sixth form students*

Sixth Form music students were then treated to a composition workshop with Stopford, where he explained his own personal process of musical composition and critiqued the students' work. Three of Stopford's works appeared in the Classic FM Hall of Fame 2014.

Head of Music, James Andrews, said: "It was incredibly inspiring to have Philip here. His insightful comments and sensitive interpretations of the music left everyone amazed and enthusiastic about music."



For all your  
*music education*  
& *performance* equipment

**FREEPHONE**  
**0800 072 7799**

**to join the  
education discount  
programme and  
save money on  
your purchases!**

Music Stands,  
Lights & Accessories  
Music Folders  
Music Chairs &  
Accessories  
Instrument & Sheet  
Music Storage  
Conductor's  
Equipment  
Staging & Risers  
Theatre Products  
Acoustic Products

[www.blackcatmusic.co.uk](http://www.blackcatmusic.co.uk)

**Black  
Cat** MUSIC

# Pupils & staff on emergency fire duty 24/7

A retained firefighter and leading educationalist has been named as the new Head of one of the best-known schools in the country. Richard Devey says he intends to continue to respond to emergency call-outs as part of the Gordonstoun crew after he takes up the new role, making him the first Head of an independent school to be an active firefighter.

Many headteachers will say they spend too much time firefighting but for the incoming headteacher of one of the UK's most well-known schools it could be quite literally true.

Richard Devey intends to continue being a retained firefighter with the Scottish Fire and Rescue Service when he takes up the post of Head of Senior School at Gordonstoun in Moray, Scotland, next summer. The school is the only one in the UK to have its own fire station complete with a fire engine which responds to genuine emergencies. It is also the only place in the UK where you can be a firefighter under the age of 18 since sixth form students make up the rest of the crew. Mr Devey says it creates a unique relationship between teachers and students,

“Going on call-outs with the students is an amazing experience. They see my vulnerabilities as much as I see theirs. When you are doing hard, physically demanding work, they pick you up and keep you going in the same way as you keep them going. There was one night when we were fighting gorse fires all night and I admit there were times when I was exhausted. The kids were bringing me water and saying, ‘Come on Sir, keep going!’

The fire service at the famous

boarding school – pictured as the cover background on this magazine – was formed during the Second World War when the whole school was evacuated to Wales. A student felt he and his classmates could do more to help the community respond to wartime bombing raids. What started off as a group of pupils with an adapted Cadillac has now turned into a highly trained fire crew with a fully equipped fire engine which forms part of the Scottish Fire and Rescue Service during term-time. Mr Devey said, “We attend farm fires, grass and gorse fires, help to pump out floodwater and salvage vehicles after a car crash. We also do the unusual things like rescuing cats up trees and pulling a horse out of a ditch. In our busiest year we might get over 100 call-outs. We aren’t called to incidents where people are reported trapped or injured but it’s still a role which involves huge responsibility. When Elgin was seriously flooded in 1997 we were out with all other local crews for four days solid on rotation. It was extremely demanding but also a great privilege to help the community get back on its feet after such a devastating event.”

All students aged from 15–18 at Gordonstoun join one of nine community services, from the

Coastguard to Lifeguards and First Aid and every Wednesday afternoon is devoted to training and participation, although many of the services require many more hours. One of the school’s first students, His Royal Highness Prince Philip, was a member of the Coastguard (at that time called the “Watchers”) and the very first female firefighters in the UK were Gordonstoun students in 1974. Around thirty-five pupils take part in the Fire Service, divided into three watches who are on-call alongside five members of staff including their new Head, Mr Devey.

“When the founder of Gordonstoun, Kurt Hahn, developed this approach it was way ahead of its time. From the early days the curriculum was different: seamanship and coastguard duty were part of life every term. This taught the three-Rs: responsibility, resilience and reliability. It’s by going through challenging events that we learn a lot about ourselves and we develop and grow. We should not be afraid to challenge young people and share that journey with them. I genuinely believe in that. Also, because of these shared experiences, whether that is during community service or out on an expedition, there are close relationships developed between students and staff. It is a great leveller, especially in comparison to

the traditional model where teachers were only required to stand up and deliver a lesson.”

Mr Devey will take up the position of the Head of the Senior School this summer.

“Service to the community is more relevant than it’s ever been,” he said. “Through serving others you develop compassion, resilience, empathy: skills which are so important in the modern world. It’s also a great way to develop leadership skills. We develop people who understand responsibility, who know how to work in a team and who really know how to lead.”

The inevitable question, of course, is what will he do if he gets called out to deal with a fire in the middle of the night and then has to come to school the next day to deal with all the responsibilities of the role?

“Having been a Housemaster one learns to do without sleep!” he said. “I tend to just carry on. Sleep will come soon enough. There are plenty of people whose working lives demand that of them. Our school motto is ‘plus est en vous’ – there is more in you. If I’m asking our pupils to follow that motto then I have to model that behaviour myself, although our students are allowed a lie-in after a particularly demanding shift!”



## Crochet helps bush fire animal victims



Caring pupils at North Yorkshire’s Belmont Grosvenor School have been learning a new skill to help the wildlife affected by Australia’s devastating bush fires.

Youngsters have fitted crochet lessons into their break times and produced dozens of colourful woollen nests for the injured possums and birds in South East Australia whose habitats have been ravaged by fire.

Pictured: Headmistress Mrs Sophia Ashworth Jones and pupils at Belmont Grosvenor School knitting possum and birds nests.

Headmistress Mrs Sophia Ashworth Jones said: “Everyone in the school community has been affected by the shocking images we have seen on the news and the effect these fires have had on the flora and fauna in this beautiful country”.

Mrs Ashworth Jones spent two years living and working in Melbourne, Australia, and has family and friends affected by

the bush fires. Pupils from Year 3 up to Year 6 have been involved in the crocheting – led by Year 5 teacher Mrs Gillian Furniss – along with BGS parents, teachers, family and friends.

Belmont Grosvenor pupils were treated to a special Aussie-style breakfast of fruit kebabs, muffins and smoothies to say thank you for all their hard work.



# How to Truly Deliver Character Education

## Preparing students to thrive beyond the classroom

*in conversation with Elke Edwards, Founder and Creative Director of Ivy House*

### Tell us a bit about yourself

I've spent the last 20 years running one of the leading executive development businesses in Europe, helping top execs to become extraordinary leaders and lead extraordinary lives. We've worked with senior leaders at over 40% of the FTSE 100, across 37 countries and won over 40 awards for our work in leadership development and performance improvement. That's the sane bit; I also have 5 teenage daughters, a dog called Delilah (by far everyone's favourite member of the family) and a gorgeous husband called Chris, who puts up with us all.

### Why the shift to developing sixth formers?

I spent my days sitting in board rooms and while I sat there, one thing kept bugging me. Why are these life-changing skills only given to those who've already reached the pinnacle of their careers? Why

aren't we giving them to younger people – at a time when it could make a real difference, not only to the leaders they become, but to the lives they create?

I realised that if we were going to give our young people the best opportunity to thrive then this had to change, so I created Ivy House.

In the corporate world, Ivy House work with many organisations like RBS, Aviva, Nationwide, Centrica and The Economist to develop their brightest emerging talent. Now we're bringing the same opportunity to schools through The Ivy House Award, delivering the essential aspects of this incredible learning to sixth formers.

### Why is this kind of learning so important?

If we believe the purpose of education is to prepare pupils to thrive in the future, then we have to develop skills that will enable

them to do that. First, we need to give them the time and tools to discover which direction is right for them and the ability to learn and adapt from their experiences. This means developing the skill of building meaningful, trust-based relationships, the skill of effective conversations, of proactive wellbeing, of managing their minds and the essential skill of taking 100% ownership for who they are, the decisions they make and the behaviour they choose.

### What does character education really mean to you?

I believe character education is about developing well-rounded young adults who are ready to take their place in the world; who know themselves and are prepared for the opportunities, responsibilities and experiences of later life and who have the knowledge, skills and confidence to thrive in school and beyond.

### How do you really develop character?

For me this is a three-part process. Firstly, we need to give students the time and tools to discover their unique character, who they are and how they can play to their strengths. Then we need to give students the skills that will enable them to take that character into the world and thrive. Finally, we give them the opportunity to practice these skills in a safe environment.

### What is the challenge to doing this in schools?

Traditionally the approach has been to jump straight to the third stage by getting kids involved in lots of different activities and hope / assume that they will learn something positive about themselves.

This is a hit miss approach and has as much chance of teaching them bad habits as good.

Forward-thinking schools are now taking a different approach –



**ivy house**  
**AWARD**

allocating time in the curriculum, using expert content and tools and engaging teachers who are genuinely interesting in human potential and self-development. If a school is genuinely committed to character development, they need to take it seriously.

### How does The Ivy House Award help schools do this?

We have taken the core learning from our transformative, future leaders programme and put it into a programme for sixth formers. A flexible programme of 20 modules, it gives teachers the expert content and professional tools they need to facilitate this kind of learning in their school.

Developing ownership, initiative, resilience, confidence and self-leadership, The Award bridges the gap between education and work, equipping students with the knowledge and skills to enable them to thrive, whatever their chosen path.

The Award is running in a number of schools including Canford, Eton, Brighton College, Charterhouse, Downe House, Cranleigh and City of London – and, following huge success, we have just released another 5,000 student places for 2020-2021.



To find out more about The Award visit [ivyhouse.co.uk](http://ivyhouse.co.uk)

## Focus on rugby



## Squad makes school history

King's Ely's 1st XV Rugby team has made school history by winning every single match they played this season.

The squad won all eleven of their games this season, putting them at the top of the UK Schools Rugby League and making them winners of the East Anglia Independent Schools 1st XV Rugby Trophy.

The 1st XV team and several other King's Ely Rugby boys also enjoyed a hugely successful tour to Paris in October, which saw them win all four games against some top French club sides.

The school's Under 15A Rugby side also enjoyed a successful season, finishing unbeaten except from one game which ended 24-24 against Gresham's School.

## International coach runs masterclass for teachers

Russell Earnshaw, professional coach and previous England Rugby Football Union player pathway coach, visited Hampshire to run an inspiring rugby masterclass at Highfield and Brookham Schools.

Russell, who is based in Bristol, is passionate about developing coaches and players, and is the director of The Magic Academy, which supports coaches to get better thus giving players even better experiences. In addition, he also runs masterclasses in schools to help develop sports coaches.

During his visit, Russell worked with the schools' sports coaches giving them a fascinating insight into innovative new coaching ideas, based on recent Sport Psychology studies. He discussed how to engage and develop every child on the pitch and passed on his philosophy of coaching

through practical games. He also discussed his many important values of coaching, including encouraging more player led sessions, avoiding block practice and encouraging all players to think for themselves.

Phillip Evitt, Headmaster at Highfield School, said, "We were extremely privileged to have Russell visit Highfield and Brookham. Our hugely passionate team of coaches, who put the children at the centre of everything they do, were treated to a thoroughly engaging and enjoyable session. They came away feeling inspired and are looking forward to putting these new innovative coaching methods into practice during the children's lessons, continuing the schools' drive to continually improve the standard of sports coaching."



## Prestigious trophy

Parents and pupils gathered in the Cranleigh School, Surrey, Reading Room to watch the presentation take place as the 1st XV became the fourth school in the competition's history to win the trophy. They were unbeaten all season, only the fifth time for Cranleigh since rugby started in 1916.

They finished first in the Daily Mail Schools Merit Table for the first time, finishing ahead of 103 top rugby schools in the country.

Andy Houston, Director of Rugby, praised the hard work and humble attitude of the whole team. "We did it the right way, with the boys loving playing their games and always with a smile on their faces. Some of them have been playing together since prep school and they have always been hard workers who push each other as a team. What makes Cranleigh special is that we pass it down, our boys are good



role models and they're inspiring the younger years."

Their success comes as a result of an unbeaten season where the team only conceded six tries all year and scored 339 points in their nine matches. During the season they beat champions trophy semi-finalists Hampton and Epsom College as well as Tonbridge, Marlborough, and finally Canford in the last game at the weekend, where they won 48-20 against Canford in front of a large home support.

Team stats:  
 Played 9, won 9  
 Points for: 334  
 Points against: 59

Pictured: Captain Oscar Beard and Andy Houston, Director of Rugby; the First XV



## Cyclist delivers medal haul

Bedford Girls' School (BGS) cycling sensation, Sophie Lewis (Upper Sixth) continues to build her reputation as one of Great Britain's top young riders.

Representing the Great Britain Cycling Team last month (January), Sophie claimed two gold medals at The Next international competition in Apeldoorn, Netherlands and a bronze medal at the Senior National Track Championships in Manchester.

Sophie is ranked number one by the UCI in the Junior Madison

event and currently represents the Great British Cycling Team Junior Academy Programme. The programme is focused on developing the country's best junior riders, ensuring that they are ready for life as full-time athletes.

Mrs Verity Mason-Mcleod, Director of Sport at BGS, said: "Striking a balance between studying, training and performing to a high level is no easy feat. However, Sophie has the correct mind-set to meet these demands, with a carefully planned training program and support structure at BGS."



## Squash silver

Bancroft's School, Essex, year 9 pupil Yusuf Sheikh has recently won a silver medal in the Dunlop British Junior Open, which is the most prestigious event in the world junior squash calendar.

More than 600 of the world's top young players were in Birmingham for this platinum event which took place last month (January).

Between them they represented over 35 countries. In November 2018, Yusuf took the British Boys' U13 title but this time he was competing in the Boys' U15 competition at international level. There were 128 contestants in this category alone. Yusuf was one of the youngest in his age group, and the youngest player to reach the U15 final eight.



**bgm**  
BAILEY GROUNDS MANAGEMENT

T 01483 200 779

E [info@baileygroundsmanagement.co.uk](mailto:info@baileygroundsmanagement.co.uk)  
[www.baileygroundsmanagement.co.uk](http://www.baileygroundsmanagement.co.uk)



## The specialists in school grounds management

Independent schools know that appearances count and that their grounds and sports facilities must reflect positively on their organisation. BGM performs a vital role in creating the right first impression for some of the country's leading educational establishments.

Image courtesy of Benenden School, Kent.

# IMMEDIATE & EMERGING RISKS FACING SCHOOLS

A third of teachers are worried about pupil mental health and wellbeing, according to a new report which looks at the immediate and emerging risks facing schools. Cyber-bullying, recruitment and retention of staff and managing the mental health and wellbeing of staff are also major concerns, while keeping pace with digital change is a longer term risk. The report follows a nationwide survey of teachers and an advisory panel meeting\* involving the Independent Association of Prep Schools; the Association of Governing Bodies of Independent Schools; the Girls' Schools Association; and the Boarding Schools Association.

Pupil mental health is the biggest risk facing the UK's schools, according to the Education Barometer, a new report from specialist educational insurer Ecclesiastical.

A third (33%) of head teachers and senior school leaders surveyed cited managing mental health and wellbeing of pupils as the top short-term risk they face, along with cyberbullying (32%) and managing mental health and wellbeing of staff (31%). A fifth of respondents said that grooming and child sexual exploitation were safeguarding issues faced by their schools.

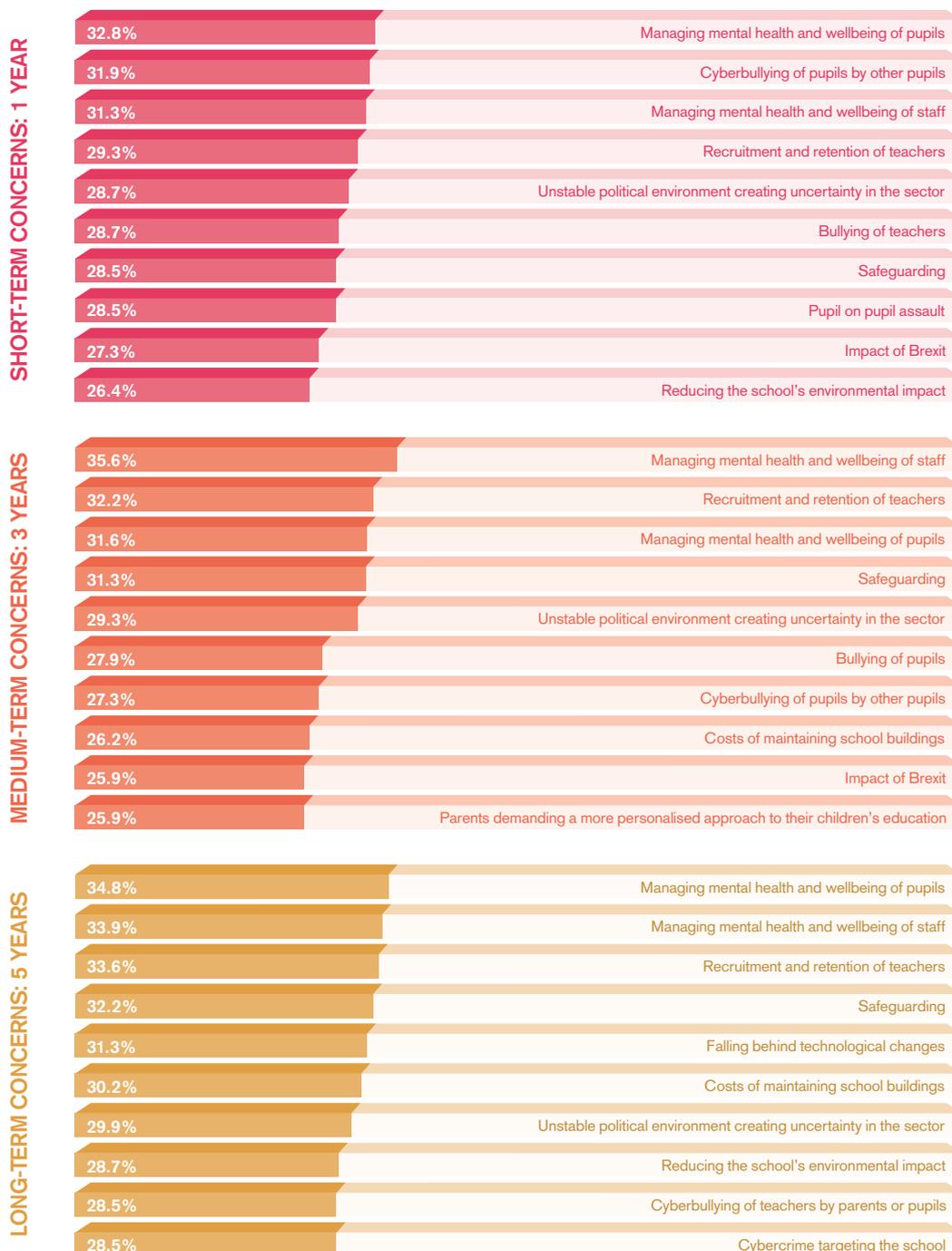
The Education Barometer finds increasing expectations from Government, parents and even pupils is creating a pressurised environment in schools that is having a disturbing impact on the mental health of pupils and teachers.

Children as young as 12 are suffering from mental health issues such as anxiety and eating disorders and almost half of teachers have seen a rise in stress and depression in children in the last five years.

Four out of five agree that the current system is too focused on measurement and targets, while more than a quarter (28%) feel unsupported when it comes to retaining and recruiting teaching staff.

Almost three-quarters of respondents (71%) agree that parents are more likely to criticise the school than five years ago, while two-thirds agree that the media paints a negative picture of the school system.

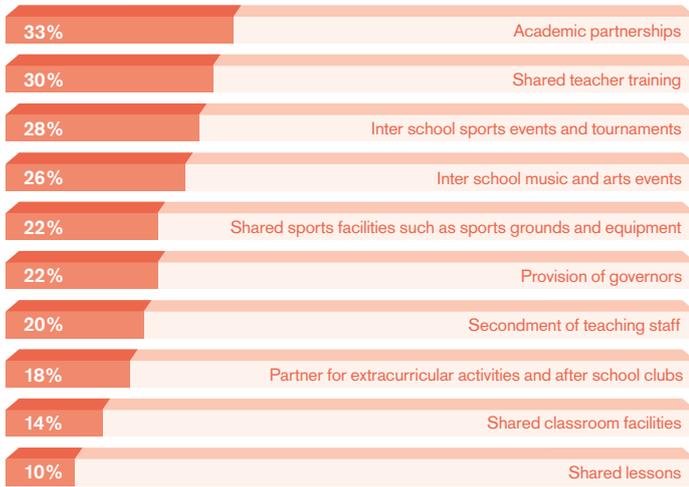
"Britain has an internationally renowned school system, full of committed and passionate individuals but it is currently in the eye of the perfect storm," says Faith Kitchen, Ecclesiastical's education director. "Increasing pressure on school staff and pupils to achieve the right grades is resulting in mental health and wellbeing challenges, against a backdrop of huge political and economic uncertainty. Moreover, they're being faced with ever-increasing and complex compliance and duties."



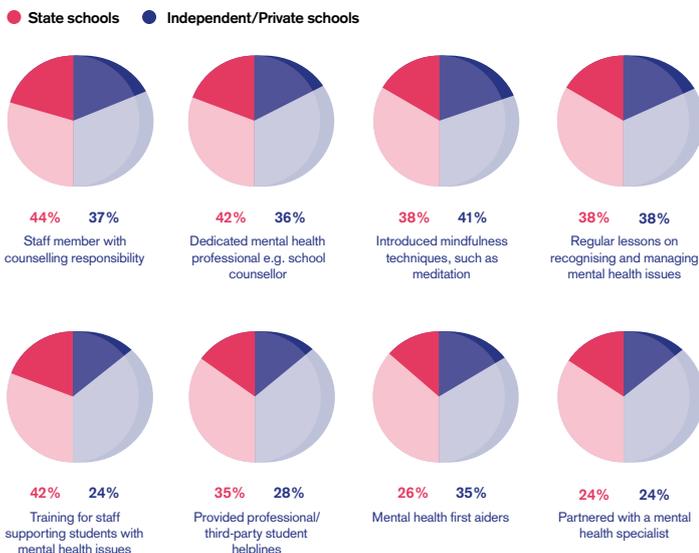
**WE ASKED OUR RESPONDENTS: WHAT DO YOU BELIEVE ARE THE BIGGEST RISKS TO YOUR ORGANISATION THAT COULD RESULT FROM POOR PUPIL MENTAL HEALTH AT YOUR SCHOOL?**



**WE ASKED OUR RESPONDENTS: IF YOU ARE CURRENTLY COLLABORATING OR IN PARTNERSHIP WITH ANOTHER SCHOOL, WHAT DOES THAT PARTNERSHIP INVOLVE?**



**WE ASKED OUR RESPONDENTS: WHAT HELP IS YOUR SCHOOL PROVIDING FOR PUPILS WITH MENTAL HEALTH ISSUES?**



\*Panel members included:  
 Richard Tillet – Principal, Queen’s College, London– Girls’ School Association (GSA)  
 Mark Brotherton – Director of Education Independent Association of Prep Schools (IAPS)  
 Andrew Lewin – International Director Boarding Schools’ Association (BSA)  
 Richard Harman – Chief Executive Association of Governing Bodies of Independent Schools (AGBIS)

**WE ASKED OUR RESPONDENTS: WHAT DO YOU BELIEVE ARE THE MAIN BENEFITS TO IMPLEMENTING EDTECH IN YOUR SCHOOL?**



The graphics in this report are extracted from the Education Barometer. The full report may be downloaded at: [www.ecclesiastical.com/insights/education-sector-risks](http://www.ecclesiastical.com/insights/education-sector-risks)

**MOTIVATIONAL, ASPIRATIONAL, ENCOURAGING**

**HONOUR BOARDS**

YOUR CHOICE, ANY SIZE, SHAPE, STYLE, FRAMING OR COLOUR!

Wells Cathedral School  
OF EDINBURGH'S GOLD AWARD HOLDERS

King's Magna Middle School  
QUEEN ETH

Head's Prize  
JAMIN THOMAS

Steyning Grammar School  
Boarding

Head Boy Head Girl

2003-2004 Kaitlyn Webb Elizabeth Adcock  
2004-2005 Matthew Northgate Mikko Ho  
2005-2006 James Ashburn Victoria Nnamdi  
2006-2007 George Phipps Jessica Nisard  
2007-2008 Anna Meehan Pixi Leary-Soulet  
2008-2009 Sarah Skidell Lara Wilson  
2009-2010 Emma Roberts Charlotte Schreiber  
2010-2011 Raymond Hogg Anna Doman

SHERBORNE QAI  
PREPARATORY SCHOOL

Goldtree Bespoke,  
9 Huffwood Manor Trading Estate,  
Partridge Green, West Sussex, RH13 8AU

For further info and your questions answered:  
 Tel: 0345 260 2350 or 01403 711553  
 Email: [info@goldtreebespoke.co.uk](mailto:info@goldtreebespoke.co.uk)

**QUALITY & BESPOKE SERVICE**

[www.goldtreebespoke.co.uk](http://www.goldtreebespoke.co.uk)



Tom Arrand is the new head of Cardiff Sixth Form College.

Tom (43) who holds a Theology and Philosophy degree from Oriel College, Oxford and completed his PGCE at Homerton College, Cambridge, spent ten years at the Haberdashers' Monmouth Schools where he held positions as both Deputy and Acting Head at Monmouth School for Girls.

Prior to this, Tom spent five years as Housemaster, Head of Religious Studies and Philosophy, Head of Oxbridge and Head of Key Stage Four at Colston's School in Bristol.

Tom was a scholar at Durham School where he was a Grade 8 trombonist and keen choral singer. Tom also enjoyed performing, playing leading roles in various drama and musical theatre productions. Aside from family time, he enjoys photography, cooking, reading and exercise.



The Chairman and Board of Governors of Bedford Girls' School (BGS) have announced the appointment of

Mrs Gemma Gibson as Headmistress from September 2020, when she will succeed Miss Jo Mackenzie.

Mrs Gibson has a wealth of experience in school leadership gained during an international teaching career. She will join Bedford Girls' School from Harrow Hong Kong where she is currently

Deputy Head (Academic). Prior to this, she served as Assistant Head (Teaching and Learning), at North London Collegiate School in South Korea. She was also on the Senior Leadership Teams at both Queen Elizabeth's Girls' School and St Ignatius College, London. Mrs Gibson initially qualified as a solicitor and practised for three years before moving into teaching.

Miss Jo Mackenzie leaves BGS after 10 years as Headmistress to pursue other interests.



Mrs Kate Martin is to be the next Head of Mowden Hall, Northumberland.

Mrs Martin will succeed Mr Neal Bailey when he leaves to become Head of Pinewood

School in July 2020. Mrs Martin came to Mowden Hall in 2011 after holding positions in a number of well known schools, including Oundle School, Ampleforth College and two day schools in Newcastle. She was promoted to Deputy Head in 2015.



Jane Evans is to be the new Headmistress of Bruton School for Girls, Somerset, with effect from

September 2020. Nicky Botterill, the current Headmistress will be stepping down in the summer after eight years at the helm. She will be joining the school from Queen's College, Taunton, where she is currently Director of Outreach and Partnerships.

Jane was educated at Bath High School for Girls and King Edwards, Totnes. She graduated from Surrey University with a degree in English and Dance and a PGCE in English and Drama. Jane's first post was teaching English and

Drama at Guildford High School for Girls. She left the school to gain extensive educational experience as an examiner and also in running departments in both independent and state schools. Jane stepped out from full time teaching to bring her vision for creativity and education together when, with her husband Steve Eaton Evans, they founded Jakes Ladder Theatre Company. In addition to her professional stage credits Jane also worked as a consultant on educational projects with organisations such as The National Trust, BBC, Longleat and Abbotsbury.

On returning to full time education Jane was appointed as Assistant Head and Head of Sixth Form at Queen's College.



Rebecca Lyons-Smith has been appointed as the new Head of Stroud School, Hampshire, commencing in September 2020.

Rebecca has more than 20 years' experience in education; she has worked in independent prep schools for the last 12 years but has also taught internationally and in the state sector. Rebecca is an ISI inspector and a governor at a local

primary school and brings a wealth of educational expertise. Rebecca is currently the Headmistress at St Swithun's Prep school, Winchester, but knows the King Edward's family well, having previously held the positions of Head of English and Deputy Head at Stroud. Rebecca lives in the New Forest with her husband Trevor, a consultant in gastroenterology and intestinal failure at Southampton General Hospital, and her step-sons, Will and Sam.



Richard Devey will take up the post of Head of Senior School at Gordonstoun, Moray, in the

Summer of 2020.

Richard joined Gordonstoun in 1992 as a Geography and PE teacher. He has been a Deputy Head, Head of Department, Housemaster and most recently Director of International

Development, announcing Gordonstoun's first international schools in China.

Richard is from Bradford and was educated at the University of Exeter. He began his career as a PE teacher at Ampleforth College (1989-1992).

Richard (53) will replace Titus Edge who has spent 7 years at Gordonstoun, latterly as Headmaster.



Mr Vincent Weightman has been appointed as the new Head of Cheadle Hulme Junior School,

Cheshire, with effect from 1 September 2020.

CHS Head of Junior School, Mrs Barbara Bottoms announced her decision to retire at the end of this academic year, following 11 years' service.

Mr Weightman is currently Headteacher of British International

School No.4 Southern Primary School in Moscow, having previously gained senior leadership experience in other Moscow-based British International Schools. He started his teaching career at a state primary school in Scotland following a short period working in marketing after graduating from the University of Glasgow.

Married, with two children, his interests include football (he has played at professional and semi-professional levels), raising money for charity and travel writing.

## Heads Hunted

Among the upcoming head and principal appointments:

Abberley Hall	Worcestershire
Alley's School	London
Caversham Preparatory School	Berkshire
Gateway School	Buckinghamshire
Luckley House School	Berkshire
Ockbrook School	Derbyshire

If you would like mention made of your upcoming head or principal appointment for which applications are sought please let us know – there is no charge for a listing.

News items, contributions, comments and suggestions are always welcomed by the editor.

Please email to:  
[mail@independentschoolsmagazine.co.uk](mailto:mail@independentschoolsmagazine.co.uk)

# What value and place does poetry have in the classroom?

Brian Moses, the well-known children's poet (who has sold over a million poetry books and anthologies) spent a day at the Royal Junior School, Surrey, writing poetry with Year 5 and 6 pupils and their teacher Clare Mee, who reflects on the impact of his visit and on the magic of poetry...



Recently I found out two great facts about Brian Moses and Pie Corbett; the first is that they taught together (way back in the day) and the second is that, often on Sunday mornings when they don't have anything better to do, they write collaborative poetry on twitter. I spent much of the next part of the day 'uplevelling' my twitter profile and then following them, in the hope that I could become privy to these Sunday morning poetry writing sessions. Imagine being a pupil in the school that Mr Moses and Mr Corbett taught in? Imagine being a pupil in the school that Mr Moses and Mr Corbett taught in, and also being completely in love with reading and writing stories and poems?

Children become influenced by great teachers. We all have that one inspirational teacher who shares a great responsibility for shaping us into the individuals we are today. In a rather strange coincidence, I learned last week of the death of mine - an unassuming, absent-minded Latin master (often the butt of a schoolboy prank) from my prep school in Norfolk. He had a passion for Catullus and Virgil that saw me aspire to take A Level Latin and still sees me reaching for poetry books thirty years later.

Brian Moses captivated all of us, adults and children, at the

More Able Writers Day with his performances of Snake Hotel and Shopping Trolley, and left us wanting more. There is something magical about a professional poet performing his own poems; you can't create the same effect watching them online or reading them out loud yourself. Brian Moses captured us all with the musicality, sound and theatrics of his performance; and although he warned us he was going to scare us, he did - again and again.

So how can we possibly translate this magic into the classroom? All children need to hear, read and write poetry. Poems should have an audience and not be kept in dens, under tables, written in the woods with charcoal from the burnt out fire, with a percussion accompaniment, off by heart, they should be filmed and watched back, they should be performed in assemblies, they should be shouted, whispered and rapped to a beat. We should enable children to have the possibility of seeing themselves as poets. Enthusiasm for poetry needs to come from us as teachers; we have a responsibility to get them excited about poetry and to write poetry alongside them. Children should understand that poetry is for everyone.

But it shouldn't be easy. My Year 3s understand that we don't DO easy in our classroom. In the initial stages, poetry can look like it's just for fun (and therefore easy). In the early years, reading poetry aloud can be an opportunity for establishing and developing speaking and listening skills. As they get older, reading their own poetry aloud helps build relationships and encourage trust and empathy among children. If it starts in the early years, by the time they are writing their own poetry they will already have the confidence in themselves and their peer group to express themselves freely.

There's plenty of time for analysis, for appreciating its ambiguity, for unlocking and unpicking the hidden meaning. If they have confidence, understanding and enthusiasm for poetry then the analysis, when it comes, will be at a greater depth. These higher level skills can only be established if the children already have a rich vocabulary.

A lot of educators are talking about building vocabulary in young people and closing the word gap. It's widely reported that the size of a child's vocabulary is the best predictor of success in future tests, and that children with a poor vocabulary at five years old are four times more likely to struggle with reading in adulthood. Poetry can be one vehicle to create classrooms that are, according to a recent TeachIT article "rich in language, where adults model the way speakers and writers are constantly making choices, choosing words that are more or less formal, more or less technical, more or less colloquial - to show children that self-expression is a set of choices, not a matter of predetermined intelligence".

Brian Moses encouraged our pupils to express themselves through their poetry writing; he set them up (as Pie Corbett also does so brilliantly) with scaffolds, he provided models

Royal Junior School pupil Harry and Brian Moses wrote the following poem together:

*You make seagulls fly away even while holding an ice cream*

*You make me feel like Harry Kane's been injured in my favourite team*

*You make me feel like my best friend turned down an invitation to my party*

*You make me feel like I've eaten my last Smartie.*

*You make me feel like a nine-week holiday*

*You make me feel like sunshine in the month of May*

*You make me feel like I've just won the lottery*

*You make me feel like a magnificent piece of Roman pottery*

and encouraged them to constantly improve their word choice by not being satisfied with their first attempt. He praised them sincerely when they wrote something he approved of. Praise from a poet of Brian's calibre does something marvellous for a Year 6 boy on the brink of achieving his potential; it makes him swell with pride and become determined to write something even better.

Rosenshine's principles of modelling, guiding student practice and daily review fitted seamlessly into Brian's workshop and are being adopted across all lessons at The Royal School. Their simplicity and clarity make sense and correlate with what we are already doing in (and out of) the classroom. Adopting these principles gives teachers more confidence that their teaching is making a difference to student outcomes, even in areas where they might not feel as confident. Poetry lesson anyone?



# Taking the international road

## Expansion – the Key Issues

The education sector in the UK is undoubtedly facing a number of headwinds, but from the outside looking in, this sector is in fact a real success story for "UK plc".

A British education is widely regarded abroad as the gold standard. This is reflected in the dominance of British international schools – there are over 4,300 British international schools (i.e. schools located outside of the UK which teach a curriculum which would be wholly or in part recognised in the UK and that have a British ethos) and they make up over 45% of the international school market.

There are a number of factors driving this growth, including the emergence of a wealthy middle class in developing countries, the slow response of those countries to provide their own high calibre education to meet this demand, and an increasingly globalised workforce.

This article – by Gordon Drakes and David Bond from the London law firm FieldFisher – will look at some of the key issues for a school to consider when planning to expand overseas. For schools which are already operating abroad, this guide should hopefully stimulate some new ideas on how the existing international strategy can be fine-tuned.

### Why go international? How best to do it?

Of course, one option for international growth is to enter a new market and establish a new school using a school's human and capital resources. However, the reality is that almost all private schools choose not to do this, and

instead appoint a local partner. This approach allows for faster expansion and the generation of new income streams and relationships with new students without the need for significant capital investment and an extensive management infrastructure.

Done in the right way, the execution of a school's international franchising strategy can become a core asset of the school, helping to secure the long term future of the school as a global education brand and hedging the impact of economic and regulatory risks back home. Indeed, a number of UK private schools rely increasingly on their international income to fund capital investments in the UK, as well as increasing the availability of bursaries to support social mobility.

Appointing a well-resourced, suitably qualified and highly motivated local partner to make the school a success in their own country removes the otherwise intensive capital requirements and associated risk profile on the licensor school. Such partners often have a strong understanding of the local educational market and have good ideas on how a school's curriculum and other systems may have to be adapted to local needs.

However, these types of relationships are complex, high value, long-term and subject to changing regulations. A licensor school should only countenance this type of venture with a full understanding of the risks and commitments involved.

### Setting yourself up for success – brand, ethos, model and structure

It is important that, having taken the decision to consider international expansion, a school empowers a select number of governors and senior management at an early stage to investigate opportunities and develop and put in place robust procedures. Here are some of the key issues to explore during this planning phase:

#### Protecting the brand

The international strategy must be underpinned by strong intellectual property rights. A school should carry out a "brand audit" and ensure that its brand is fully and appropriately protected by way of trade mark registrations and that those marks are held in the most tax effective manner. This

is a costly exercise, but the cost (financial and loss of opportunity) of dealing with pirates and cyber squatters (yes, even in the education sector) far outweighs the upfront protection costs.

#### Identifying the school's ethos

Schools should also invest in documenting that most valuable yet intangible of their assets – their "ethos". In addition to a brand and a curriculum, a franchisee will also expect to benefit from a school's R&D in issues such as teaching techniques, governance, pastoral care, the provision of extra curricular activities and the development of physical infrastructure. In the context of franchising, these "operational" aspects are often documented in a "manual" which sits alongside and is referenced heavily in the principal franchise agreement.

#### Developing the commercial model

In an ideal world, a school will give some serious consideration to what it is prepared to offer and deliver to a prospective partner before it embarks on its first deal. A licence to operate could take the following forms:

Licensing aspects of the school's curriculum, or developing an online curriculum for an international audience. This is often referred to as "Edtech".

Leveraging off the school's ethos to partner with other schools in different countries and mentor them. This could be characterised as a "white label" licence or service.

"Cloning" the school in an international market. This is by far the most common type of activity.

Each variation will have a different risk and reward profile and a school will need to have an understanding of its appetite for that and ability to resource an expansion plan, both in terms of financials and human resources. This article will focus on the third option.

#### Finding a suitable partner

Nowadays, a good number of schools are approached regularly by would be partners offering to establish the school abroad. Finding a potential partner is rarely a problem. The problem is finding one with resources, a proven track record and empathy for the school's values. If a school fails overseas it

is most probably going to be due to the recruitment of an unsuitable partner. Schools therefore need to spend some time, not only preparing their "prospectus" to attract potential foreign partners, but also profiling their ideal partner and putting in place an appropriate recruitment/screening process rather than jumping into bed with the first individual with a cheque in his or her hand.

#### Choosing the most appropriate market

Not all countries have the same potential for all schools. A country that allows one school to thrive, say due to its heavy focus on academic achievement in examinations, may be extremely challenging for a school that is more focused on sport, or offering a more rounded educational experience. Educational establishments need to be contextualised into the educational, cultural, economic and religious norms of each potential target market.

A good partner will be able to help work with the school to overcome at least some of these challenges and help localise the curriculum and other systems in an appropriate manner, but at the end of the day some schools will find it extremely difficult to succeed in some countries and common sense dictates that a school should focus on the easy win markets before tackling the more challenging ones.

#### Structuring the Deal

Generally speaking, it is highly likely that a school will license a partner to open a single campus, or possibly a few campuses in any particular jurisdiction. Multi-level structures such as master franchising, which are common in the retail, food & beverage and services sectors, are rarely appropriate for international schools.

A "development" licence is therefore likely to be required. However, each market and each partner is likely to require an adaptation to this basic structure. For example, joint ventures are possible, and they can be structured to allow the school to hold an equity stake in the operating company without the corporate governance burden imposed by a typical joint venture. The more sophisticated a structure, the higher the cost of implementation in terms of both professional fees and infrastructure



David Bond, Partner  
david.bond@fieldfisher.com  
D: +44 207 861 4079



Gordon Drakes, Partner  
gordon.drakes@fieldfisher.com  
D: +44 207 861 4525 M: +44 7872 398795

so the school needs to carefully weigh up the potential return on investment it will receive through each possible structure.

Whatever structure is adopted, it is essential to ensure that the legal documentation re-inforces the values of the school and the economic drivers of its business model as well as minimising any inherent risks to the school.

Here are some key considerations for the licence agreement:

- (a) **Governance:** In order to ensure that the school can “call the shots” on curriculum, facilities and so on, it will be necessary to ensure that it is represented on the franchisee school’s board of governors.
- (b) **Appointments:** A school should have the final say and veto rights over key appointments, such as the head teacher and bursar.
- (c) **Targets:** There needs to be clear commercial targets for promoting the school and growing the number of students. The consequences of failing to meet targets need to be carefully considered and a simple termination right is rarely appropriate.
- (d) **Income:** A school needs to carefully plan its differing income streams from the deal spreading commercial risk, ensuring effective tax planning and allowing easy access auditing throughout the term of the agreement. Personal guarantees from the main shareholders of the partner should be sought. The school should also ensure that it complies with the restrictions placed on it by its charitable status.
- (e) **Exit:** A school should never enter into a deal without being certain that it has a viable exit if problems are encountered. Careful thought needs to be given to this and to the post termination non-competes placed on a terminated partner. The high capital investment demanded of the partner means that it will not accept a total restriction on it using the school facilities as a school once the licence has ended. On the other

hand, the school must not simply allow the partner to continue trading without any restriction. A number of solutions are available to this problem and careful thought needs to be given as to which one is most appropriate

- (f) **Technology:** Finally, and perhaps most importantly, given the rapid pace of change in the workforce and technological developments, schools should consider how they can optimise their IT to deepen the interaction between each international school, the principal school and the global website. Some schools are developing cloud based sharing of resources and assessments, and it is important to consider how universal aspects of the school’s curriculum can be taught consistently and simultaneously across multiple markets. If, for example, a school engages with a corporate partner for the provision of education to families of employees working overseas, there should be a seamless transition between one campus to the next campus to avoid a situation where a student is having to sit through the same lessons because the family moved from Shanghai to Seoul.

These aspects all need to be caught in the manual and the licence agreement, or a separate “Edtech” agreement which sits alongside the franchise agreement.

### Conclusion

There is no “one size fits all” solution to international expansion. Such ventures need to be carefully structured to reflect the needs of the school, the target market and the partner. The most appropriate structure needs to be determined at the outset, as restructuring an international licence is a complex, costly and time-consuming exercise.

At its core, the legal relationship between the school and the local partner is that of a licensor and licensee. It is therefore imperative to choose to work with experienced legal counsel who are specialists in licensing (as opposed to specialists in corporate or regulatory law, for example), who know the international landscape and who have walked down this path before.

## New school in China

The Royal Grammar School, Surrey, (RGS) is looking forward to a new chapter in its 500-year history, with exciting expansion plans in China.

In September 2020, in an exclusive partnership with education company, Gemdale Education, the RGS Guildford will open a new school in Nanjing, capital of the Jiangsu province. This will be the first of a number of RGS schools opening across China over the next few years.

The new school will be located within the Jiangbei New Area. This is one of Nanjing’s fastest growing areas, popular amongst families of several nationalities. The Royal Grammar School Guildford, Nanjing will be an important part of this development and RGS is working closely with Gemdale’s education team as the building of the flagship bilingual school progresses.

RGS Guildford, Nanjing’s Founding Principal, Matthew Ford, is excited about the prospect. With his extensive experience of both UK independent schools and international education Matthew is well-placed to head up the School which will offer co-educational boarding places for local Chinese and overseas students from 3-18 years.

“Gemdale is building an absolutely stunning campus with enviable facilities. More importantly, if less immediately visible, is the close relationship we have developed with their education team. We share both the vision and the resources to deliver an outstanding education that will prepare Chinese students for A Levels and an international tertiary

education. Thriving at university and beyond requires more than a good set of examination results, and the influence of the rounded education RGS Guildford, Nanjing provides will complement and build upon the students’ experience of the Chinese National Curriculum.”

RGS Guildford’s Headmaster Dr Jon Cox is clear on the reasons for the School’s overseas expansion.

“Partnership; engagement in global cultures; enhanced reputation for this school; and an income which can be used to support our school in Guildford and achieve my vision for open access to the RGS to any bright pupil irrespective of financial circumstances.”

He continues, “RGS Guildford schools overseas will enable us to deliver the very finest overseas schools and allow us to share our expertise globally while learning from other cultures. Educational institutions must continue to evolve and one constant in the School’s 500-year history has been its ability to adapt to changing times and trends while staying true and loyal to its ethos and core values.”

The school in China will add to the RGS Guildford’s first overseas school which opened in Qatar in 2016. The school currently has over 500 pupils and is expanding with a new senior school building in 2020. A further RGS Guildford school will open in Dubai in 2021 making it a major global provider of British Curriculum overseas education.



Aerial impression of RGS Nanjing

# African sister school

Durham School, founded in 1414 and re-founded in 1541 by King Henry VIII, intends to open a new international school in Kenya – its first in Africa – later this year.

The news follows the success of Durham School for Girls Doha, which opened in September 2019 with 560 students – the highest achieved by any new international school in Qatar.

Once opened, Durham will be the first UK-based school to open an international arm in East Africa.

Having signed a strategic agreement with the Studybridge Group to lead the opening of Durham International Schools in Africa, plans for Kenya were discussed on the sidelines of the UK-Africa Investment Summit, which took place this week in London.

Mr. Kieran McLaughlin, Headmaster of Durham School said, “With over 600 years of education experience, there is a phenomenal amount Durham School has to offer children and parents in East Africa.

“We are excited with the opportunity that Africa presents and are confident that Durham International Schools will be highly sought after by parents looking for high quality, all-round education for their children at a competitive fee level.”

Mr. Nick Millen OBE, Director of International Operations for Durham School, added: “Durham School will maintain very strong links with each International School, providing governance and quality oversight together with professional development and exchange opportunities.”

Durham School was founded 600 years and offers education to its day and boarding pupils, aged 3-18.

Mr. Brijesh Bakhda, Managing Director of Studybridge explained, “We have already made considerable progress planning the first Durham International School in Africa, which will be in Nairobi. We

are confident in the long term prospects that the capital offers and believe that parents and students in Nairobi will welcome the quality and ethos of education that Durham offers”.

Studybridge is focused on educational opportunities in Africa. The Group will invest in setting up new schools and will look to partner with local real estate developers as it expands into new African markets.

Supporting the Durham initiative for Africa, Lord Popat, the Prime Minister’s Trade Envoy to Rwanda and Uganda, said, “It is wonderful to see Durham School, a 600-year old British institution, enter Africa. With a fast growing middle class and an increasing demand for high quality schooling, I’m sure Durham will be well received.”

The school will initially open for nursery entry (ages 3-6) in September 2020 with primary and secondary phases to follow.



Pictured (l to r): Nick Millen, Lord Popat, Brijesh Bakhda, Kieran McLaughlin

## The Digest

### The ISM Digest

Cost-effective way to keep your business details in front of decision-makers in the independent school sector month after month.

Attractive series rates.

Please contact  
**James Hanson**  
01242 259249

[james.hanson@fellowsmedia.com](mailto:james.hanson@fellowsmedia.com)



**Andrew Wicks Creative**

School Prospectus & Brochure Design

Website & Email Design

Infographics

Exhibition Stands & Pull-up Banners

[www.andrew-wicks.co.uk](http://www.andrew-wicks.co.uk)

**SPECIAL OFFER**

**KEYS PLEASE**

**The Key Replacement Service**  
Tel: 020 8343 2943 Email: [sales@keysplease.co.uk](mailto:sales@keysplease.co.uk)

**KEYS FROM JUST £1**

**Order your keys NOW quoting BFK20**  
[www.keysplease.co.uk](http://www.keysplease.co.uk)

**SPECIAL OFFER**

**CReSTeD**

**How good is your provision for dyslexic pupils?**

**We offer:**

For your school a visit by a dyslexia expert  
For parents a free Register of schools approved for their dyslexia provision

**Contact CReSTeD via email: [admin@crested.org.uk](mailto:admin@crested.org.uk)  
[www.crested.org.uk](http://www.crested.org.uk)**

Registered charity no. 1052103  
Council for the Registration of Schools Teaching Dyslexic Pupils

**GFORCE**  
SPORTSWEAR

WORKING TOGETHER TO CREATE A WINNING TEAM FOR YOUR SCHOOL

[sales@gforcesportswear.co.uk](mailto:sales@gforcesportswear.co.uk)  
[gforcesportswear.co.uk](http://gforcesportswear.co.uk)  
0116 255 6326





# The Independent Schools Magazine **online**



This magazine, and back issues, are available 24/7 to read or download, visit:  
[www.independentschoolsmagazine.co.uk/view-issues.html](http://www.independentschoolsmagazine.co.uk/view-issues.html)

You can receive notification of future issues immediately they are published – simply register your email address here: [www.independentschoolsmagazine.co.uk](http://www.independentschoolsmagazine.co.uk)

(Your email address will never be sold on or otherwise made available to third parties and you can cancel at any time)

**There is no charge for these online e-magazines, thanks to the support of:**



## Schools featured in this issue include:

Abbey Gate College	Cranleigh School	Mount School	Sheffield High School
ACS International School	Dauntsey's School	Mowden Hall	Shoreham College
Ashdown House School	Derby Grammar School	New Beacon School	Solihull School
Ashville College	Durham School	Northcote Lodge School	St. Catherine's School
Bancroft's School	Giggleswick School	Pocklington School	St. Dunstan's College
Bedford Girls' School	Gordonstoun	Portsmouth High School	St. George's School
Belmont Grosvenor School	Grammar School at Leeds	Queen's School	St. Margaret's School
Bishop's Stortford College	Highfield & Brookham Schools	Reigate Grammar School	St. Mary's School
Bolton School	Holme Grange School	Rendcomb College	St. Peter's School
Bruton School for Girls	King's Ely	Royal Grammar School	Stamford High School
Cardiff Sixth Form College	Leighton Park School	Royal Hospital School	Stamford School
Channing School	Lockers Park Preparatory School	Royal Junior School	Strathallan School
Cheadle Hulme School	Maltman's Green School	Saint Martin's School	Stroud School
			Talbot Heath School



## The Independent Schools Magazine

Vires per Verum – Strength through Truth

The Independent Schools Magazine is read by decision-makers – Governors, Heads, Bursars, Departmental Managers – and reflects news, ideas, influences, and opinions in the independent education sector. A personal copy is mailed to heads and other key personnel in fee-paying independent schools plus opinion formers in governments, political parties and educational associations. It is also available on the internet.

## Editorial Advisory Board

The publishers are grateful for the interest, advice and support of a distinguished Editorial Advisory Board whose members currently include:

**Richard Brown:** Head, Handcross Park School, Sussex

**Tory Gillingham:** Managing Director of AMCIS – Association for Admissions, Marketing and Communications in Independent Schools

**Elisabeth Lewis-Jones:** a governor of Bloxham School, Oxfordshire; 2008 President of the Chartered Institute of Public Relations and Director of Liquid Public Relations, a consultancy with expertise within the education sector

**Georgina Belcher:** Communications Officer, Independent Schools Council

**Henry Briggs:** Senior Partner, HW, Chartered Accountants Birmingham and a former school Governor

**Alex Beynon:** Former Head of Press Relations, Independent Schools Council (ISC)

**Kevin Fear:** Head, Nottingham High School

**Deborah Leek-Bailey OBE:** Director of DLB Leadership Associates Ltd., former head of Babington House School, Kent

**Helen Davies:** Bursar, Tormead School, Surrey

**Subscriptions: £3 per issue, or £20 per annum (nine issues) payable in advance by cheque to Bull Nelson Ltd (please remember to include your name and full address) to:**

The Independent Schools Magazine  
PO Box 4136  
Upper Basildon, Reading  
Berkshire RG8 6BS

E: [mail@independentschoolsmagazine.co.uk](mailto:mail@independentschoolsmagazine.co.uk)

[www.independentschoolsmagazine.co.uk](http://www.independentschoolsmagazine.co.uk)

### Advertising Sales & Accounts:

James Hanson, Fellows Media Ltd., The Gallery, Manor Farm, Southam, Cheltenham GL52 3PB  
T: 01242 259249  
E: [james@independentschoolsmagazine.co.uk](mailto:james@independentschoolsmagazine.co.uk)

### Editor & Publisher, Distribution:

Kimble Earl T: 01491 671998  
E: [admin@independentschoolsmagazine.co.uk](mailto:admin@independentschoolsmagazine.co.uk)

### Design studio/pre-press production/website:

Andrew Wicks T: 01635 201125  
E: [studio@independentschoolsmagazine.co.uk](mailto:studio@independentschoolsmagazine.co.uk)

All rights reserved. Any form of reproduction of this magazine in part or whole is prohibited without the written consent of the publisher. Any views expressed by advertisers or contributors may not be those of the publisher. Unsolicited artwork, manuscripts and images are accepted by the publisher on the understanding that the publisher cannot be held responsible for loss or damage however caused. All material, copy, and artwork supplied is assumed to be copyright free unless otherwise advised in writing. Advertisement bookings are accepted subject to normal terms and conditions – see website.

Independent Schools Magazine is published by Bull Nelson Limited.

Reg in England No 2876999.

© Copyright Bull Nelson Ltd.

Printed by Manson Group.



## UNIFORM & SERVICE THAT STANDS OUT

Experts in creating distinctive designs using quality fabrics for the UK's leading schools. Tailored sales channels for a first class customer service experience.

# STEVENSONS

EST. 1925

SCHOOL UNIFORM OUTFITTERS

[WWW.STEVENSONS.CO.UK](http://WWW.STEVENSONS.CO.UK)

