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In this issue...



Outdoor excellence

Holme Grange School, Berkshire, has received two National Awards – ‘Best Use of the School Farm in the Curriculum 2018’ and ‘Best School Farms Project 2018’ from The School Farms Network Education Alliance.

The School Farm Awards 2018 are designed to celebrate and recognise the achievements of school farms, their schools and students from across the country. For 2018 there were 7 award categories and out of an impressive field of submissions, 17 schools were shortlisted and invited to the ceremony to find out if they had won the coveted winners’ plaques. Holme Grange was delighted to walk away with 2 prestigious awards at this event.

Two Holme Grange students along with Estates Manager Mr R C Plumpton and Head teacher Mrs C Robinson attended the awards ceremony at The Royal Agricultural University in Cirencester to collect the awards. The ‘Best School Farms Project 2018’ was won in conjunction with Junior Pig Club for the work with rare breed pigs.

Earlier in the year Holme Grange hosted a Conference for other schools to share best practice.

Whole school hike

Every student (from ages 6-18) at Gordonstoun School, Moray, took part in a whole school hike at the end of last term, taking in the beautiful local countryside and stunning beaches. There were three routes; Gold route 20 miles, Silver route, 12 miles or Bronze route, 9 miles, with all the routes ending at the school’s 200 acre woodland campus.

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Sponsored cycle to India

Felsted School, Essex, Maths Teacher Joe Andrews and his wife Verity are aiming to make a difference for the Magic Bus children's charity, by embarking on a five month sponsored cycle ride to the charity headquarters in Mumbai, India.

The couple, who are both taking sabbaticals from work, set off on their journey last month (August) chasing the summer all the way to India, with their journey leading them through western Europe, over the Alps and along the Dalmatian coast through Istanbul. They will cover 15 countries and at least 4000 miles. Joe and Verity have previously spent 6 weeks cycling around Columbia and also spent



some time in Scotland, but this will be by far the biggest adventure the couple have ever embarked on.

They are aiming to raise £2000 for Magic Bus Mumbai, one of Felsted's partner charities which focuses on education and gender equality for children and young people.

Joe said: "Being a teacher it was important for me to partner with a charity with an educational focus and with Felsted having such a great link with the Magic Bus it was the obvious choice. I was lucky enough to visit India when I was at school and it had a huge impact on me, as it does with all the pupils who visit each October with Felsted."

Joe and Verity would welcome any donations to help their cause and to speak to any companies who may be interested in sponsoring them. For anyone who would like to help, their Just Giving page is: <https://www.justgiving.com/fundraising/byjovebybike>

New chair of ISA

The Independent Schools Association (ISA) has announced that Matthew Adshead has been elected by independent schools across the country as its Honorary Chair for 2018-19.

Matthew recently received the ISA Chain of Office from the association's President, Lord Lexden, at a ceremony at the House of Lords (pictured).



Neil Roskilly, ISA's Chief Executive, said: "The prestigious role of the association's Chair reflects the success of The Old Vicarage School, Derby, in recent years. Since joining the ISA in 2014, Matthew has served on the ISA National Executive Committee as the ISA Midlands Area Co-ordinator, providing generous guidance and support for Heads in that region. Matthew is a keen supporter of promoting state and independent school partnerships and does so with great success in his locality."

Mr Adshead, said, "The ISA offers so many wonderful opportunities for children and students throughout the country, including

our own at The Old Vicarage School. The ISA supports the Head Teachers and their schools in membership with such fellowship and commitment, as well as offering outstanding continuing professional development. It was the best decision I made as a Head to join the ISA. I feel truly honoured to serve this exceptional association."

ISA represents the interests of over 470 private schools in the UK. Established over 140 years ago, it is one of the founding members of the Independent Schools Council. ISA's membership has grown by over 90% in the last ten years.

Blue plaque for VC submariner

The King's School Canterbury were granted the privilege of displaying the 9th ever blue plaque for the Royal Navy in recognition of Lieutenant Peter Roberts RN VC DSC (KSC 1931-35) one of only 14 submariners who have ever been Awarded the Victoria Cross.

The cadets paraded in the Memorial Court and the Presentation was attended by many distinguished guests. Rear Admiral Niall Kilgour CB inspected the cadets, engaging them all in conversation. The service was also attended by the son of Lt Peter Roberts RN VC DSC, Guye Roberts (OKS) and family and several members of the Submariners' Association.

Lieutenant Roberts (OKS) and Petty Officer Gould volunteered to remove bombs from the casing of their submarine H.M.S. Thrasher. There was a very great chance, and they knew it, that the submarine might have to crash-dive while they were in the casing. Had this happened they would have drowned.



Among those pictured:
 Back left – Mark Taylor (Bursar at The King's School)
 Front second from left – 'Admiral of the Fleet the Lord Boyce KG GCB OBE DL'
 Front third from left – Peter Roberts (Headmaster of The King's School)
 Front fourth from left – Guye Roberts OKS
 Front fifth from left – Rear Admiral Niall Kilgour CB
 Front sixth from left – Sir Hugh Michael Robertson KCMG PC D

Is the biggest threat to independent schools becoming a social pariah?

Head of Dean Close School, Glos., Bradley Salisbury, reflects on the public perception of independent schools and what can be done to counteract inaccuracies. In so doing he throws out some challenges to the sector...

“I’m sorry for the way I treated you” were the first words spoken to me earlier this year by a former colleague I bumped into. We had worked together at my first teaching post in a large, comprehensive school near Bristol and hadn’t seen each other for nearly 20 years. The event that caused such a reaction was my decision to accept a job in an independent, fee-paying school. Before I applied for the post I knew that it would be socially unacceptable to a number of those I worked alongside at the time. But, it doesn’t have to be that way.

In this year’s sector report from Baines Cutler, the danger of independent schools becoming social pariahs was highlighted as a significant threat. Confessing that your son or daughter goes to a private school may not be the sort of thing one will admit to at dinner parties, on social media or in conversations in primary school play grounds. Are we in danger of joining the ranks of drink driving, single use plastic bags, non-free range eggs and dolphin unfriendly tuna? Our experience of the last few years tells us that complaining to news outlets about the unfair way in which private schools are stereotyped does little to change

what may be a growing perception that we are simply seeking to serve a hyper-wealthy elite with a luxury brand of education.

With many state schools facing significant funding challenges we need to take care with our own decisions. Listening to my fellow Heads talking at recent conferences, it would appear that there are very few of us who are sitting with long waiting lists of full fee paying pupils and financial surpluses well over 10%, but this picture is at odds with the luxurious product that our marketing material often conveys. Bespoke, tailored and state of the art are the buzz words that we love to be associated with. Last year I was struck by a visiting 1st XI hockey team arriving to play a match with four supporting members of staff – two coaches, a fitness coach to help with the warm ups and a pitch side physio. Too much? Are we a little grotesque at times? How attractive are we not only to those with the means to attend one of our schools, but also to those who can’t?

On the bookshelves in my study, I have a photograph of President Bartlett from the television drama, *The West Wing*. One of the lines given to him by the writer Aaron



Sorkin is to describe education as a silver bullet. It is the means by which many of society’s challenges can be resolved. How far do we go in our schools to highlight the impact that our pupils are having on society? What impact their education is having on societies across the world? Could we talk as much about the numbers of our alumni who are now serving communities in hospitals, police stations, schools, community centres and charities as those who secured a place at a top university? Could we market the habit of volunteering that was first caught in the community action

projects of the 6th form? Of those involved in coaching junior sports teams, leading youth orchestras or running charity events as a result of lessons learned in the co-curricular programme at school?

I wonder what difference it might make if we were to equip our parents and stake holders with stories of the positive impact that an independent education can have on society. Our schools were founded to enhance society in many and various ways, we could do more to help others to see it as a potential silver bullet that benefits the many and not just the few. It is something to be proud of.

Bringing generations together

Since January the children in Kindergarten (Reception class) of The Ursuline Preparatory School, Essex, have been making regular visits to a local care home.

During these visits the children have sat and read with the residents, shared stories and talked about their day. Kindergarten and the residents have thoroughly enjoyed this experience and have both taken away lovely memories of the times that they have spent together.

The children also welcomed their friends from the home to their school for a tea party and sat in the school gardens to listen to a story read out by one of the residents.



How heads can stay relevant



When Adrienne Richmond came into headship at The Mount School, York, just over two years ago, she was excited by the challenges of the new role. After 27 years of teaching she was ready to be exactly what the title said, a Head Teacher, a leader of the teaching staff, heading up the school. What has transpired so far is that she is often referred to as the Chief Executive rather than the Head Teacher. Here she discusses how heads can stay relevant to their schools...

I have spent a lot of time in meetings, at conferences and attending networking events. As Head, I am seen as the school's figurehead but I have many more administrative tasks than I anticipated.

I have, of course, also spent plenty of time in school. I regularly observe lessons, go on walkabouts, and spend a lot of time talking to pupils and parents. I have an open-door policy which enables people to drop by when I am free. I do have a presence around school but, I know that no matter how much I think that, there are people who believe I do not. Quite simply, I cannot be in six places at once, which is what the head teacher role often demands.

Being a head is the most rewarding job and I love its daily challenges, but it is a dilemma trying to work out how to juggle the many daily tasks, whilst keeping everyone happy. Knowing what is happening in the classroom is so important and cannot be underestimated. Ian

Hunt, a former Head, has spoken about the phenomenon of 'The Disappearing Head'. It is indeed so easy to disappear, to remain in your office and become buried under administrative tasks. To stay relevant, you have to work hard to not allow this to happen.

Whilst some Heads still teach, more and more do not. Currently I do not teach. It is not that I would not like to, but I know that I would not be able to give it my best due to the other pressures of the job. Teaching does, however, help you to stay relevant and to not forget the grassroots of the profession.

Everyone knows the Head and expects the Head to know them. I agree that should be the case, but it takes precious time to get to know everyone. This can seem like an impossible task - there is only one of me and hundreds of pupils, parents and staff. Connecting with all stakeholders remains the biggest challenge of the job but the most important.

Staying relevant is about

maintaining a high visibility in school. You must take an interest in everyone, walk around, pop into classrooms, soak up what is going on, chat to people. Finding out about the smallest of things can be so important to an individual. There has been much written on the theme of Transformational Management by Walking Around as a strategic leadership tool. For me, building strong relationships with pupils, parents and staff is key to being a successful relevant Head.

Building trust through developing relationships and having honest conversations face-to-face is crucial. The most important thing is to be yourself and stay true to what you believe, honesty goes a long way.

Staying relevant by establishing yourself as an approachable Head is key. I believe that leadership is very much down to understanding people and individual personalities, including your own. Knowing how to adapt your temperament to get the best out of each person within the

teams around you is crucial; it is about emotional intelligence and showing personal sensitivity.

Staying relevant requires strong leadership and the courage of your own convictions. The support of a strong and loyal senior leadership team is vital. No man is an island and no Head can go it alone. As a Head, it is important to use your senior team, giving them the support to fly so they can provide you with the support you need to remain informed and knowledgeable about all that is happening within the school community.

Being people centred, having a transparent and open personality, and remaining visible in all ways remains my mantra for successful leadership. I know that as Head, I will not always get it right, but I will always strive to do so. The most important thing for any leader is having the ability to say sorry and admit if you got it wrong and having human empathy is the real key to staying relevant.

Pupils to the rescue with disaster drone



Drones designed by young scientists from Burgess Hill Girls, Sussex, saw off stiff competition from all over the world to be judged overall runners-up in an international competition organised by the British International Education Association and STEM Sussex, which supports and encourages young people to enjoy science, technology, engineering and maths.

The challenge for students was to create an international rescue drone that could respond to a potential disaster situation of their choice.

The Burgess Hill Girls winning team, led by Georgina Wrigg and Alice

Gibson, aged 13, focused on the 2004 Tsunami in the Indian Ocean, which claimed 225,000 lives across a dozen countries.

Their drone used thermal, infra-red and photographic cameras to scan the affected area looking for survivors and was able to release a beacon-assisted medical kit via a parachute.

The cameras could link to computers at the operating base to show live action videos of what the cameras were seeing. These, through the computers, could be recorded and pictures taken. The beacon attached to the medical kit meant a potential

casualty could send a distress call and be rescued while using the medical supplies provided in the kit.

At the final judging, Georgina and Alice were presented with their prize, a Fii 200 drone, and a trophy.

Burgess Hill Girls Head Liz Laybourn said: 'To achieve recognition in an international competition is an incredible achievement. This competition really captured the girls' imagination and was a brilliant way to stimulate their interest in STEM subjects and drone technology, which is already having an enormous impact on the world about us.'



Pupil raises funds for Macmillan

Denstone College, Staffordshire, Upper Sixth pupil Megan Cappa organised a Summer Fair during the holidays to raise awareness and money for a charity that is very close to her heart. Megan and her family had a huge amount of support from

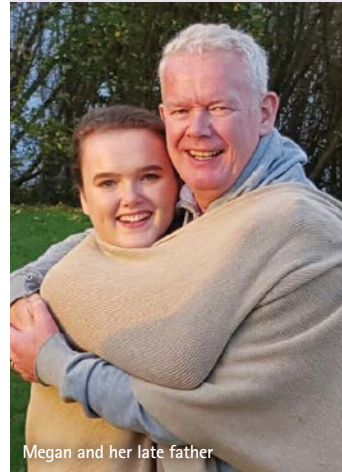
Macmillan during her father's treatment, support which is continuing after he sadly passed away.

The event, which was held at Denstone Village Hall, included a variety of stalls, raffles, tombola, refreshments and a visit from Ashmore's ice cream.

The day was a huge success for Megan with £531 being raised on the day and the amount still climbing. Megan has said she is extremely grateful for all those that attended and supported the event, allowing her to give back to a charity that has given her family so much support.

If you would like to donate to Megan's charity please go to the link below:

<https://www.justgiving.com/fundraising/msummerfair>



Megan and her late father

New academic block

Cranleigh Preparatory School, Surrey, has a innovative new academic building opened in a ceremony led by former long-serving Chairman of Governors, Anthony Townsend.

The Townsend Building, situated at the heart of the School, houses a state-of-the-art facility for design, art, sciences and food technology. Clad in timber that blends with the surrounding trees and green space, the building also has a viewing balcony perfect for watching cricket and other sports.

It was launched on Speech Day before crowds of pupils, parents and Old Cranleighans, who enjoyed tours of the new facility.

The celebrations brought mixed emotions as the day was also a time to say farewell to current Headmaster, Michael Wilson, after ten years of service to the School.

The Townsend Building was his brainchild and he worked closely with award-winning architects, Tate Harmer and contractors Blue Forest to ensure its success in transforming the campus. Mike will not be leaving the Cranleigh Family of Schools as he takes the helm of Cranleigh Abu Dhabi in September. Incoming Headmaster of CPS, Neil Brooks, who joins from Fulham Prep Schools, was also present at the Townsend Building launch.

Pictured: L to R: Anthony Townsend, Cranleigh prep pupils, Mike Wilson

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This will be followed by an opportunity to network with other Password partners over a few cocktails with canapés and some lively jazz.

Date: Monday 8th October from 2pm.

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password





Hulme Hall Grammar School, Cheshire, have announced their new Headmaster is to be the current Deputy Head at St Bedes College, Mr Dean Grierson.

Dean began his career as a Teacher of Economics and

Business Studies in 1996 and has since embraced the Pastoral side of teaching becoming Head of Year in both KS3 and KS4. He brings ten years of Senior Leadership experience to the role including seven years as Deputy Head.

Mr Grierson will take up his new position in January 2019.



Scarborough College, Yorkshire, has announced the appointment of Charles Ellison's successor as

Headmaster of the College: Mr Guy Emmett, presently the Deputy Head of Ackworth School.

Guy gained both his first degree, and masters degree, from the University of Durham and began his career as a Teacher of History and Deputy Boarding Housemaster at Rossall School. He then enjoyed

a second posting as a Teacher of History at Millfield School before returning to Rossall as a Housemaster and Head of History. He was appointed as the Deputy Head of Ackworth School in 2014. He is a very keen sportsman and has played both cricket and hockey to a high standard, whilst enjoying the opportunities to coach in many major sports. His wife, Helen, is also a teacher and together they have a two year-old daughter, Georgina, who will soon be arriving into Little Owls Pre-school.



Maggie Roberts is the new head of Cobham Hall, Kent.

Having started her career as a History teacher, Maggie Roberts has taught English and History to Sixth Form level at schools in the UK, Australia, and Germany.

Ms Roberts' connections with

Round Square are numerous. As well as teaching at one of the organisation's founding schools, she has run two Round Square International Conferences and has led the Round Square International Service Projects in South Africa and Thailand. She has experience as a Housemistress and has been a part of the Leadership Team at an all-girls school.



Mrs Jo Smith is the new Head Teacher at Danesfield Manor School, Surrey. Jo joined Danesfield Manor after being

Danesfield Manor after being

Deputy Head, Pastoral for Rydes Hill Preparatory School in Guildford for 9 years. After achieving a B.Ed. (Hons) degree at De Montfort University in 1998 Jo has worked in independent and maintained schools in the UK and Egypt.



Dr Olwen Wright has taken up the role of Headmistress of St Nicholas' School,

Hampshire.

Dr Wright was a founding member of Sherfield School when it opened in 2004 and she held various management positions at the school, most recently Head of Seniors and Head of Boarding.

Dr Wright has been a Team Inspector for the Independent Schools Inspectorate since 2010 and has inspected a variety of day, boarding, single sex and co-educational establishments. She is an English teacher and has

taught in both the private and maintained sectors.

As well as an Educational Doctorate from Winchester University, through which she explored teachers' knowledge of English grammar, Dr Wright also holds a Bachelors degree in English and a Masters degree in English Literature, as well as a PGCE in Secondary English.

Dr Wright is a committed, if slow, runner and enjoys keeping fit. Her hobbies include silver jewellery making and listening to music. She is married to Ian and has two daughters, one of whom will join St Nicholas' School in September.



Amesbury School, Surrey, has appointed Sheina Wright to succeed Nigel Taylor as Head from

this month (September). Sheina joins Amesbury from Guildford High (Junior School) where she is Deputy Head (Curriculum), Specialist Leader in Education (English) and Continual Professional Development (CPD) lead. She is also Primary Lead for United Teaching, training teachers of the future across the United Learning Group, the parent company of Guildford High School.

Sheina was educated at Brentwood Ursuline Convent High School

before University at UWE, Bristol where she was awarded a 2.1 BA Hons (QTS) English. Her first teaching role in the independent sector was as a KS1 teacher and History co-ordinator at St Albans High School. She joined Guildford High School in 2003 and has held various positions over this time including a Year 2, 5 and 6 form teacher, Head of English and Director of Studies. Sheina has also successfully completed the National Professional Qualification for Headship (NPQH).

Sheina is now the United Learning Lead for teacher training at Primary stage education and has designed the curriculum and trained around 50 trainee teachers.



As well as heading Kelvinside Academy's Junior School, Glasgow, Linda MacBeath will also oversee

Craigholme Junior School,

Linda MacBeath's new role represents the next steps in the partnership between Kelvinside Academy and Craigholme School, which operate under the banner of the Glasgow Schools Trust. The Glasgow Schools Trust, which formed in March this year, is responsible for the oversight and co-ordination of both schools.

Linda MacBeath will take on a

combined role at both independent schools after previously holding the positions of Depute and then Acting Head of Colgrain Primary School in Helensburgh.

Linda completed a PGCE at Southampton University and began her teaching career in Manchester. She then taught at Lomond School in Helensburgh and occupied a senior leadership role at Cardross Primary School.

Linda, who is a nationally recognised advocate of digital learning, will continue to build on the digital and outdoor education offerings of both schools.



Mr Michael Bond will be the next Headmaster of Brentwood School, Essex, in succession to Mr

Ian Davies who will retire at the end of the next academic year. Mr Bond is presently Vice Principal Education of Berkhamsted Schools Group, a family of six schools in Hertfordshire and Buckinghamshire run on a similar Diamond model to Brentwood.

Mr Bond completed his PGCE at the University of Newcastle in 1994, having achieved a 1st Class Honours degree at the University

of Liverpool the previous year. His teaching career began in his native North East, where he worked for seven years at RGS Newcastle. His career has also included appointments at Merchant Taylors' School, where he was Head of Sixth Form for five years, before which he had been Head of History and Housemaster of a senior Boys' Boarding House at Christ College Brecon. He is currently a Governor at The Beacon School in Chesham Bois. Married to Suzanne, Michael has two sons and is a keen sportsman with an interest in football (he says he is a long-suffering supporter of Newcastle United), skiing and fitness.



Patricia Adams has been appointed Head of St Mary's School, Buckinghamshire.

She replaces Mrs Jean Ross, who retired at the end of this academic year.

Mrs Adams was formerly Academic Deputy Head at Blackheath High School for Girls, which, like St Mary's, is an all-through school for girls aged 3-18. She has a wealth of experience in girls' education,

having previously worked in Senior Leadership at Norwich High School for Girls, Oxford High School, where she was Head of Upper School and Head of Spanish, as well as Headington School, Oxford, where she held the position of Head of Modern Languages.

Mrs Adams read Modern Languages at St Catherine's College, Oxford, studied for her masters in Applied Linguistics at Essex University and returned to Oxford for her PGCE teaching qualification.



Mr Paul Bambrough is the new Head of The Purcell School, Hertfordshire. He will take the new job title of Principal.

Mr Bambrough is currently Vice-Principal at the Royal Birmingham Conservatoire where he has responsibility for all aspects of the day-to-day running of the institution, the artistic programme, curriculum and collaborative partnerships. He teaches within the Department of Vocal and Operatic

Studies as well as contributing to undergraduate programmes in Pedagogy, the postgraduate Lecture Recital module, and the Orchestral Conducting course.

As a tenor, Paul has performed at most of the UK's foremost concert halls and cathedrals. He is a harpsichordist, organist and pianist and has had the good fortune to work as a Répétiteur with some of the world's finest singers.

Away from music he enjoys the countryside, architecture and maintains a (largely) enthusiastic fitness routine.



Jonathan Cohen has been appointed as the next Headmaster of Plymouth College, Devon.

Jonathan is currently Deputy Head at Brentwood School in Essex and previously worked at Hailbury College in Hertfordshire and King's Bruton in Somerset. Prior to entering teaching, he worked in investment banking, working for Lehman Brothers and later UBS.

Jonathan has a keen interest in sport, particularly rugby, football, hockey and cricket, having played and coached extensively.

His other interests include politics and international affairs, the performing arts and, of course, education. He holds a Masters degree in Educational Leadership and is soon to complete his Doctorate in Education. He will be joined in Plymouth by his wife Clare, currently a boarding housemistress and teacher of Chemistry, and their three children, Charlie, Eleanor and Josephine.

Jonathan takes up his post in April 2019, succeeding Jonathan Standen who becomes Headmaster of Harrow International School Bangkok.



Keith Metcalfe, currently the Deputy Head at Harrow, will be the new Headmaster of Malvern College from April 2019.

Keith was educated at Monmouth School and Downing College, Cambridge and Malvern College

looks forward to welcoming him at the start of the Summer term in 2019.

He succeeds Antony Clark who has been Headmaster at Malvern for 10 years. Antony moves to take up the role of Headmaster of Michaelhouse, a prestigious boarding senior school for boys, in South Africa.



Mrs Sarah Morris is the new Headmistress at Birchfield School, Shropshire, the first female Head

in the school's history. After four years as Headmistress at Norfolk House School in Birmingham, Sarah is returning to Birchfield School where she was once Deputy Head.

During her 18 years in the independent sector, she has

previously carried out roles as Director of Studies and Deputy Head and enjoyed sharing her passion for literature and foreign languages throughout her teaching career. With a BA (Hons) in English and a PGCE (Primary), she has recently completed a Master's Degree.

In wider educational roles, she is currently Treasurer for the ISA Midlands region and sits on the ISA Inspections Committee.



Pocklington School, Yorkshire, has announced that it has appointed Toby Seth, currently

Deputy Head at the King's School in Macclesfield, as its new Head.

Toby, who takes over from Mark Ronan on 1st January 2019, has been at the King's School for six years. He was previously Assistant Head at Godolphin and Latymer School, London, and before that taught at Wellington College and Dulwich College, having read

Modern and Medieval Languages at Trinity College, Cambridge. He also holds an MA in Leadership in Education.

Toby is a keen sportsman, coaching rugby, tennis and football, and has a strong interest in the arts. He is married to Jess, who is also a teacher. They have two young children, Cora and Arthur.

Mark Ronan will leave Pocklington at the end of the Michaelmas term to take up the post of Headmaster of The King's Hospital School in Dublin.

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Safeguarding – and the challenges of preparing for IICSA that face independent schools

Independent schools, particularly those with boarding facilities, are likely to come under renewed scrutiny in the coming months as the Independent Inquiry into Child Sexual Abuse (IICSA) turns its attention to the Residential Schools strand of its investigation, writes Ben Harrison.

Whilst some establishments may already have received indications that they are likely to form part of a case study, all independent schools must be aware of potential reputational damage.

Even if the focus of IICSA does not fall squarely upon them, the impact of scrutiny on the sector as a whole will at best raise questions among concerned parents.

And, at worst, it may have a negative effect on student numbers across residential and, perhaps, independent schools generally.

The question of how to deal with this challenge has many dimensions – but the underlying bedrock is that the safeguarding policy at each school must be sound and must be operating in an effective manner.

Safeguarding Policy

Every school's safeguarding policy must be a living document which is the focus of constant scrutiny, evolution and development.

It is not enough to merely have a safeguarding policy which is consulted when a problem arises. The policy must adapt and provide a guide for avoiding risk, as well as dealing with serious incidents.

The safeguarding policy (and its implementation) should, where possible, be benchmarked either by reaching agreements with other schools to informally inspect one another, or by periodically commissioning an independent expert to conduct an audit and make recommendations.

Relations with the Statutory Authorities

The statutory authorities are any school's key dialogue partners in ensuring the effective implementation of a solid safeguarding policy.

It can be extremely effective to arrange regular conferences with the police and local authority, so that those with safeguarding responsibilities in the varying institutions have a good working relationship.

Trust is a crucial aspect of a school's relationship with the statutory authorities and it follows that the better your relationship, the greater the degree of trust between you and the local authorities.

Some schools will inevitably have faced safeguarding challenges in their distant or recent histories. And it is easy, when presented with a safeguarding incident, to lose all concept of partnership with the statutory authorities and to begin to feel that you are under attack.

It is in these situations where longstanding goodwill between a school and the statutory authorities can often be beneficial by adopting an approach of full transparency and sharing everything with those tasked with investigating the incident.

For those who find themselves in situations where they discover historic incidences of abuse that have not been thoroughly dealt with, the best policy is to consult

with the Local Area Designated Officer (LADO) and the police.

It's also vital to share with them any and all documents in the school's possession which concern the suspicion.

Equally, where suspicions arise that documents concerning historic allegations of abuse have been destroyed, this information should be shared with the statutory authorities and they should be given whatever relevant documents remain.

Reporting requirements must be born in mind whenever an incident arises; whilst there is currently no obligation to make a report of suspicions of abuse in criminal law, that position is likely to change once IICSA begins to make recommendations (particularly following its case study in the Roman Catholic strand of investigation).

Those with safeguarding responsibilities who fail to report in the future could well find themselves subject to criminal prosecution.

As a final note of caution on reporting, in the haze of a crisis it is all too easy to forget the number of bodies to whom reporting obligations are owed.

Aside from reporting to the local statutory authorities, it is essential that serious incident reports are also made to the Charity Commission where relevant.

Failures to report in this area can

lead to statutory inquiries and catastrophic reputational damage.

Preparations for IICSA

Aside from ensuring that safeguarding policies are kept under constant review and that any incidents are meticulously recorded in conjunction with the statutory authorities, for the majority of independent schools the most important issue will be to plan with your public relations professionals.

For many, PR consultants will only be employed to deal with the promotion of the school's brand and to project the best possible image of the school to the outside world.

PR consultants though must also be engaged to deal with crisis management and addressing media questions and concerns.

Those with 'good' safeguarding histories will likely still need to be prepared to answer questions from parents and/or local media about the steps the school takes to ensure the safety of the children in its care.

This can, of course, be used as a positive opportunity to promote the school.

Those with more colourful safeguarding histories will need to be prepared to explain how they have changed and how those in charge differ from their predecessors.

In both cases, a comprehensive, living safeguarding policy will be the key starting point for all schools.



Step into school from across the globe – thanks to new technology

Virtual reality technology is helping to bring a Shropshire school to life in homes across the globe.

Potential students of Ellesmere College can now experience just what it is like to walk around the campus in north Shropshire while sitting in their bedroom in China, Russia, Malaysia and many other countries.

The College has developed personalised branded VR headsets to send around the world in a bid to show others what being there is really like.

Headmaster Brendan Wignall said: “We are delighted to be able to offer this exciting and innovative opportunity for people interested in coming to Ellesmere College.

“The current students are the first generation for whom virtual reality has been accessible and we hope it will help them to feel like Ellesmere is home from home if they do decide to board here.

“It’s a chance for us to enable more people to learn about Ellesmere and take a look at the great facilities we have here.

“It’s not always easy for our prospective students to come and view the school, so this shows how committed we are to helping the global engagement of our school.

“It is also the perfect opportunity for family members who may



never come and visit the pupils to picture just what their day to day life at school is like, it could be a great comfort to grandparents, aunts, uncles and siblings who live thousands of miles away.”

The school, which has 550 students including more than 100 from overseas and 260 who board there, employed a former student to capture all the footage of the school which is shown through the headsets.

The devices show classrooms, the lunch halls, boys and girls’ dorm rooms, the theatre, the swimming pool and a shot of the tennis centre from the umpire’s chair, so if you look down with the VR headset on you may get a sense you’re about to fall off.

The technology works by creating a lifesize 3D virtual environment so whichever way the wearer looks, the picture moves up, down, from side to side or at an angle depending on how they move their head.

The virtual tour can be found here: <https://www.ellesmere.com/360/index.html>

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School Fee Plan announces approval by the FCA to offer an Appointed Representative solution to schools fulfilling a 2 year promise

For over 20 years SFP has been recognised by schools and parents as the leading provider of instalment solutions for parents to pay their school fees monthly. A large part of the success has been constant reinvention and a relentless desire to meet the changing needs of schools and the regulatory environment in which they operate.

Through 2016 SFP carried out extensive research with schools in order to cement its market leading position.

In 2017 SFP launched a “non-recourse” product in response to one key demand – to protect the school from bad debt in the event that a parent becomes unable or unwilling to pay their fees.

This week, SFP announced the fulfilment of its second promise – to remove schools from the associated costs and risks that come from being directly regulated by the FCA through operating an inhouse scheme or being a credit broker to a third party provider.

“Whichever SFP product schools choose to use, they all recognise

the benefit and quality of our services and the value to their parents which has been borne out through surveys over many years,” says Roger Brown, Commercial Director.

“However, some schools continue to be worried by the ever increasing reach of credit regulation from the basic credit license requirements through to the assessment of affordability changes. Schools joining SFP’s Appointed Representative network will be able to access all the benefits of an instalment facility and none of the risk of direct FCA oversight. Under the AR framework, SFP takes direct responsibility for all FCA regulatory actions undertaken by

the school in promoting payment options to parents.”

The Appointed Representative solution SFP have put in place allows schools to actively engage with their parents about all of the payment options available to them. SFP will provide schools with the benefit of their FCA authorisation and regulatory expertise, becoming a source of support, training and advice as well as supplying all the tools needed to keep schools on the right side of the regulations.

“The AR model provides so many advantages to allow schools to engage with parents regarding fee payments over an agreed period but without the compliance burden”, says Thea Ross, Head of Education at SFP. “It also gives the school peace of mind, ensuring they avoid the risk of unintentionally straying into regulated activity, a real concern for many schools”

“Over the years, a fear of regulation has resulted in many schools meeting parent demand for a monthly payment option by offering an in house credit facility. This trend has often resulted in some form of compromise, changes to the parent contract and ultimately parents paying over 9 or 10 months rather than maximising the cash flow benefit of paying fees over the full year. It also has exposed many schools to operating outside of the regulations, even if doing so with the best intentions.”

Research shows that Schools feel the costs of direct authorisation are too great, that meeting the regulator’s expectations on their own without help will be impossible or that they don’t want the additional responsibility. Add into this an annual fee and the reporting requirement of direct FCA authorisation and the benefits of AR are further clarified.

Early discussions with both existing and prospective customers of SFP have proved extremely positive with Schools clear in their need to be able to freely discuss all of their fee payment methods with their parents at all stages of recruitment, Appointed Representative status provides them with just that.

Hundreds of schools and over a hundred thousand of families have benefited from School Fee Plan since its launch in 1996. The new Appointed Representative framework clearly addresses very real concerns for bursars. As promised, School Fee Plan has now delivered a fees facility that helps the school manage finance related regulation, protects them from bad debt and streamlines the administration associated with an in house scheme. Its immediate popularity is proof of School Fee Plan’s ongoing readiness to ask schools what they need from a fees facility and then deliver the solution.

www.schoolfeeplan.com/schools





SCHOOL FEE PLAN

THE OPPORTUNITY TO EXCEL

NEW FOR 2018

SFP provides your parents with finance to pay termly fees, and **now we will take the credit risk if they can't pay and the regulatory risk so you can promote effectively**



NEW for 2018 – Our Non-Recourse Facility

In response to the ever-increasing need to make school fees more manageable for both your school and your parents, SFP has developed a new product that will give you everything you need:

- Fees paid up front
- Reduced administration
- Managed monthly fee collection
- Most importantly we will now protect you should parents not be able to pay

Trusted by hundreds of schools

Key benefits to schools include:

- An alternative payment solution for parents while still receiving payment upfront each term
- SFP manages all defaults and protects you from parents who can't repay due to insufficient funds
- Reduced administration as SFP collects the fees
- It is simple and free for schools to set up and completely paperless via our online management system
- Improve cash flow
- No need to be FCA authorised

NEW for 2018 - Appointed Representative Framework for Schools

This can allow schools to confidently develop and enhance their fees proposition into credit regulated activities through the use of SFP's regulatory umbrella, removing the need for the school to be individually authorised by the Financial Conduct Authority (FCA). SFP will take direct responsibility for all the FCA regulatory actions undertaken by the school in promoting the various payment options to parents.

To find out more and sign your school up for the new facility call or visit our website

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'Word of mouth' marketing

It's common knowledge that parents value both academic achievement and reputation when it comes to selecting a new school for their child and that they are keen to converse via social media, debate over chat forums and share their views and opinions to others via many other digital channels. Traditionally, word of mouth discussions happened at the school gates or over the garden fence, people have always shared their views. However, the rise of digital communications means that independent schools can now be at the centre of a debate or conversation between any number of parents online and often without even being aware it is happening. As such, word of mouth marketing has arguably become one of the most powerful and effective digital marketing tools for schools today. *A report by Fay Mingo...*

According to research from AdWeek, 92% of consumers say they trust recommendations from other consumers over advertisements or content coming directly from the brand itself, especially when those recommendations come from those they identify with, respect or admire.

You can't stop people from talking

Of course word of mouth means opening yourself up to an element of scrutiny because people will talk and voice their opinions whether good or bad and that can feel a little scary for schools at first. The fact is, you cannot stop people from talking, they will do it anyway so getting involved and helping to steer discussions via your own content can be a very positive and empowering step.

Word of mouth comments are often deeply personal and linked to an individual's own experience, yet their authenticity has the ability to drive impact because they are unbiased and not fuelled by commercial gain. As a nation the British public are often viewed as being a little more reserved in culture so when feedback is shared about a school, it is often deemed weighty and extremely influential.

Having strong and stable word of mouth activity can benefit independent schools in many ways from driving retention of existing students, to boosting enquiries and referrals from other parents. Students, parents, teachers and bursars are all key influencers in helping to shape a school's brand desirability and identity.

In the ongoing quest to boost admissions, develop healthy and reputable waiting lists and continually build on brand and reputation, word of mouth marketing is becoming more and more important for schools today. Positive experiences encourage

people to share (just as negative experiences do) but they also encourage others to recommend and give praise whether that is face to face or via social media. People listen to other people that they can relate to, especially those that give unbiased advice.

Connecting on an emotional level

Reputation is everything when it comes to selecting a school for your child and a school that holds strong academic results and a high reputational standing will be more desirable amongst parents. Word of mouth marketing is a great place to start and there are a number of steps that schools can take to get the wheels in motion. Facilitating open communication with parents is vital as is encouraging a two-way dialogue. Try to share information across channels that parents have opted to engage with, whether printed newsletter, email, social media etc. the user will always be more engaged if you respond via a channel they most interact with.

When selecting what information to share externally, schools might include content such as Ofsted results, academic achievements, extra-curricular activities, fundraising events, scholarship news, school initiatives and more. Anything that will get parents talking about the school will help. Having a wider programme of content and activity implies that this is a 'school that cares what others think'; it also helps the school to connect with parents on a more emotional level. Probably the most important part of inspiring word of mouth is that you have to give your audience reasons to talk about your school in a positive way.

Be mindful to strike the right chord

Even though the news you share is positive from your perspective, with the best will in the world, today's

digital landscape has ensured that you cannot control how other people react in response to that information nor can you control how a parent or member of the community speaks about the school. But you can be mindful of how you articulate your communications and try to tailor it to your target audience so that it strikes the right chord on a more emotive level and beyond just communicating the raw facts. Don't be afraid to inject some colour into your communications and let the personality and culture of the school shine through, because this is the kind of thing that encourages a more engaged response.

Communicating well with parents is vital for independent schools (and not just at the 'expected' times such as school reports, sports events etc.). It is also becoming more important for independent schools to demonstrate their role in the wider community and how they link and collaborate with other schools in the area, local businesses, charities, members of the community and more. Sharing content related to local community involvement can also do wonders for boosting word of mouth marketing.

Creating an authentic voice

Creating a real and authentic voice matters. Anything that represents real life in school, raw 'un-staged' imagery – however, always be mindful of privacy regulations, along with the Data Protection Act and obtaining parental consent to ensure legitimate use of images. Giving prospective parents an insight into what life is like at your school on a daily basis will demonstrate transparency and create a strong driver for getting people to engage on a more meaningful level. As a marketing channel we know that video performs well and is the future, in fact 80% of internet content is expected to be video by 2019 so schools that can share

insights via video will also generate a more engaging response from parents and influencers.

Building up your word of mouth marketing has to start somewhere, but there are a number of do's and don'ts that are helpful to follow:

DO

- **Build a strong relationship** with all key stakeholders including students, teachers, parents and local community and obtain an understanding of their needs and wants. Identify what is important to them and why, so that you can tailor your communications accordingly, for instance, what is important to a student may not be a priority for a teacher.
- **Ask for feedback** and identify your brand advocates e.g. through NPS (Net Promoter Score), ranking 0-10 how likely are you to recommend? Those who score 9-10 are deemed influential and the target audience that you want to encourage engagement with as these are the people who will be speaking about your school in a positive manner and going out of their way to shout about it. Think of the Jamie Oliver 'pass it on' scenario.
- **Survey your audience** – running surveys and polls related to the things that you want to change in school means that you engage with parents much earlier in the process and the insight gained will help shape future activity.
- **Relevancy and focus** – ensure your marketing communications are targeted and relevant to the audience. A student may like to receive updates through social media on sports fixture timetables, however his/her parents may like to receive updates via monthly emails. Make sure you give your audience what they want and tap into the channels they are comfortable with as this encourages greater

Looking to manage files, storage, GDPR and consent forms?

Key issues in education resolved by Chorus

Chorus is the next-generation digital media library for schools that mirrors the way you work and is extremely user-friendly. Designed around the people who use it, Chorus provides quick and easy access to approved digital files; logos, images, video and corporate templates.



Faye Mingo is Marketing Director at UK-wide parenting resource and digital marketing specialist, Families Online (www.familiesonline.co.uk).

engagement with your school as a brand. You can also create an open social page for the world to see but also closed groups where only those who follow you can see the activity. Having an active and regularly updated social page of generic news as well as closed groups by age or interest can be very effective and can control any negative comments from going viral.

- **Facilitate an open dialogue** – make it as easy as possible for your school’s advocates to push recommendations across any channel, create a forum on social media, a space on the website to leave a testimonial. Focus efforts on engaging them in an environment they are comfortable and familiar with, not just where you want them to be.

DON'T

- **Don't incentivise feedback or praise** – you want your brand advocates to be authentic and not to be seen as only recommending your school because there is some kind of reward in it for them.
- **Don't use a stop/start approach.** You need to be consistent with your dialogue so that parents see your school as a regular go to place for updates, then engagement will follow.
- **Don't do nothing** – if your audience is reaching out and giving feedback, listen and take action, don't ignore them.
- **Don't take a generalist approach** – one size doesn't fit all and in order to engage, facilitate word of mouth and build brand advocates you have to tailor your communications and efforts accordingly.
- **Don't be afraid** – test, learn and adjust is a good motto. But when you fail, be prepared to learn fast so you can make the necessary changes to build on future success.

You can organise, tag, find, share, upload and download all your digital files quickly, easily and securely.

File Management: Key issues for Education

Chorus can help with:

- storing the growing number of files including:
 - archives
 - marketing media, press work and collateral
 - content to manage alumni relationships
 - video evidence for assessment
- securely manage student portfolio to other educational establishments and future employees
- content management for Governors
- adhering to and managing GDPR, consent forms and other privacy policies
- the increasing need and rising cost of storage and back-up
- system security, reliability and integration with other software.

Centralising image archives and digital files

Chorus can resolve the issue of uncoordinated file storage by providing a platform on which to archive, manage and centralise all digital files. Many schools have extensive image archives as well

Leading independent schools use Third Light

“The software interface is user-friendly, so staff find it easy to navigate around the system and search for relevant images. It enables us to provide quickly an excellent view of school life to the parents as well as fellow teachers and pupils.”

– Sarah Gowans, Marketing Manager, Bishop’s Stortford College

as their growing library of current visual content, and increasingly have the need to provide further functionality so they can distribute, re-purpose and re-use those files in line with current legislation.

GDPR and personal data

Chorus was developed with GDPR in mind. Key features you can use to help remain compliant are:

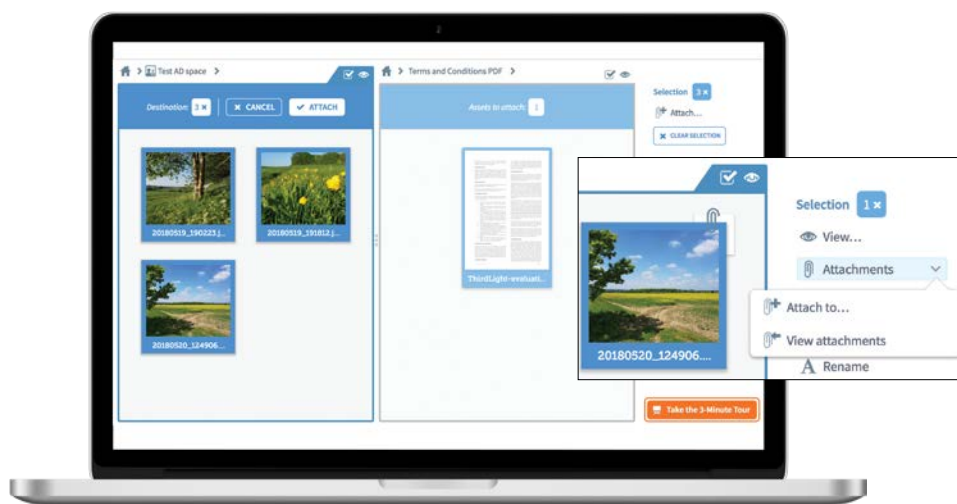
- setting the Site Terms and Conditions to ensure that your users provide consent for you to process their personal data
- using expiry dates and embargo dates, which protect assets in your system from accidental use outside a specific date range
- setting a log retention policy, so that personal data is purged from audit logs after a period of time;

- using workflow tools to approve uploads and downloads;
- using metadata fields to store and manage data and consent forms
- attaching consent forms to images and video, so you can easily see which files you can use and which ones you can't.

Tagging files with metadata for easy search and find

Anyone can upload files from anywhere and easily tag files and folders with metadata, so they can be found later, with a simple keyword search. There are no file size limitations and users can upload their files directly or via an FTP. Chorus stores and manages those files and provides access for everyone, including teachers, marketers, exam officers, parents and pupils.

If your school would benefit from using Chorus, you can sign up for a 30-day fully featured free trial by visiting www.thirdlight.co.uk where you can also find out more about Chorus and how it can help support your GDPR compliance and manage consent forms. Or please don't hesitate to ask@thirdlight.com.



IAS Advance can help you record, track and analyse pupils' attainment and progress



The innovative suite of software packages from IAS Advance is discussed with Andrew Bramhall (Managing Director) and Matthew Young (Product Development Director).

What exactly is IAS Advance?

IAS Advance is a young software company providing sophisticated solutions for educators. Formed in 2015, IAS' origins started much earlier when school governor Matthew Young, after numerous conversations with his teacher wife, learnt about the frustrations faced by teachers and senior management in recording, tracking and analysing pupil attainment and progress whilst still trying to focus on teaching. Bringing together talented people from a variety of sectors including intelligence services, logistics, network solutions, cyber security, game development and of course education, the IAS Advance team has a unique skillset.

Working with primary and secondary schools across the UK; we have quickly developed an assessment software suite made up of data collection, reporting and analysis modules that enables schools to easily enter data and compare the pupil's current attainment with age related expectations, assess performance and track progress over a period i.e. a term, a year or whole Key Stage, allows teachers to easily access the data for lesson planning, and senior leaders to quickly produce both attainment and "value added" reports to prepare for and satisfy inspection visits.

What can IAS Advance offer schools within the independent sector?

Our existing assessment software suite gives educators a greater insight into attainment without compromising on ease of use. Teachers record attainment data with an easy to use data collection app, and can then analyse data with our powerful analysis software. In addition, it is possible to record evidence of pupil attainment in image, audio

or video formats and our latest module gives pupils and teachers the ability to add comments to those pieces of evidence. Teachers can also flag pieces of pupil's work for their parents to view via the IAS View Mobile app.

However, what we are really excited about is offering independent schools the unique opportunity to work in partnership with professional software developers and data analysts to build bespoke systems tailored to each school's unique needs rather than settling for a "best fit" off the shelf solution.

From simple tools allowing you to analyse existing data, to full assessment and analysis systems and even MIS projects, IAS Advance are offering to develop your bespoke software to specifications we agree in partnership completely free of charge. This customisation includes assessment frameworks, all analysis and data visualisation reports (including those designed for parents), user interface and even platform availability. In fact, we're confident that we can develop systems to any needs, no matter how specialised they are.

At IAS, our mission is to ensure that children and young adults in independent schools and colleges at home or overseas benefit from the provision of world class bespoke analysis and reporting systems, helping you provide them with a solid foundation to flourish in later years.

What about security?

Data security is an important and core element of the IAS Advance software suite. We are proud to say that we are ISO 9001 and 27001 certified, meaning that you can have confidence in our ability to keep your data safe. All data processed by IAS Advance

is encrypted in transit and at rest, and user access is strictly controlled. Data is stored in EU based ISO27001 compliant data centres, and no data is ever kept locally on devices. Once you log off, there's no way of using your device to access your data without the correct login details.

What's coming next?

Software development continues, and we have several projects in the planning including a Management Information System (MIS), watch this space for more information.

Also, in September we will be launching the new IAS Advance digital literacy competition for schools. It's designed to allow teachers to help pupils with curriculum-based IT design work within school time or as an interactive activity at STEM after-school clubs. It offers pupils the opportunity to design their own game and build a small demo of a gameplay aspect using Scratch or an equivalent tool.

In addition to the prizes on offer for the winning team members, the game will be developed by our software team and launched on Google, Apple and Windows. Once created the game will be available to download and purchase, with a % of the revenue being donated to their school.

How can we find out more?

To find out more about IAS Advance software suite visit www.iasadvance.net or you can call us on 0333 305 6567 to arrange a demonstration of the software or drop by Stand 21-22 at The National Education Show at Cardiff City Hall on Friday 16th November 2018.



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IAS Advance will work in partnership with your school to develop world class bespoke software systems that deliver exactly what you need.

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Merger announced

Cambridge Centre for Sixth-form Studies (CCSS) has announced that it has joined the Stephen Perse Foundation's family of schools in Cambridgeshire.

CCSS is an independent sixth-form college for boarding and day students, offering A Level, GCSE and University Foundation courses to a diverse community of students of up to 30 different nationalities.

As part of the Stephen Perse Foundation, CCSS will continue to offer excellent teaching, English language support and university guidance for its students, whilst enjoying the advantages of being part of the wider campus of schools. Both organisations will benefit from the many educational, sporting and extracurricular opportunities that come from being part of a larger group.

CCSS shares the Foundation's vision of preparing young people for the globally interconnected world they will live in, a vision which Principal of the Foundation, Tricia Kelleher, says is shaped by Cambridge:

"With an internationally top performing university alongside the entrepreneurial power house of Silicon Fen, our young people have the privilege of growing up in a city which is pointing towards a very different future for them.

"Rather than just turning out young people who are highly-skilled at passing exams, we prepare young people to be independent thinkers in an ever-changing world. It's a very different kind of education, where great results are a by-product, not our sole focus."

The Principal of CCSS, Stuart Nicholson, said: "There are many synergies in ethos and vision between our two organisations and the Stephen Perse Foundation group of schools will provide an excellent home for CCSS. Being part of a highly successful group of schools presents many new opportunities for CCSS and what we offer perfectly complements the education provided by other schools in the group – we are excited to see what the future brings."



Pictured: Tricia Kelleher, Principal of the Stephen Perse Foundation, with Stuart Nicholson, Principal of CCSS

Dodecahedron competition

A pupil from Millfield Prep School has won Dauntsey's School coveted annual Dodecahedron Competition, now in its 30th year. Second prize went to a pupil from Sandroyd School, Salisbury and third place to a pupil from King Edward's School, Bath. The competition is designed to give the most able mathematicians aged 12 and under the opportunity to stretch and challenge themselves beyond their normal maths curriculum.

More than one thousand

candidates had completed the Preliminary Round in their own schools and the 30 finalists selected represented 19 schools. The Final included completing two mathematical investigations, a tough multiple-choice paper and, to round off the day, a 'Maths Trail' around Dauntsey's site.

Pete Mobbs, Head of Maths at Dauntsey's, Wiltshire, said: "The competition is all about getting pupils enthused about maths and the standard this year was, as always, extremely high".

Pictured: The winners of Dauntsey's annual Dodecahedron Competition with, back row, Pete Mobbs (left), Head of Maths, and Mark Lascelles (right), Head Master,

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“Superb sport” to get young people involved physically & mentally



Orienteering in school offers many benefits, but the real attraction is that it is fun, says Robert Parkinson...

Orienteering is a competitive sport that appeals to all ages and abilities. It involves moving across unfamiliar country, using a map to find your way around a set course. Physical fitness, skill in map reading, compass work, mental alertness and decisiveness are all key elements.

Children learn how to assess, understand and read the countryside, as well as to appreciate the beauty and variety of the terrain she or he travels over.

Orienteering is a lifetime fitness sport that challenges the mind. It offers the development of individual skills in navigation while problem solving. Decision making is paramount. Should I go left or right? Should I climb the hill or go around it? These are decisions that constantly arise and why orienteering is often called the ‘thinking sport’.

It certainly gives the brain an exercise as well as the body. Orienteering builds self-esteem.

It takes courage to forge ahead on your own through an unknown area. Not only is it very enjoyable to get out into open spaces but another important outcome of orienteering is that it builds confidence, independence, resilience and adaptability. Good orienteers become aware of their surroundings as they plan what they will see along the route to the next check point, or control.

There are many independent schools that have a strong orienteering tradition.

Barnardiston Hall, Kingswood Prep, St Andrews (Pangbourne), Ranby House, St Andrew’s (Woking), Winterfold House being strong in the Junior/ Middle section while Kingswood School Bath, King Henry VIII Coventry, Loughborough Girls High School, Redmaids High, Twycross House, Nottingham High School, and Abbotsholm all do well in the Senior School category. Many have their own grounds in which they can start their orienteering.

You do not need a map of the school grounds to start and you do not need large spacious grounds. There are many exercises that can be carried out in the gymnasium, on a small hard surface or on a playing field.

So, how can schools start orienteering?

The British Schools Orienteering Association can help.

This organisation was set up by teachers and orienteers and one of their aims is to encourage and help schools develop orienteering. Their website www.bsoa.org provides lesson plans, Tri-O suggestions and ideas for developing orienteering.

The sessions can easily be run within PE lessons, lunchtime clubs or after school clubs and

schools can run their sessions in ways that fit in with their school’s unique situation.

It gives access to an online shop that sells books & equipment at competitive prices. If you want your school grounds mapping or need to find out where the local orienteering club is the BSOA can help by giving you the contact details of someone who can assist.

Membership of the BSOA is free and offers teachers a contact point to ask the questions and gain information. It also runs an incentive scheme called Explorer Challenge, where children are rewarded with badges and certificates for their orienteering achievements. Schools can tailor this to their own requirements.

Nationally, there are two different British Schools Championships every year. Children can compete in pairs (up to Year 8) or individually. In October every year the British Schools Score Championships are held. This is ideal for school teams and involves visiting the controls in any order in a limited time. Then, in November, the British Schools Championships take place. This time the controls have to be visited in a set order.

The pinnacle of Schools orienteering sees the BSOA send a team to represent England to the ISF World Schools Championships, held biannually.

Over the years many different schools have qualified to go and have been very successful, often returning with a collection of medals.

Finally, people who orienteer become enthusiastic about the environment and its stewardship. They take nothing away from the countryside and leave nothing behind.

What a superb sport to get school children involved with.



St Andrew’s School Pangbourne and Barnardiston Hall at the 2017 British Schools Championships

Robert Parkinson of the BSOA taught in Prep Schools for 39 years as a classroom teacher and Deputy Head before recently retiring. He coached school orienteering teams at Bramcote School, Ranby House and Tuxford Academy as well as being the coach at Bassetlaw District Orienteers. He may be contacted via email info@bsoa.org



Field Gun triumph

Students from The Royal Hospital School in Suffolk won one of the top trophies at a gruelling Royal Navy field gun competition against teams from military units and further education colleges.

Pupils returned home to Holbrook with the Endeavour Trophy for the fastest run by a non-military team at the Junior Leaders Field Gun competition.

The RHS team finished third overall in the competition held at Royal Navy base HMS Collingwood in Hampshire, but were the best team from a non-military establishment. A team from HMS Sultan won the event.

The Junior Leaders Competition is held over the same course as the main Field Gun competition and requires the teams to haul a 1,250lb (567kg) field gun from one end of the course to another, stopping to fire two volleys along the way. There are obstacles and requirements along the way and it is all against the clock.

The Field Gun competition started at the beginning of the last century as a drill to reflect the action taken by a Naval unit in transporting field guns across country to lift the siege of Ladysmith during the Boer War in South Africa in 1899.

RHS has more than 300 years of Royal Navy heritage and students today demonstrate the values and service that come from those links.

Former Royal Navy officer Nigel Griffiths, Head of Ceremonial at RHS and a former Field Gun Runner, formed the Royal Hospital School Field Gun Crew just over three years ago.

Headmaster Simon Lockyer, who was among the supporters at the competition in Hampshire, said: "I am so proud of everyone in the RHS team that performed so well at this event - they showed discipline, teamwork and a hard work ethic that brought them the success they deserved."



£4 million sports centre

A groundbreaking ceremony has been held to mark the start of work on the multi-million pound sports centre at Rossall School, Lancashire.

The build will see a much needed sporting facility home to a 50m sprint track, multiple indoor

courts, a viewing gallery and a fitness suite.

There will also be parking and changing facilities.

The project is expected to be complete in time for the start of the 2019 academic year.

Pictured: Estates Manager Mr John Reader, Bursar Mrs Emma Sanderson, Headmistress Junior School Mrs Katie Lee, Head Mr Jeremy Quartermain, School Captain Hannah Parkinson, Director of Development Henry Shepherd, School Monitor Alfie Ellis, Chairman of Governors Mr Chris Holt and contractors.



Pupil smashes world record

Seventeen year-old Bedford School pupil and Commonwealth Games cyclist, Ethan Vernon, set a new world record in the U19 Male Junior 3km Individual Pursuit on the first day of the HSBC UK National Youth and Junior Track Championships held in Newport.

Ethan stopped the clock at 3:10.121 in qualification - over

six seconds clear of his nearest rival and obliterating the world record by two and a half seconds - a time which is 15 seconds faster than Sir Bradley Wiggins' personal best! Ethan went under the world record mark again in the final, crossing the line at 3:10.371 to win gold and defend his title as National Champion.

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www.nationalteamphotographers.com

PE head vice-captains England over 35's to World Cup Gold

Ipswich High School, Suffolk, Head of PE, Mrs Elizabeth Wheelhouse, recently Vice-Captained the England over-35 masters hockey team to a Hockey Masters World Cup victory in Terrassa, near Barcelona in Spain.



The tournament took place at Club Egara from 27th July to 5th August and included several age-bracket tournaments for men and women. This was the first year that the Exin Masters World Cup ran a tournament for the over-35 women's bracket, meaning an unpredictable tournament for all teams taking part.

The England team went undefeated in the tournament, including victories against the United States, Sri Lanka, Ghana, Australia, New Zealand and a nail-biting 1 – 0 victory against Australia in the final. Along with her gold medal, Mrs Wheelhouse also added a World Cup goal to her career accolades.

Upon her selection for the England team and whether she hoped it would inspire more children to

take up hockey, Mrs Wheelhouse said: "I hope that as I continue to play I will inspire somebody, I want to inspire the next generation and the one after that. To be honest, as a teacher, if I've inspired just one person to pick up a hockey stick and play for the love of sport, that's great. If I inspire more people than that? Even better.

The love that I've found for the sport, the teamwork to achieve an aim, the processes you go through to achieve that aim, the successes and the failures you experience are all a part of the life skills you gain from playing a team sport. If I am able to pass that on to someone else just once; that would be wonderful."

Mrs Wheelhouse currently plays club hockey for Ipswich Seven Hockey Club.

Olympic silver medallist opens gym

Sheffield High School for Girls, Yorkshire, welcomed Olympic silver medallist Bryony Page to officially open its new £2.5m Trinity building.

Bryony, who started trampolining when she was nine years old and won a silver at the 2016 Rio Olympics, watched a tumbling, gymnastics and trampolining display by 30 pupils at the event, including members of the team that won the National Gymnastics and Trampolining Finals 2018.

Before unveiling the plaque, Bryony told the 50-strong audience, which included VIP guests from Sheffield as well as former pupils, teachers, parents and friends of the school, how sport had transformed her life and encouraged everyone to give it a try.

She said: "I learned so much from a young age having an active and healthy lifestyle. I learned about determination, resilience



and teamwork as well as being a gracious winner and loser. Trampolining has taught me so much about dealing with failures and disappointments as well as understanding the value of never giving up. You learn so much about yourself without being defined by your achievements or failures. It really is about being happy with who you are and knowing you've tried your best."

Headteacher Valerie Dunsford said: "Sheffield High School was the first school for girls in the country to have a purpose built gymnasium. 140 years on, our strengths are still in academic excellence and sport – and particularly gymnastics and

trampolining – national champions no less!

"The Trinity Congregational Church is one of the buildings which seems to evoke the most memories from our former pupils – splinters from the floorboards, birds flying around during gym lessons, infestations of insects and never quite knowing what might drop on you when you are doing exams in here! The current girls asked for better facilities for gym and trampolining, more space for dance and drama, cooking and socialising and here we are, a magnificent building, beautifully restored and a place where the girls want to be.



£4m investment in sports

West Yorkshire's Bradford Grammar School, which counts Olympic medallists and Team GB members among its prestigious alumni, is undergoing a £4m investment in its sports provision.

The redevelopment at BGS got underway in the summer, and will include major upgrades of its cricket, netball, tennis and hockey facilities.

The new sports facilities will create:

- Eight outdoor cricket lanes with various artificial surfaces to fine tune both bowling and batting technique
- One and a half new hockey astroturf pitches to facilitate the school's growing hockey provision
- Two new outdoor netball/tennis
- A new large sports barn structure to comprise four netball/five tennis courts to provide year-round, all-weather use in the day and evening
- An upgrading of the changing facilities and internal reconfiguration of its existing sports hall

The school, which counts the Olympic triathletes Alistair and Jonny Brownlee among its alumni, has also brought in several new sports names as part of the redevelopment. The new sporting staff has a wealth of experience, from ex professionals and internationals to national league and age group international athletes who have represented Team GB.

Simon Hinchliffe, headmaster at BGS (pictured) said: "This is an exciting time in the history of our school. Sport is central to the offering at BGS and our new redevelopment will provide the perfect environment for our enhanced sports curriculum which caters for all our young people."

Riding high after Hickstead win

The Dauntsey's School, Wiltshire, show-jumping team has won the National Schools' Championship at the All England Showground at Hickstead, beating schools from across the country in an

exciting jump-off. The team of four from Dauntsey's battled through to secure one of six places in the final round, winning on a time difference of just five seconds.



Sports centre set to inspire a love of fitness

Work has begun on a state-of-the-art sports centre at Loughborough Endowed Schools, paving the way for pupils to discover the physical and mental benefits of staying active.

The construction team broke ground over the summer to get the landmark £3.5million project underway. Due to be completed in Spring 2019, the facility will be used by pupils from across the Foundation of Schools.

When open, it will include a multi-use sports hall, fitness suite with strength and cardio equipment, a dance studio and brand new changing rooms.

Jim Doherty, Chief Operating Officer, says the facility is set to play an important role in promoting sports participation among pupils, no matter what their age or ability, and sow the seeds for a lifelong love of sport. "This is an ambitious project and one that we believe will bring immense benefits to the Foundation. It will be a

place that offers something for everyone, whether they want to compete to the highest level as an individual or member of a team, feel strong and capable, or simply try something for the first time. We know sporting excellence and improved fitness are commendable goals in their own right, but we should also recognise the part exercise plays in developing valuable life skills such as resilience, determination and team working. Those who exercise regularly often say that it helps to alleviate stress and focus the mind, which is essential during busy exam periods and later on in working lives."

Loughborough Endowed Schools comprises four independent schools, Loughborough Grammar School (for boys aged 10 to 18), Loughborough High School (for girls aged 11 to 18), Our Lady's Convent School (co-ed, for pupils aged 4 to 18) and Fairfield Preparatory School (co-ed aged 3 to 11).

Pictured: Rob Grant, Director of Operations for LES, with (far right) Jamie Chadburn, Site Manager for contractors, & pupils from Loughborough High School & Our Lady's Convent School



Champion facility

The new Sports Centre at St Andrew's School, Berkshire was officially opened by Lizzy Yarnold OBE. The British skeleton racer joined the Great Britain national squad in 2010, and with consecutive Olympic gold medals in 2014 and 2018, she is the most successful British Winter Olympian and the most successful Olympic Skeleton athlete of all time from any nation.

Lizzy spoke of her journey to becoming a Double Olympic Gold Medallist; the story highlighted her determination to succeed even when she had been told that she was not good enough, which was early on in her career. The children were delighted to see and even hold an Olympic Gold medal and

to ask Lizzy questions about life as an athlete and what it feels like to travel down an ice tube at 90mph!

With a message that was carefully constructed for the pupils to comprehend, Lizzy finished her assembly with these words, 'I am normal and you are normal, I dreamt of being an Olympic Champion and if you work hard enough and believe, you can achieve anything'.

After speeches and the unveiling of the plaque the children enjoyed participating in High Jump, Badminton, Climbing, Taekwondo, Shot Put, Hurdles, Long Jump, Swimming, Golf, Hockey and Tennis.

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No more jobs for life

As economic change and advances in technologies such as AI and automation continue to transform industry and business, Marina Gardiner Legge – headteacher at Heathfield School, Berkshire – reviews the vital life skills that will equip students for multiple careers in a fast evolving job market and discusses how schools can adapt to meet the changing challenges...

Looking beyond the classroom

If we are to educate our students to value and develop their imagination and creativity, to become more collaborative and to see innovation as a worthwhile goal, then we need to look beyond the traditional school curriculum and grades on a page. I firmly believe every educator knows that a full education should cultivate curiosity and a critical sense in a young person together with attributes known as 'character' skills such as resilience, determination, courage, challenge, moral courage, compassion and empathy – to name just a few!

A report *Life Lessons*¹ from Sutton Trust, October 2017, highlights the recognition among teachers, employers and young people that these attitudes, skills and behaviours underpin success in school and work. To flourish, these values must be embedded into all aspects of school life – assembly, chapel (if a part of the school), the staff room, parent interactions and all relationships built with stakeholders.

Extracurricular activities play a vital role. They must offer value-added opportunities giving the students the chance – and the time – to pursue their own interests, to be confident and motivated and to relish fresh challenges.

Variety is key to creating rounded, kind and courageous young people. Debating is excellent for creating resilience and celebrating a quick and critical mind, and a game of lacrosse on a muddy wet cold day for developing determination and

stamina. Volunteering is valuable for helping to develop compassion and an understanding of modern British society. Choosing several activities should – in my opinion – be compulsory.

Young people can be naturally apprehensive of something they haven't tried before and yet will probably love it. I haven't met anyone who has completed a Duke of Edinburgh's Award who hasn't been tremendously proud of what they've done. Students need to be encouraged to try everything and if they are lucky enough to have the opportunity they need to get stuck in – this will help them in the future too.

Teaching tactics

Back in the classroom, simple but effective strategies – which are open and accessible to every teacher – are invaluable in helping pupils develop non-academic skills:

- Praise the effort rather than the end result which, although tricky with examinations, is a crucial element of positive education and is really effective in building confidence.
- Encourage children to take risks and then empower them to correct their work. In my English classroom I would always celebrate children who used more ambitious vocabulary but spelt the words incorrectly rather than 'safe' spellings. It's amazing how a positive approach can really change a child's attitude to risk taking.
- Be explicit about the skills being taught and highlight them when

talking to pupils. 'I'm impressed by your perseverance here; you went back and reviewed your work well.' The more we, as adults, make it clear which skills we prize, the more pupils will be able to articulate and understand their successes.

Time to dream

To succeed in a workplace that is constantly evolving, young people will need to be adaptable and able to learn rapidly and take the lead in careers that don't yet exist. They will require imagination and 'big picture' thinking to find creative original solutions – skills that can't be taught explicitly, but can be encouraged to thrive.

It is so important to allow time to daydream, to experiment and to even be bored. Here at Heathfield, we have a session called 'Learning to Learn' in our Lower School which focuses on metacognitive skills such as self-reflection, where pupils consider the different skills that they have to use in each lesson.

In the Upper School every pupil is offered the Extended Project Qualification – the students' choice of topic is free, although they must show that it is academically useful, either related to their current course of study, or their future. With freedom comes creativity and passion.

Reality check

Just as daydreaming should be valued, so too should a sense of realism and understanding how skills relate to the workplace. The more that schools and employers



work together to demystify the world of work the better. Employers visiting schools to talk about their jobs is hugely helpful for pupils as are tours around the workplace. Parents need to talk to their children about what they do all day, and recent graduates who are now employed coming back to schools and talking about their experiences can really help young people to understand what is required and how to seize every opportunity – including making the tea on the first day!

Our role as schools is to provide students and parents with as much relevant information as possible to make meaningful decisions and choices in their career paths. Right from the very first year of secondary school, students should have a structured programme that leads from exploring who they are, for example, and where their strengths and weaknesses lie, through to matching those with particular career choices and then Higher Education. The more links a school has with its local community the easier it is to facilitate work experience and contacts with previous leavers from the school to empower current students. The best careers guidance is personalised, independent and ever changing to reflect the new needs of the world outside.

¹ <https://www.suttontrust.com/research-paper/life-lessons/> Research Author(s): Carl Cullinane, Rebecca Montacute

#CHRISTMASJUMPERDAY



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Photo: Jamie Baker / Save the Children



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Are we taking a gamble with students' lives?

Are your students more tired than usual? Are they glued to the screen of their 'phone? Are they all talking about the latest social game? If so they may be heading towards problem gambling. Adrian Sladdin suggests how schools can encourage their young people into an appropriate approach to gaming and gambling...



Head teachers, as we know, have to deal with a wide range of issues and every year brings new concerns. If you read your newspapers, you will see that both gaming and gambling are encroaching into the behaviours of young people, often in an adverse way. In many cases the amount of both time and money being lost are worrying, with little advice for students, parents and teachers on what is appropriate both in and out of the classroom. But help is at hand with a new charity which deals with these issues at both primary and secondary level.

YGAM or the Young Gamblers Education Trust is a charity with the aim to educate, safeguard and inform young people against the problems of social gaming and gambling. Founded by former problem gambler, Lee Willows, in 2014, the charity has grown to be the leading organisation working in this area of education. It has been a rapid journey from the initial idea of raising awareness around these challenging subjects to delivering workshops, lessons and resources which address these needs. Indeed not everyone realised that there was even an issue around gaming and

gambling for young people four years ago!

Since then YGAM has welcomed hundreds of practitioners through its doors, training teachers, youth workers, youth offending teams, heads of safeguarding and even the police, suggesting that there is an appetite to find out more about gaming and gambling by lots of professionals who work with young people, ranging from age 7 to 25.

The charity is balanced in its approach to both gaming and gambling, and works in tandem with the industries to promote harm minimisation and safer behaviours, offering young people the chance to find out for themselves what is an appropriate approach to both gaming and gambling.

Director of Education, Adrian Sladdin, has worked with Lee over the last four years to develop the curriculum models, training workshops and other educational resources, and is not surprised by the interest in the organisation and its work. As he says, "Personal, Social, Health & Economic Education has long been an important subject in schools and it seemed

only natural to add both gaming and gambling into the equation, especially with ever-easier online access via the internet. We found that young people were spending both too much money or too much time on either gaming and gambling, and we wanted to do something about it."

The charity has recently begun running sessions for parents as well, many of whom are genuinely perplexed by what young people are doing on-line, especially when the credit card or phone bill comes through. This is perhaps the first generation which has not known life without access to the internet and mobile devices; it also has little understanding of the long-term consequences of these actions, including addiction and mental health issues. More than ever, young people are engaging with gaming and gambling, and the problems around debt, falling grades and tiredness in the classroom, are hard to ignore. The YGAM challenge-based curriculum model allows teachers to choose activities suitable for each age group, as well as engaging students in research, enquiry and presentation skills, so that there is no pre-set agenda.

The charity has recently expanded, with six new appointments to the workforce. There are also plans to reach out to at least ten universities as part of the strategic plan, given that students are also prone to issues around gaming and gambling. Partnerships include work with the Independent Schools Association and with the Boarding School Association, as well as other educational organisations.

As Peter Woodroffe Deputy CEO at ISA says, "YGAM have produced some wonderfully usable resources that can be used across the curriculum, not just in PSHE lessons. I am certain that schools will appreciate the activities and lesson plans that skilfully weave real, interesting issues into the existing, full curriculum. Personally, I am worried about addiction to gambling and gaming in our young people and it is great to see a charity doing something about it."

YGAM runs both free central training for teachers across England at present, but also offers costed, bespoke INSET on enquiry. For further details on anything in this article, please visit www.ygam.org or email adrian@ygam.org.

Adrian Sladdin is Director of Education at YGAM and CEO at YGAM innovations Limited, delivering corporate training to the gaming and gambling industry, as well as workshops and training for the education sector. He also works as an independent educational consultant on projects and partnerships in the UK and around the world, specializing in developing training content around leadership and employability skills.



Great Geography Bake Off

The first 'Great Geography Bake Off' was held at the PTA Summer Party at Farlington School, Sussex. Seventeen geographically-themed cakes were created by girls in the Prep and Senior School.

Technical skill in cake creation and geographical accuracy were taken into consideration by the Judges, as well as taste!

Congratulations to Jan

Jan Wilson of The Mount School Yorkshire, has won a Silver Teaching Award in the category, The Award for Teacher of the Year in a Primary School, in the Pearson Teaching Awards annual celebration of exceptional teachers, founded in 1998 by Lord Puttnam to recognise the life-changing impact an inspirational teacher can have on the lives of the young people they teach.



Jan was surprised with the news during an assembly at the end of last term. "It goes without saying that it is an honour to win

this award and a very humbling experience" she said. "I was certainly surprised! The joyful cheers from the children as the news sunk in was just fantastic. Throughout my career, I have had the privilege of working with supportive colleagues who seek to nurture in our pupils that greatest and most powerful of things: an enthusiastic child with an enquiring mind."

Adrienne Richmond, Principal said: "I am delighted for Jan. To be selected from the thousands of teachers to win a silver award is an achievement that is thoroughly deserved. Jan inspires children, parents and colleagues with her passion and dedication for educating young children. She is a creative person who works tirelessly to provide children with opportunities and experiences in the classroom and beyond. Her energy is boundless and her personality infectious."

Jan will now join fellow Silver

Award winners, along with three Scottish Education Award winners and three winners of the Professional Teaching Awards Cymru, at the 20th UK Ceremony of the Pearson Teaching Awards, a



glittering ceremony held in central London on 21st October. There they will find out which of them has won one of just twelve (12) Gold Plato Awards, the UK's "Oscars for Teachers".

HMC accreditation

Moreton Hall, Shropshire, has been awarded HMC (The Headmasters' and Headmistresses' Conference) accreditation.

The accreditation also comes as building begins on Moreton Hall's latest initiative, 'The Holroyd Community Theatre' which will provide a new Arts space for North Shropshire and the Welsh borders.

Head Jonathan Forster said: "I am honoured and delighted to be accredited as a member of HMC. This accolade is for all the hard work of staff both inside and outside the classroom who collectively ensure that Moreton provides the very best outcome for its students."

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Profile

In conversation with Stephen Oliver

Born: 1963

Wife: Caroline

Children: Felix (11),
Anton (10), Sophie (7)

Schools and University

Attended: St. Mary's College,
Southampton. Universities of
Birmingham, Cambridge and St
Andrews.

First job: 1985: Teacher of
Classics at the Haberdashers'
Aske's School, Elstree.

First management job: 2004:
Lower Grammar Playroom Master,
Stonyhurst College, Lancashire
(i.e. Year 9 boarding and day
housemaster).

First job in education: As above

Appointed to current job: 2012

Favourite piece of music:
'They Say it's Spring' by
Blossom Dearie.

Favourite food: Chocolate

Favourite drink: Trappist Beer

Favourite holiday destination:
Germany

Favourite leisure pastime:
watching cricket

**Favourite TV or radio
programme/series:**
Test Match Special

Suggested epitaph: 'God looks
graciously upon a gentle master'
(Aeschylus, as quoted in Terence
Rattigan's 'The Browning Version')

Q You have worked in Catholic schools for twenty years. The educational landscape in the UK has evolved significantly in that time, but how has the specifically Catholic educational scene changed in particular?

A *I believe there have been two key changes in the Catholic independent sector over this period: the ongoing withdrawal of the religious orders from schools, involving the handing over of Governance and leadership to lay people and, secondly, the increasing challenge of attracting Catholic parents to send their children to Catholic schools. Many parents, it would seem, will no longer prioritise Catholic ethos over other aspects of education when choosing a school. Catholic state schools are often over-subscribed, but the independent schools exist in a highly competitive market and have to show that they are as good as or better than their rivals. This, of course, can be a good thing as it keeps us from being complacent.*

Q You have served for several years on the committee of the Catholic Independent Schools Conference and assisted in drawing up its latest Strategic Plan. What are the essential elements or goals of that Plan?

A *There are five strategic aims, but I think the most important one is the development of a CISC leadership programme, to ensure that we successfully recruit the next generation of Catholic school leaders. This programme is now well underway and has already attracted two cohorts of highly talented people, helping them to deepen their understanding of Catholic education and encouraging them to take on the challenges of leadership. Very importantly, CISC also provides opportunities and resources for staff and students in our schools and, increasingly, speaks as a national voice in the wider world of education. Catholic independent schools have a great deal to offer and CISC is there to make the sector more visible.*

Q After your first ten years teaching Classics at various independent schools you became a novitiate at Downside Abbey for eighteen months. Looking back on that time, what did you take from what must have been an unusual and remarkable experience?

A *I was 33 when I went to Downside and found the first few months a radical change from the free and easy life I had previously enjoyed of being a bachelor teacher in an independent day school. The novitiate showed me the qualities needed to live closely on a daily basis with a group of people you would not necessarily have chosen as your lifelong companions. It also developed in me a greater commitment to my faith, while showing me that a life removed from the world was not my true calling. I decided not to stay and take monastic vows because, while attracted to aspects of the life, I did not fall in love with it. My calling lay elsewhere.*

Q You returned to teaching after your time at Downside, and have since worked at three Catholic independent schools, first as a Classics teacher then moving up through various management positions to headship. What impact did your time as a novitiate have on your teaching style, indeed on your approach to education?

A *Before going to Downside I had never taught in a Catholic school. Fortunately, only a few months after I left the novitiate, I was offered a job at Stonyhurst College in Lancashire and was able to immerse myself in the great Jesuit traditions of that school. Throughout my time at Stonyhurst I had pastoral roles that involved me living in the College and I could combine what I had learnt about Benedictine spirituality at Downside with the Jesuits' charism, based on the life and teachings of St Ignatius. I don't think my time in the novitiate influenced my teaching style as such, but it did mean that I was completely committed to Stonyhurst's*

Stephen Oliver has been head of Our Lady's Abingdon, Oxfordshire, (OLA), since 2012. He was previously Deputy Head at St. Benedict's School, London.



Catholic ethos and this very much influenced my whole pastoral approach.

Q You have maintained a regular and committed prayer life, which you have described as an effective way of stepping back from the demands of headship and retaining a sense of proportion. Do you think non-believers could find benefit from similar periods of quietness?

A *I do, and I think the increasing popularity of mindfulness shows this. Mindfulness is a bit like the Benedictine practice of mental and contemplative prayer with the references to God taken out. This means it works well for those who struggle with the concept of a personal deity. I strongly believe that periods of reflection and quietness are beneficial for staff and students alike: Catholic and Quaker schools in particular have always practised this, and at OLA we have a daily period of silent prayer in the Chapel for all those who wish to attend. I find this an oasis of peace in the busy school day.*

Q Pupil well-being has been at the forefront of school agendas for many years, but perhaps more so recently in the light of increasing concerns about mental health in general and the pressures of social media on teenagers in particular. Some say it is the lack of real faith amongst the majority in society which has contributed to these difficulties. Are they right? Can Catholicism provide any answers to the young people in your care?

A *Essentially, I believe that young people, like the rest of us, are looking to find meaning in their lives. The increasing pressures they experience can be incredibly difficult for them to handle if they can't put them within a broader context. A system of belief such as Catholicism gives them that context*

and helps them realise there is a world beyond their everyday struggles that is ultimately more important. It gives them the reassurance that, whatever difficulties they are experiencing, they are loved by a God who has a plan for their lives. Life, then, becomes not just a random collection of events, but something coherent. As a Catholic, you are encouraged to sit lightly to material possessions, worldly success, fame and all the other things that can make life so pressurised for the young. A student who takes this seriously – and this can take courage – will discover something that, in Jesus's words, the world cannot give.

Q OLA was founded in 1860 by the Sisters of Mercy, but devolved from that Institute in 2007 and is now almost entirely dependent on fee income from over 300 pupils in the Senior School and more than 100 in Juniors. Have you enjoyed the financial side of managing the school. What has been the greatest challenge for you?

A *I have learnt a huge amount about school finance over the last six years from my Bursars and the excellent team of Governors at OLA who oversee this side of the school. As a result, I now feel much better equipped to understand the business aspect of OLA than I did when I started. Schools are unique institutions in that they are communities with long memories – almost like families – that staff, parents and pupils hold very close to their hearts, while at the same time being businesses that need to flourish in a commercial world. This means that difficult financial decisions sometimes need to be taken that affect individuals, and it is this that I have found hardest about my time as a head.*

Q You play the trombone in the OLA Silver Band. What attracted you to that particular instrument?

A *I started playing the trombone when I was twelve. My school had a brass band and I was given a cornet. I didn't get on with this so a trombone was presented to me instead, which I instantly loved. Trombonists have a special bond, based on the fact that their instrument has a slide and not valves like the rest of the band. I stopped playing when I left school, but was recently enticed back by an inspirational member of our Junior School staff. My son Anton also plays in the Silver Band – a cornet – so the Oliver family has finally got that instrument covered too.*

Q Who, or what, inspired you to get into teaching? Do you still teach?

A *My vocation as a teacher was born out of my experience of being taught. I used to love observing the different approaches used by the sometimes highly eccentric staff at my school and would ponder how I might do things differently. I also loved my subject and was immediately captivated by the experience of teaching during my PGCE year, especially the performative aspects of the role. I still teach Latin to Year 8 and Philosophy to Sixth Formers and would like to continue as long as I can. Whenever I stop being a head, I can think of nothing better than going back into the classroom.*

Q OLA's motto is: 'Whatever You Do, Do It Well'. What is yours?

A *'Discouragement is simply the despair of wounded self-love' (Fénelon). I quote this to myself when I am feeling thwarted and it always cheers me up.*

Designed to Perform

A lot goes into the design and development of a new performance sports kit. We spoke to Rebecca, a professionally trained bespoke tailor and cutter with a BA(Hons) in Fashion design, to find out how you can upgrade your kit.

Rebecca manages the Garment Technology Department at Perry. Her team is made up of design specialists with degrees in fashion and marketing as well as extensive industry knowledge from working with top end sports brands.

This team is at the heart of what makes a Perry sports kit so unique whilst also being fit for purpose and brilliant value for money.



What do you think are the most important factors when designing a new sports kit?

I believe an understanding of pattern manipulation is vital. No two people are the same, however, with my team's collective knowledge, we have developed a range of pattern styles that really do flatter all shapes and sizes. You also need to understand cloth – how it moves, hangs and how to cut shape into it. We test a large variety of materials to ensure the best quality and fit; understanding how fabric performs and reacts within its environment is also important.

It's the small details that can really make a garment stand out from the crowd. We really take our time to consider every component from the zips, drawstrings and even

the colour thread that is used. All of these things add up to create something truly unique.

How do you work with schools to interpret their brief?

Firstly my team will carry out research. We need to understand who the school is, its heritage and history, in order to ensure we are going to deliver the right tone and branding to make your kit unique.

We then use the latest technology, such as sublimation with performance fabrics, to ensure your kit will be cutting edge, modern and original whilst promoting the school's essence and brand.

What can Perry bring to the school sports kit market, as a uniform supplier, as opposed to a sportswear supplier?

As a uniform supplier we have the school and parents, as opposed to professional sports teams, at the forefront of our minds.

Furthermore, Perry works with the same manufacturers and materials as the branded sports kit suppliers. Schools can therefore be confident that the quality of Perry kit matches and in some cases outperforms branded kit.

It's also important to remember not every student has sports as a key focus at school; having an

affordable curriculum kit which still looks and performs well is vital for many schools.

Another key factor is that whilst we ensure our sports kit is both current and modern, we also don't want to re-invent the wheel – a big part of my job is identifying trends in sportswear from big name brands and then distinguishing between what is a genuine enhancement in performance wear and what's just a trend of the moment.

How do you design the style and fit of the kit?

We use our knowledge of future trends and past experience together with specific requests from the school sports staff. For example, some schools want a slim leg tracksuit whereas others prefer straight leg.

As we develop our own patterns on site we can be really adaptable, meeting these requirements and developing a sports kit that is right for your school.

It not only has to look good, but also feel good and perform well, to be a successful garment.

What do you look for when sourcing cloth and materials?

When looking at cloth, we think about what garment we are making and what its purpose is.



For example, is it supposed to be waterproof and breathable or stretchy and move well on the body?

Then it comes down to performance! Our cloths are checked and tested to ensure they will perform and meet the everyday requirements and demands of the school environment.

All of these factors mean that we can always ensure that the Perry sports kit performs as well as sports teachers expect; looks as professional as students want and is still the good value that parents need.



To find out how you can introduce a performance sports kit to your school, contact Caroline Bunting at: caroline@perryuniform.co.uk or call 0113 238 9520



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Taking a student show to Edinburgh – the work & the reward

Curtain up on the Fringe



Taking a show to the Edinburgh Fringe is an incredible experience for students and a massive undertaking for staff. The performance element is, of course, important and provides a focus – but it's the first time many students will have needed to genuinely market a product and see the immediate results of their approach. They need to learn to engage with different audiences and achieve professional standards. Most importantly they take an idea or script from concept to reality in the space of two weeks.

Caterham School, Surrey, Head of Drama and Theatre Louise Fahey describes how she planned the trip for her students this year, wrote and directed a play, how it all went in Edinburgh, and what the students took from the experience... along with some top tips for other schools considering similar initiatives in the future...

Taking a play to the Edinburgh Fringe is the ideal performance opportunity for Caterham students, who are passionate about theatre and always keen to embrace a new challenge. We've just returned from our 2nd successful visit to the Fringe, inspired by incredible theatre and in awe of the professional standards our students can achieve in this competitive platform. We participate in local theatre festivals, widening our students' experience of performing beyond the school theatre and sharpening performance skills through adjudication and friendly competition with other companies – taking a group to perform at the Edinburgh Fringe Festival takes this one step further. It's the biggest arts festival in the world – an inclusive and vibrant celebration of the arts that offers our students a unique experience like nothing else at school. They

find themselves within a rich variety of over 3500 shows from 55 countries and need to use all their creative and communication skills to make their show stand out!

Rather than being overwhelmed by the scale of the Fringe, I've found that students embrace everything it has to offer and quickly throw themselves into a professional world.

I think it is important to decide what your aim is in taking a group to the Fringe. I focus on providing a learning experience for the students, requiring them to reflect and adapt their performing and communication skills throughout the trip. I want to widen their view of the performance industry and encourage critical reflection of the theatre they see. I also want the students to apply their creative and communication skills, working together as a company to perform

at their best every day, attract audiences and make the show a success.

Planning

Early planning is important to make sure the many elements of this trip come together. I booked the accommodation and venue in November as these get booked up quickly. There are 317 venues at the Fringe, so there's plenty of choice. I opted for a well-established company (theSpaceUK) that I knew had experience of working with schools and manage 18 performance spaces within their venues. My production ideas were far from concrete at the booking stage, but having a general idea of cast size and performance style really helped to select an appropriate venue. The venue organisers are really helpful and happy to share their experience or chat through potential time slots and dates. On both our visits I've opted for an afternoon slot, allowing us to structure the day with leafleting our show on The Royal Mile in the morning, performing early afternoon and watching other shows in the evening.

Our students made full use of their SpacePasses, which are given to company members to allow free access to all Space venues. This significantly reduced the cost of seeing other shows, created links with other companies and importantly meant that students accessed a wider range of performance genres.

Accommodation is the biggest

expense – staying anywhere in Edinburgh is expensive during the Fringe! We stay in student self-catering accommodation, which supports the development of independence and preparation for student life. We found affordable apartments about 20 minutes walk from the Royal Mile that accommodate up to 8 people. Our students really enjoyed the independence this offered. Preparing group meals became a shared, and sometimes challenging, activity, requiring further planning and team work. Public transport is superb and once in the centre everything is within walking distance, so it's not difficult to find a balance between supervising a group and allowing them the freedom to explore.

I registered my show on the EdFringe website in January, which gets the show advertised on the website and in the printed booklet. This also means tickets can be booked through the EdFringe box office, which I've found to be the most popular choice for audiences. Early registration means tickets go on sale as early as February! Registration isn't complicated, but I do set aside plenty of time to complete the forms, as production information, ticketing details, images, media info and copy for both the programme and website is needed. There's a lot to complete, so it can be difficult to balance this with immediate teaching priorities, but it's worth it!

Selecting the Play

I've found that students participate in this trip for a variety of reasons.

Photography by Michael Fahey



Caterham School headmaster Ceri Jones leafletting on the Mile

Some want the challenge of performing alongside professional companies and are focused on stretching performance skills, others want the opportunity to experience the Fringe as a whole. I open up the trip to Years 11 – 13 and accept the first 12 students that sign up. The nature of the trip is likely to attract strong performers, but I don't feel this should be a criteria. It's up to me as the director to select or write a play that showcases the talents of my cast. I find that high expectations have always been met and our students always make me proud of their professional and mature approach to creating a successful play.

I'm not sure I've worked out the 'right' play to perform at the Fringe. We've taken an adaptation of a known play and a piece of new writing. Both have worked well, but for different reasons. It was easier to attract audiences with an established play, but challenging to find a piece that can be adapted for the cast and the tight 50 minute time slot.

This year I wrote an ensemble piece to allow a more inclusive approach and to explore a range of styles. Audiences loved it, but this was harder to sell as it was unfamiliar. As an audience member, choosing from the list of plays can be overwhelming if you're only up there for a few days! Both were successful experiences – just different. One student who performed in both plays said, 'It was even more fun this year as performing a new play felt more personal'.

Rehearsal

Any drama department knows how challenging it is to rehearse regularly with a full cast, so we rehearse intensively the week before going to Edinburgh. This works well for us as it provides focused preparation for performance, helps the cast bond as a company and gives an insight into life as an actor. Performers need to be off script after the 2nd day and have the pressure of an open dress rehearsal at the end of the final day! Although exhausted after a full week of intensive rehearsal, I know they will rise to the challenge of performing in front of an invited audience. This also significantly increases their confidence in the play they are about to perform to a more critical audience! After the dress rehearsal we pack the minibus together as a company which reinforces the shared responsibility within this trip.

There are key practicalities to consider when designing a show for the Fringe, such as the 5 minute get-in and get-out time and the tiny storage space at the theatre! Costumes can't be stored at the theatre so need to be taken in each day. Our actors wore costumes leafletting and performing on the Mile, so they need to be eye catching enough to attract attention and robust enough to withstand a lot of wear. Last year our period costumes worked brilliantly, but it did mean students had to carry around changes of clothes all day. This year I used a range of brightly coloured hoodies which made life much simpler!

Journey

I feel the journey puts some people off visiting. 10 hours in a minibus from Surrey to Edinburgh sounds horrendous, but it's actually remarkably smooth. We take a trailer for suitcases and set, etc. We set off at 5.30am, so have a peaceful few hours as the students sleep until Leicester – then a couple of stops and we are at the accommodation by 3.30pm. This is the most flexible and cost effective way for us to travel and transport everything needed for the show, without the restriction of timetables, weather or cancellations.

Edinburgh week

Setting off for The Royal Mile on the first day I see a mixture of curiosity, anticipation and excitement. As we travel into Edinburgh I love watching the response of the students as they see increasing numbers of costumed performers and musicians all heading to the Mile to advertise their show. The scale and vibrancy of the Fringe becomes reality at this point and, however well-prepared, it takes a while for the students to find their voice in this environment. Our students find themselves side by side with choirs, acrobats, street performers, actors – not just visiting – but performers in this incredible festival.

There is an important moment of realisation that they have to step-up to be successful. Our performance slots on the Royal Mile stages are booked in advance and our pitch is well rehearsed. However, as this is a learning experience, I let the students experiment with their approaches to successful leafletting. This is a valuable real life experience of working out strategies as a team, learning from observing the approaches of other groups, reflecting and adapting



Students leafletting on the Mile

strategy according to immediate response. Leafletting is cited as the most challenging aspect of the trip! Managing rejection is hard, but bouncing back from this and sustaining motivation is an important life skill.

Finding the right pitch takes practice. Our play this year focused on individuality and difference. Trying to capture this, one of our students announced, 'If you're weird or different you'll like our play!' Thankfully the group quickly realised this was neither effective nor selling the play and revised their approach!

After a couple of days all reticence disappeared, students were exploring more creative approaches and confidently working as a team, adapting their pitch appropriately and focusing on their shared goal rather than individual setbacks. As a teacher, it's amazing to see such huge development in such a short time. Support from visiting parents and staff always gives the students a boost. I always get a couple of extra t-shirts printed so visitors can help with leafletting – all publicity and promotion helps!

Continued >



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Curtain up on the Fringe (continued)



At the performance



Cast at the performance

The performance becomes a focal point in the daily routine and really requires the cast to pull together and breathe life into the show every day. Sustaining energy and focus over 6 performances is a challenge. As the performers become more familiar with the play – they can easily leave the audience behind, so a daily review meeting encourages critical reflection and keeps ideas fresh. It's important that the cast take ownership of the play and make every performance count – word of mouth matters at the Fringe!

What do they get out of it?

Performing at the Fringe is a memorable experience for any actor – to experience this aged 16 or 17 is incredible. Students value the opportunity performing

in a professional forum and accessing the range of theatre on offer. They learn so much from interacting with other companies and professionals. They all report enjoying the challenge of leafletting and seeing the impact of their efforts. Resilience, confidence and communication skills quickly develop when faced with the competition of other companies! The experience of working together as a theatre company, taking shared responsibility for the success of the show is invaluable. This is a real-life experience of team work as they take the production through from concept to performance. The creative skills gained through this process will support any future career path they choose. One student this year said, 'The feel of being at the Fringe with so many other theatre groups, amateur and professional, was unforgettable and incredible.'

I definitely plan to return. In fact, I'm already selecting potential plays and have students wanting to sign up! It's important for students to experience first-hand the strength of the arts in the UK and the essential role that creativity plays in all aspects of our lives. Here theatre provides a platform for the application of skills within a unique, unforgettable international experience that's on our doorstep!



Louise Fahney at rehearsal



Music in cathedral

West Buckland School, Devon, was able to show off its full repertoire of musical talent during their performance of Mozart's Requiem at Exeter Cathedral, in front of a packed audience.

Featuring choirs from both Prep and Senior schools, as well as a chorus of parents and staff, and with both Soprano and Bass soloists being former pupils, this really was a showcase for the school's music. Not only that, but the choirs were accompanied by the very popular North Devon Sinfonia, which includes current and past pupils

as well as staff, including the Headmaster, Phillip Stapleton, on double bass.

West Buckland's Director of Music, Emma Kent, was proud of their performance. "For a relatively small school we punch above our weight in music. Not only did we get a chance to show our audience what current pupils are able to achieve, but also, in our distinguished soloists, Ana Fernandez and Will Brockman, we can demonstrate that a bright career in music is achievable, with the right support and guidance at school."



Monster production

Parents and friends of Polwhele House, Cornwall, were shouting, 'he's behind you!' as they enjoyed the school's end of year musical.

This year's production, 'Frankenstein the Pantomime', marks the 200th anniversary of Mary Shelley's gothic horror novel, but with a Polwhele House twist thrown into the mix.

Loosely based on the novel with a few panto touches thrown in, the musical extravaganza tells the classic story of Viktor Frankenstein while featuring a few familiar faces.

Keith Caddy, Head of English and Drama at Polwhele House, said: "The end of year production is easily the most anticipated event of the school year and always ensures that we finish the summer term on a high note, having showcased the talent, commitment and creativity of the children. It is great to witness the children embrace the opportunity to try something new and challenge themselves."

The show featured hits such as 'Night Fever', 'The Monster Mash', 'Let's Dance' and '(I'm not even) Human'.



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In the swim

Felsted Prep School, Essex, was transported under the sea as Years 5 and 6 performed 'The Little Mermaid' to the Felsted community.

The large 90-pupil cast showed great energy and spirit as they sang, danced and acted their way through the visual and musical extravaganza, supported by musicians from the school orchestra and costumes and props made by the Art Department.



Once was a first

Pupils from Dauntsey's School, Wiltshire, brought the last academic year to a close with a much acclaimed performance of the Irish musical drama 'Once'. Based on Director John Carney's 2007 Oscar winning movie of the same name, the School's staging of Once was enjoyed by audiences over four performances.

A company of 15 actor-musicians playing guitars, pianos, cellos, violins, cajons and a mandolin,

performed all roles and served as the on-stage orchestra in what was a challenging but ultimately hugely enjoyable experience for all those involved.

Rikki Jackson, Director of Drama, Dauntsey's said; "The School was honoured to be the first amateurs to perform this wonderful show which left the audience both moved and uplifted by the story of Guy and Girl and the celebration of life and love."

Wizard of Oz

Westholme School, Lancashire, students were transformed into the characters of this well-known story in a production of the Wizard of Oz.

Classic musical pieces including 'Over the Rainbow' accompanied the journey down the Yellow Brick Road to Emerald City.



New centre opened

Rossall School, Lancashire, has opened a new Performing Arts Centre this month (September).

The opportunity arose due to a very generous donation from former student (Old Rossallian), David McKee. David is the founder and former owner of the McKee Gallery in New York City and is an avid supporter of the arts. Over several visits David has had a great deal of input into the development of this project, including finding the perfect location.

The Performing Arts Centre creates a multifunctional rehearsal and performance space for the arts, with 'black box' facility, professional theatre lighting, flexible staging and space for dance.

This new state-of-the-art facility will increase Rossall School's arts potential greatly - carefully woven into the original fabric of the building, the aim is to create a versatile, striking and unique venue, for teaching and performances.



Choristers in Estonia

Ely Cathedral Boys' Choir has recently returned from an action-packed music tour of Estonia.

Seventeen of the choristers, who are all pupils at King's Ely, took part in this year's tour and to say their schedule was a busy one would be a slight understatement. The boys had five performances in venues across a number of cities, including Tallinn, Haapsalu and Parnu. The tour culminated in a spine-tingling concert at St Peter and St Paul's Cathedral in Tallinn.

For many of the choristers, who are all aged 9-13, it was their first tour and despite the gruelling timetable of rehearsals and performances, they still managed to squeeze in plenty of sightseeing and downtime, including visits to a water park, the beach, local parks and the Seaplane Harbour Estonian Maritime Museum.

It was the choir's first ever visit to Estonia; previous choir tours have included America, Canada,

Spain, Norway and France, as well as special performances in Rome, Vienna and Budapest.

Director of Music at Ely Cathedral, Paul Trepte, who led the tour, said: "Tours of this sort are the stuff that memories are made of. The choir had a fabulous week singing in some impressive venues to appreciative audiences in Tallinn (three concerts), Haapsalu and Parnu. The musical highlight was their final concert at the Roman Catholic Cathedral in Tallinn, attended by the Deputy British Ambassador. A fault on the organ in that church required some last minute changes to the programme which in turn demanded great flexibility and professionalism from all singers."

Ely Cathedral Boys' Choir has been part of the English Choral tradition since the mid-16th century and in terms of monastic heritage, its history can be traced back considerably further to before the time of King Canute, circa 990 AD.

COMEDY FOR BOARDERS

'Comedy For Boarders' was founded in 2013 by Jacob Howe-Douglas, who had a vision to bring professional comedy nights to sixth form pupils in boarding schools as a form of alternative weekend entertainment.

As director of talent agency HD Management (representing stand-up comedians) and with over 12 years' experience promoting live comedy nights, Jacob has been able to source the very best acts across the UK for these shows.

These gigs introduce 16-18 year olds to live comedy, an opportunity they may not necessarily experience until Fresher's week at University. With the explosion of comedy in the UK over the last 10 years, there is a plethora of comedians to choose from including international comics, so we are more than able to tailor a night specifically for the demographic of pupils at your school.

Many of the comedians we book have appeared on 'Live at the Apollo' (BBC2), 'Russell Howard's Good News' (BBC3), 'Michael McIntyre's Comedy Road Show' (BBC1), 'Mock the Week' (BBC2), 'The John Bishop

Show' (BBC1), '8 Out of 10 Cats Does Countdown' (Ch4), Radio 4's 'News Quiz', 'The Now Show' and BBC Radio Scotland's 'Breaking The News' to name but a few.

'Comedy For Boarders' began as a night specifically for Sixth Form boarding pupils, however the popularity of these gigs have proved such that we are often asked to include the younger year groups (14 and upwards) as well as day pupils too – the more the merrier for a great night of comedy. Indeed as the model has become even more popular, we are very open to catering to both private boarding schools and day schools.

Over the last 5 years, 'Comedy For Boarders' has been such a success with students and staff, we have consistently achieved repeat bookings from every school to date.

"An incredible end to a tiring term. The comedy night provided the perfect evening entertainment for the last Saturday of term. The comedians did a great job with a tough audience – everyone was in stitches! We all felt very grown-up."



Head of House, Rugby School

"Comedy Night at Ardingly' provided the biggest laughs of the students', and many of the staff's, social calendar; as one boarder said through their guffaws, it was the 'best social ever'. No more need be said!"



Ms Jo Hayter, Head of Boarding, Ardingly College

"Thank you very much for a terrific evening – just the tonic ahead of the exam season. The Comedians pitched it brilliantly and there was a real buzz in the Houses over the weekend with the pupils quoting their favourite moments."



Mr. David Jackson, Deputy Head, St Lawrence College

"The comedy evening is a highlight of the sixth form programme. The pupils really enjoyed an evening of a standard you would expect in a top London comedy club. The comedians pitched the level exactly right. Pupils (and staff) were talking about it for a long time afterwards; we are looking forward to our third session in 2019."



Mr Christopher Graham Bsc
Head of Sixth Form and Careers, Royal Hospital School

"I thought that the evening went really well. We were very happy with the material and several of the pupils have stopped me to say Thank You for organising the event and saying how much they enjoyed the evening. So the feedback has been really positive. We would be keen to book you again next year."



Bishop's Stortford College
Mr. Chris Woodhouse, Deputy Head, Bishop's Stortford College

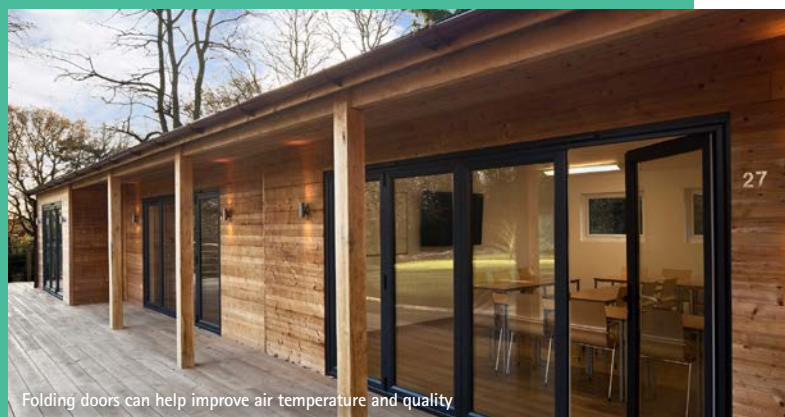
COMEDY FOR BOARDERS

We are now booking for 2019-2020 and recommend you book at least 7 months ahead to secure the best acts possible for your school. If you would like to talk to us about arranging a comedy night at your school, please do not hesitate to contact Jacob.

Jacob@hd-management.co.uk 0203 6673 671 www.hd-management.co.uk

Creating the perfect learning environment: How timber keeps everyone at just the right temperature

There's a reason why the school environment is often called 'the third teacher'. Nothing's worse for teachers or learners when the classroom's too hot and stuffy - or, similarly, when it's a bit too chilly. Most conducive to learning is an environment that no one notices - because it's just perfect. In this article, we'll explore how timber modular buildings are apt to create this optimal environment - and explain why they're an increasingly popular, evidence-led choice.



Folding doors can help improve air temperature and quality

Just the perfect temperature... Inside timber is a cellular structure which contains air pockets. These help to limit the material's ability to conduct heat - meaning users don't bake in the summer heat as they might in a brick or concrete alternative. Timber modular buildings are often standalone, and can be fitted with bi-fold, sliding doors which opens the space up to the outdoors. As well as the obvious cooling effect when temperatures are high, this kind of setup is perfect for chasing those outdoor learning objectives.

As well as users staying cool in summer, they also won't feel the chill in winter - because timber is



A hygroscopic material that improves air quality, timber naturally maintains a more stable temperature

also a natural insulator. Timber's air pockets also mean that heat inside doesn't dissipate; the result, a more stable temperature and comfortable learning environment. This has financial and environmental benefits - reducing reliance on central heating and fan usage.

Timber keeps everyone feeling fresh

Make no mistake about the importance of air quality and good temperature. A study on classroom design by Building and Environment found that: "Seven key design parameters have been identified as best predicting pupils' progress. These were Light, Temperature, Air Quality, Ownership, Flexibility, Complexity and Colour."¹

Therefore, why not choose a classroom that's breathable? As a building material, timber is hygroscopic - meaning it's able to improve indoor air quality by moderating humidity levels. Incidentally, this also makes timber a popular building material for car

garages, that mustn't get too moist. But this also makes it ideal for avoiding mugginess on those hot, rainy afternoons - allowing teachers and learners to do their thing in optimal comfort.

Indeed, the study 'The Effects of Moderately Raised Classroom Temperatures and Classroom Ventilation Rate on the Performance of Schoolwork by Children' found that pupils performed better on numerical and language test speeds when temperature was reduced slightly and ventilation rates increased. Again, those sliding doors can help here².

An artificial helping hand...

Due to technological innovations, modern timber frame buildings are also capable of being fitted out with artificial insulation and heating, supporting their fantastic natural thermal performance. In the classroom builds that The Stable Company creates, high-tech insulation is actually contained within the structure in the timber

cavity. This means that the walls of a timber frame building can be much thinner than concrete or stone, whilst achieving the same level of insulation - thereby also saving on vital building space. The minimum insulation specification is 150mm glass wool.

Saving the environment, as well as money for your school...

By maintaining a more stable temperature, timber buildings help to save on heating and cooling, thereby nonrenewable energy use - a long-term financial and environmental plus point. That's not to mention that timber is a 100% renewable material, which can open these classrooms up to grant funding and support.

Timber's thermal performance is second-to-none. Able to be fully draught proofed and central heated, it is rapidly becoming the ultimate construction material for creating perfect, comfortable learning environments.

1 Source: <https://www.tandfonline.com/doi/abs/10.1080/10789669.2007.10390951>

2 Source: 'The impact of classroom design on pupils' learning' - <https://www.sciencedirect.com/science/article/pii/S0360132315000700>

Bursary benefit night

A special 'Suffragettes in the City' event was hosted by Manchester High School for Girls (MHS) at Harvey Nichols in Manchester. The occasion recognised the School's close connection with the Pankhurst sisters and 100 years of votes for women, as well as the milestone of welcoming the 100th Pankhurst bursary girl to MHS.

Over £21,000 was raised on the night with all proceeds going directly to the Pankhurst Bursary Fund. The School's Pankhurst Bursary Appeal was launched in

2010 with the goal of raising £2 million to ensure that 100 girls, all with real potential, could benefit from a Manchester High education, regardless of their financial circumstances.

'Suffragettes in the City' paid homage to the School's famous alumnae; Christabel, Sylvia and Adela Pankhurst, and the suffragette movement. Indeed, Manchester High was the School where Emmeline Pankhurst, leader of the movement, chose to educate her three pioneering daughters.



Pictured: From left Natasha Oldbury, Charlotte Dobrev, Head Mistress Mrs Claire Hewitt and Mia Serracino-Ingloft

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Transforming classrooms into creative learning spaces



Mrs Caroline Hulme-McKibbin, new head at Kensington Prep School, London, explains the transformation of learning spaces encouraging more independent and critical thinkers.

When I first arrived at the school I was struck by Kensington Prep School's forward-thinking approach and its vision to equip pupils for the future. The school has innovated teaching and learning around new principles of critical thinking, independent exploration and collaborative learning.

Teachers were concerned that pupils weren't developing sufficient skills to succeed in this fast-paced world: they were risk averse, liked being spoon-fed and were people pleasers. But the real skills they need in an unpredictable future were different: flexibility, willingness to take risks, ability to work collaboratively and at a deeper level, resilience, reflectiveness and more.

Ensuring academic rigour was still key and teachers wanted to strike a careful balance between 'toughening' girls up and retaining their childhood. "We didn't want to lose young children's natural curiosity – in fact quite the reverse we wanted to build on and develop the play-based learning of the Early Years throughout the school" says Deputy Head Claire Raines, and Head of the school's Innovation Team. "Our

concern was that our 'traditional' classroom design was holding back the teaching and learning needed for future proofed learning."

An innovative £2.7m 'Creating Spaces for Growing Minds' building project has been completed (with £2m from the GDST, and £700,000 raised by parents) which has transformed classrooms into creative learning spaces. The new facilities now provide spacious classroom breakout spaces, a high-tech Explore Floor with multi-screens and moveable furniture, a recording studio and an eco-greenhouse.

The Explore Floor is perfect for project/immersion work and is a very versatile space. At the flick of a switch with the multi-screens and a ceiling-mounted projector, the room can be converted into an immersive experience, for example, depicting London along the Thames, or a scene from a St Lucia rain forest. The new spaces have enabled the development of a Year 6 entrepreneurial project using the Explore Floor for all the summer term. This year pupils have been challenged to design and deliver a unique event or experience with the aim of raising funds for charity.



Throughout the school the breakout spaces have had a great impact and allow much more independent and collaborative learning. Pupils can work much more independently and together problem solving in small groups.

The role of the teacher has also evolved. The school trained teachers to be coaches and new technology was also introduced, encouraging pupils' independence and IT confidence. The online learning platform 'Firefly' is now used throughout the school by pupils, teachers and parents. Girls have iPads for research, flipped classroom learning and presentations.

The 'Creating Spaces for Growing Minds' project was the result of much research looking at the latest thinking from educational experts such as John Hattie Erica McWilliam, Jane Simister, Carol Dweck and others. INSET days for teachers were devised with an internal 'learning-to-learn' programme and teachers have also undertaken a four-day foundation Coaching course with independent coaching experts. The focus of the pupils' learning approaches now centre on the four areas of critical thinking, persistence, inquisitiveness and collaboration.



The Innovation Team has closely monitored and evaluated the impact of the innovative spaces and teaching and learning on the pupils' learning. These included qualitative and quantitative evaluations from Year 2, 4 and 6 regarding working in new ways in their learning spaces, also listening carefully to pupil, parent and teacher perspectives.

The results demonstrate the new spaces have had a significant impact on the girls' learning experience and achievements. The pupils say they have more freedom in the resources they choose and the way in which they learn. They feel they have more creative freedom too. As one Year 6 girl said "I almost felt free in the Explore Floor meaning my ideas could go free."

My aim is to continue to strengthen the school's future-proofed education where children can be more independent, self-starting, resilient and collaborative in their learning; skills which are just as important as the 3 R's.



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As an extension of this service and a natural progression from the leasing side of the business, Castle has launched a dedicated website for those looking to buy new or used minibuses. Castle's stock of minibuses is exclusively from the education sector to ensure a certain standard of vehicle and assurances of its history. Chris Maynard, Managing Director of Castle Minibus, comments "Castle are Champions of Minibus safety and this is at the heart of everything we do. Our used minibuses are all ex-school stock and have been through not only an MOT and service but a trading standards approved 84 point safety check. With this Platinum Plus RAC warranty, we could not offer any higher levels of safety and service where our used vehicles are concerned."

Castle are based in Bicester, Oxford and are the only UK minibus provider to be an RAC approved dealer. The RAC warranty that comes

with all Castle's vehicles includes roadside, recovery and at home breakdown cover. Chris continues "We currently have a wide range of minibuses for sale and our stock is updating and changing all the time. We've even included a reservation and deposit option for schools to ensure that they have time to organise the funds they need for their chosen vehicle."

"Buy a Minibus has enabled us to offer schools a safe and reliable way to dispose of their old minibuses while saving them money on their replacements. Any school, whether selling or buying a minibus from us, can rest assured that safety is our priority; both the new and used vehicles will have gone through our stringent checks before delivery."

For schools that are facing tight budgets and limited time to deal with buying and selling minibuses, Castle are happy to take old minibuses as part-exchange to not only offset

the cost of the new vehicle but deal with the safe resale of the old vehicle.

Castle are leading the way in safety where minibus sales are concerned and have recently launched a course in partnership with the ISBA. The course, called the MCC (Minibus Compliance Course), covers the licencing, permit and legal side of school minibus operations as well as driver and journey safety and management. The course is delivered in two parts; a one-day training course followed by an on-site assessment.

Chris concludes "Most schools operate under a Section 19 Permit but we found that they did not understand their obligations to servicing and maintenance. Safety is a top priority, which is why we have included the required 10-week safety checks as standard with all our minibuses and have launched the MCC to educate schools about the safety standards their vehicles need to meet."

For more information call 01869 255395 and to see details of minibuses for sale visit www.buyaminibus.co.uk

Students make a difference

A group of Shropshire students have spent a fortnight helping to make a difference at a school in Tanzania.

The students from Ellesmere College were involved in English teaching, tree planting, classroom painting and gained first-hand knowledge of the difficulties experienced in the day-to-day lives of people in the East African country.

It was all part of the Monduli Green project, set up 10 years ago by Cathy Allen, an English as an Additional Language teacher at Ellesmere College, to work with schools and communities in Tanzania with the aim of improving facilities and the environment for children.

Cathy said: "This is a really worthy charity and one which allows our students to help others in need

while appreciating the difficult circumstances many people are still living under in the 21st Century.

"The charity is committed to getting better water access, expanding the tree cover, improving educational facilities and opportunities and creating a better understanding of a range of different cultures.

"Our students had a full itinerary during their trip. They visited with the District Commissioner before attending Mtimmoja Primary School to do some tree planting and watch a student dance show.

"They were able to meet the renowned primatologist and anthropologist Jane Goodall after attending one of her lectures and visited Nanja school where they were involved in some sapling care.

"The school has no water for its 450 boarders and pupils have a 10-minute walk to collect dirty water from a pond for washing and so on. They have to buy drinking water from the military. We are planning to help them harvest water in the future to make things more tolerable."

As part of this summer's trip the Ellesmere College students painted the classrooms at Nanja and met with the local women's group too. They also visited National Parks and museums. Money for the trip is raised throughout the term through fundraisers and events.



Action-packed Lake District expedition

Trail running, ridge walking and rock pool swimming were just some of the activities enjoyed by King's Ely students during an adrenaline-fuelled expedition to the Lake District.

To say the expedition was action-packed would be a slight understatement – with students in Years 11 to 13 also enjoying multi pitch climbing, bouldering, scrambling and lots more.

The week-long summer holiday event was staged through the Ely Scheme, which aims to build important life skills that cannot always be taught in the classroom. While most independent schools have an outdoor pursuits programme, the Ely Scheme is both unique and central to the whole King's Ely experience, as young people are given tangible opportunities to push themselves to achieve beyond anything they ever thought possible.

The aim is to develop each individual student through outdoor education and adventurous activity, concentrating on eight major elements: personal skills; self-confidence; teamwork; leadership skills; social and environmental awareness; problem solving; ability to cope with difficult situations and healthy respect for nature and the outdoors.



College donates kitchen

A group of 14 students from Abbey Gate College, Cheshire, have returned from a three-week expedition to Swaziland to build a new kitchen at Mbita Primary School.

The project had been identified and requested by the local community, was jointly funded and undertaken, and will be of great benefit to the whole community. As well as building the kitchen, the group also contributed to local conservation projects.

In 2014, Abbey Gate College embarked upon a partnership with Mlindzini High School and its feeder primaries which led to students travelling to Swaziland to help improve facilities and amenities in the remote rural schools, including the construction

of an access road which aided travel to and from Nhlngano.

The expedition this summer, supported the College's on-going partnership with Mlindzini High School and also gave students a huge range of opportunities to explore new landscapes, understand different cultures and develop a wealth of personal skills and experiences. The students played a significant role in the planning and preparation of the expedition, in particular in the organising of fundraising events.

English Teacher, Karen Jackson said: "The expedition provided students with a fantastic opportunity to visit one of the safest and most diverse areas of Africa, which gave them experiences and skills which they will value for the rest of their lives."

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Exam results 2018 ~ ho

This year's examination results indicate that independent schools have performed well academically and are also offering wider post-16 choice.

Julie Robinson, ISC general secretary, said: "The UK's independent school sector is not necessarily what people may think, it is a mix of selective and non-selective schools, large schools and small schools – the majority of ISC schools have fewer than 350 pupils – and schools offering a range of specialisms. These schools understand the importance of pupil wellbeing and breadth of curriculum. Given the strength of that educational offer and personal development opportunities available to pupils in independent schools, these academic results show that high attainment is possible in the context of a well-rounded education."

Year 13

Schools in membership of Independent Schools Council (ISC) associations recorded another impressive set of results in the reformed A-levels this year, with the proportion of entries achieving the top A* grade remaining more than double the national average. The new figures also reveal almost half (47.0%) of A-level entries at schools within association membership received either an A* or an A.

This year's results data shows consistency in the proportion of students achieving at least ABB – a set of results desired by many of the top UK universities. The number this year stands at 54.1%.

The number of independent schools offering BTECs has almost doubled in three years – from 53 in 2015 to 93 this year.

The number of young people taking the Extended Project Qualification (EPQ), which involves a student researching a topic before writing either a 5,000 word report or creating a 'product' along with a 1,000 word report, has also nearly doubled in the same period – rising to 6,318 this year, from 3,203 in 2015.

Barnaby Lenon, ISC chairman, said: "Ultimately, schools want to provide an education that best meets the needs of each pupil. It is therefore hugely beneficial to students that independent schools are looking at a diverse range of routes for them to take, including vocational.

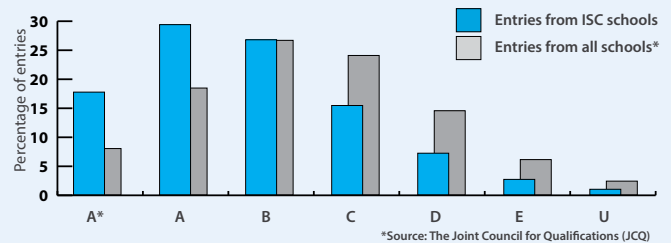
"It is only right that schools support young people and enable them to access the pathways through which they can fulfil their potential and maximise their employability – whether it's the traditional university route, vocational education including apprenticeships, or straight to work".

Year 13 Exam Results 2018 Summary

Half of A Level entries awarded either A* or A - twice the national average

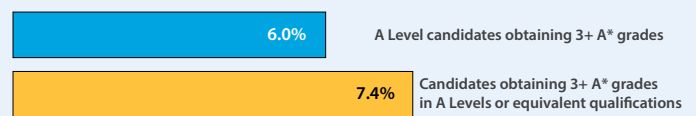
This year's A Level exam results from 34,172 candidates at 480 ISC schools show that 17.7% of entries from ISC pupils were awarded an A* (nationally 8.0%).

The proportion of entries from ISC pupils achieving an A* or A grade was 47.0% (nationally 26.4%).



One in thirteen candidates at ISC schools achieve three or more A* grades

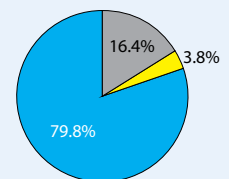
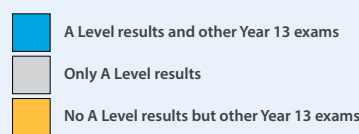
While 6.0% of candidates (2,042 pupils) were awarded three or more A*s at A Level alone, when equivalent qualifications such as the IB and Pre-U are included, this figure jumps up to 7.4%.



Eighty percent of ISC schools had results for other Year 13 exams too

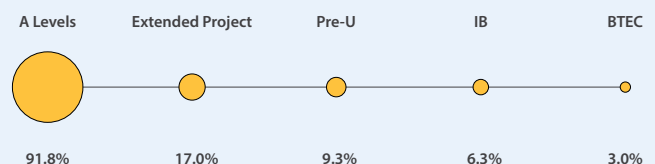
ISC schools offer a diverse range of qualifications to complement pupils' A Level subject choices. The Extended Project, completed by 17.0% of pupils at 68.9% of ISC schools, is often taken as a fourth subject in place of a standalone AS Level.

Proportion of ISC schools submitting:



83.6% of schools reported results for exams other than A Levels. Alternative qualifications are increasing in popularity, with 9.3% of pupils taking a Pre-U, 3.0% taking a BTEC and 6.3% taking at least one IB subject. Candidates often take these qualifications alongside A Levels.

Year 13 candidates obtaining results in each type of exam:

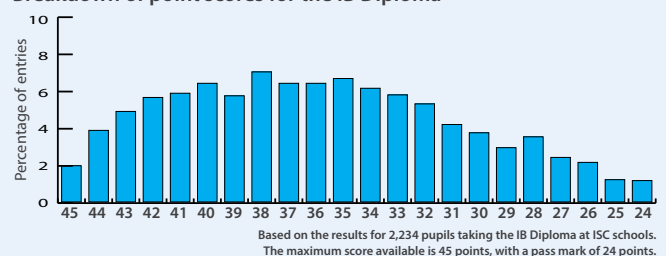


Over a third of pupils gaining the IB Diploma obtained 39 points or more

8.2% of pupils at ISC schools chose not to take A Levels at all. The majority of these pupils took the International Baccalaureate instead.

The average points score for pupils taking the IB Diploma was 36, roughly equivalent to 4.5 As at A Level. 2.0% of pupils obtained 45 points, the highest mark, which is only achieved by 0.3% of candidates worldwide.

Breakdown of point scores for the IB Diploma



How the sector performed

Year 11

Nearly two thirds of GCSE entries at Independent Schools Council (ISC) schools were awarded an A/7 or higher, according to research published earlier this month (September).

This year's Year 11 exam results data, collected from 549 schools (representing 37,913 candidates), reveal:

- 62.6% of entries were awarded an A/7 or higher. This is more

than three times the national average of 20.5%.

- Over 95% of entries received a C/4 grade or higher, a 0.5% rise compared to last year.
- 87.7% of candidates obtained at least one A*/A or 9/8/7 grade.
- 73.7% of candidates gained at least one A* or 9/8 grade.
- The average number of GCSEs taken per candidate is 9.5.

- 20% of entries achieved a grade 9 this year, double that of last year and more than four times the national figure.

Barnaby Lenon, chairman of ISC, said:

"The independent sector can celebrate another set of fantastic GCSE results this year. A fifth of entries achieved a grade 9 in their results, a very impressive achievement".

...and in Scotland

Data from the Scottish Council of Independent Schools (SCIS) reveals that 68% of pupils studying foreign languages have achieved a Higher grade A.

The data, collected from SCIS's 74 member schools, shows that 72% of students achieved a Higher grade A in Mandarin, while 72% of those studying German, 69% of those studying French and 63% studying Spanish also achieved an A.

Scotland's independent schools saw an improvement on 2017 results across the board, achieving 96% of National 5, 95% of Higher and 93% of Advanced Higher A-C passes across all subjects.

Commenting on the results, John Edward, Director of SCIS, said: "Congratulations to all students receiving their SQA results today. I am thrilled to see Scotland's independent schools achieve such outstanding results that have topped last year's yet again. It is particularly encouraging to see so many pupils flourish in languages. Languages provide young people with enhanced communication and adaptability skills, a deeper cultural awareness, as well as opening up a world of job opportunities which means that providing children with the opportunity to learn a new language from a younger age is paramount."

Other Higher results for students across Scotland's independent schools include:

- 56% achieved a grade A in English; 95% achieved an A-C pass
- 61% achieved a grade A in Maths; 93% achieved an A-C pass
- 52% achieved a grade A in Physics; 92% achieved an A-C pass
- 56% achieved a grade A in Chemistry; 93% achieved an A-C pass
- 56% achieved a grade A in Biology; 93% achieved an A-C pass

Edward concluded: "Independent schools in Scotland have a track record of academic excellence and this is reflected once again in this year's results. Smaller pupil/teacher ratios and significant investment in teaching facilities attracts some of the best teachers from across Scotland and beyond and this is reflected in the pupils' outstanding exam performance."

Year 11 Exam Results 2018 Summary

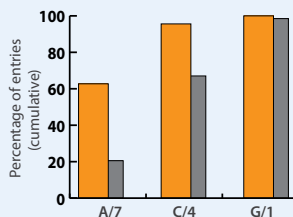
Over 60% of entries awarded A*/A or 9/8/7 - three times the national average

This year's GCSE and IGCSE results from ISC schools show that **62.6%** of entries were awarded either an A*, A, 9, 8, or 7 grade (nationally **20.5%**!)

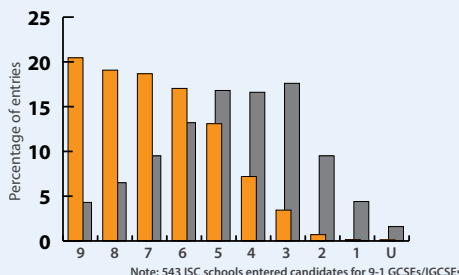
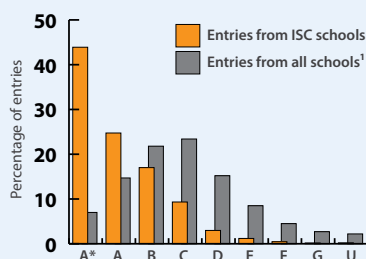
Candidates took on average **9.5** entries, and achieved an average points total of **64.5**, which corresponds to **one A* and eight A grades**. The average entry result was **6.8**, which is closer to an A than a B.

The chart on the right shows our schools' overall performance using the common grade boundaries of A and 7, C and 4, and G and 1.

The charts below show the detailed breakdown for A*-G and 9-1 GCSEs and IGCSEs.



¹ Source: The Joint Council for Qualifications (JCQ) (GCSEs only) ISC's figures include GCSE and IGCSE results



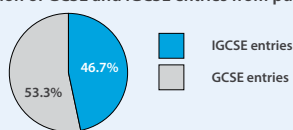
Note: 543 ISC schools entered candidates for 9-1 GCSEs/IGCSEs

Nearly half of all entries were IGCSEs

ISC schools reported the results for **167,490** IGCSEs and **191,202** GCSEs. IGCSEs therefore account for **46.7%** of Year 11 entries.

Pupils typically take a mixture of GCSE and IGCSE subjects and in 2018, the vast majority of pupils (**84.4%**) obtained at least one IGCSE result.

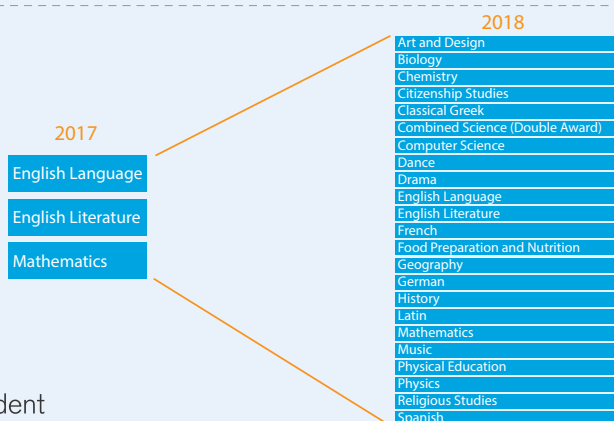
The proportion of GCSE and IGCSE entries from pupils at ISC schools:



...and 85% of GCSE entries were for the reformed 9-1 GCSEs

In 2017, reformed 9-1 GCSEs were introduced in England in three subjects: English Language, English Literature, and Mathematics. This year a further 20 subjects were reformed.

Reformed GCSEs now account for 85% of all GCSE entries at ISC schools.



Equipping girls for the future

Julie Keller, Head of Nottingham Girls' High School, reflects on the summer's Girls' Day School Trust (GDST) Summit in London...

As we set ourselves up for the exciting academic year ahead, I've been reflecting on what makes leading an all-girls school such a motivating and important role.

The annual Girls' Day School Trust Summit was one of the many highlights from last year that helped to re-emphasise the importance of the work we do across the GDST family of schools.

A passionate group of men and women, all working towards gender equality for future generations, equipping girls for the future, we enjoyed hearing from inspiring role models across all walks of life.

We shared the day with Cheryl Giovannoni, Chief Executive of the GDST; Karen Blackett, OBE; Nicky Morgan, MP; Sir David Bell, Vice Chancellor of the University of Reading; Dr Emily Grossman, Honorary STEM ambassador;

Simon Henderson, Head Master at Eton; Afua Hirsh, author, journalist, broadcaster; Miranda Green, Deputy Opinion Editor at the Financial Times, and many alumnae and students of GDST schools.

These are the main talking points we debated and learnt from.

Diversity and creativity bring growth

Former opinions on what "success" looks like are outdated. We now know that diversity brings growth, whether that's diversity of gender, experience, qualifications, or points of view. Karen Blackett, OBE, explained that to create a super team you need to bring different super powers together – "Avengers Assemble!"

With only 20% of leadership positions being held by

women, and only 10% of tech professionals being women, we still have a long way to go, and I'm proud to be one of the people leading the way in changing this for our future female leaders.

Male feminists

Equality is not just a women's issue. The many men who were at the GDST Summit, voiced their commitment to female equality in the workplace and are committed to equipping girls for a future where they will lead without compromise. There is a movement out there that isn't solely female.

Fitting in

Many women (66%), and some men, can relate to the topic of covering up their real selves to fit in with their work environment. Thankfully, the new wave of modern leaders are embracing different personalities to drive businesses forward. Congruence increases individual's performance especially if they're different to everyone else. We learned from Karen Blackett, OBE, that in fact, if you truly believe what you say and your body language reflects it, you can do anything you set your mind to.

Failure

One of the most important skills future generations need is "bounce-back-ability". Speakers shared their failures and mistakes from which they bounced back. These were in fact vital in their



incredible journeys to success.

Young adults, especially girls, put pressure on themselves to be perfect. This brings mental health and confidence issues. Turning this culture of perfectionism into one that embraces mistakes will mean a healthier and more successful future for our upcoming leaders. Those tough moments where we have been able to bounce back are often the times we have become the most proud of.

Nicky Morgan shared her prescription for bounce-back-ability in the three Ps:

- Positivity
- Passion
- Perseverance

Excitement for the future

The GDST family is determined to bring change for the future. As Cheryl Giovannoni pointed out, it would take 271 years to close the gender pay gap if we continue with the current rate of progress. This isn't acceptable. We are aiming for 10.



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Networking skills

Lessons in how to network were on the timetable for Derby High School sixth formers.

Members of the local business community were invited to a VIP networking event to meet students.

Girls from the Upper Sixth hosted the evening in the Sixth Form building at the school in Hillsway, Littleover.

Representatives from a range of organisations attended including Toyota, Rolls Royce, Pick Everard, Derby University and smaller local businesses such as JC Hotels and

Mercia Image Print.

Prior to the event, Claire Twells, from Smith Partnership, ran a workshop during which she gave students advice about how to network successfully.

The networking event is run annually as part of the school's Truly Educated course, during which Upper Sixth girls learn real-life skills including how to build a brick wall, mend a puncture, perform basic checks on a car and build and assemble flat-pack furniture.

Home Stay for international students at independent day schools

By Monika Fryzicka,
Gabbitas Guardianship consultant

You don't need to go further than the London Independent Schools Show in Battersea in November to see, under one roof, how far school marketing and student recruitment has come in the last few years. Not least the brochures, the stands, and the quality of 'freebie' on offer (a pen with a school logo barely gets a look in these days) but also the people running the school marketing and admissions departments – they are savvy, innovative, driven professionals and they know their audience – attracting students is big business. Attracting the right students is becoming an even bigger and more creative endeavour.

The ISC Census and Annual Reports between 2016 – 2018 show a rise in the number of new non-British pupils attending day schools whose parents live overseas. Whilst boarding schools are old hands at recruiting these students, day schools

too are going further afield to attract pupils. The old adage of advertising along the local bus routes is being extended to recruiting at the end of the direct, high frequency flight routes. The number of day schools looking to welcome international students – not just to increase numbers, but to make the student body more culturally diverse – is rising.

One of the pioneers of the day school international student trend is Norwich School. A day school with an international admissions department which welcomes

pupils from all over the world to join its Sixth Form community. Pupils join aged 16+ and are wholly integrated into academic and extra-curricular life.

There is no need for boarding facilities for Norwich school to accommodate its overseas intake. These international pupils are placed with trusted and highly-experienced 'homestay parents' whereby a student stays with a Host Family and enjoys the same lifestyle as any other day school student in the UK. Host families are all visited, rigorously

interviewed and undergo vetting, referencing and police checks – and the scheme is managed by Gabbitas Education. Not only do Gabbitas vet and recruit the host families, they act as the registered Guardians to the international students and oversee the communications, paperwork and logistics involved in supporting both the international travel elements and homestay arrangements.

With the administration taken care of by experienced consultants, there are numerous benefits in day schools looking abroad and opening their doors to international pupils – not only to the school and local community but also to international families looking for a different experience of British education than traditional boarding, for their children to become fully immersed in British life in the comfort of a British home.

"International pupils are welcomed in our community and do much to enrich it. Each brings something individual to the school and all serve to open our eyes and minds to the wider world, increasing our knowledge and respect for other cultures.

We have, I believe, a fully integrated community with academic and extra-curricular opportunities that prepare the individual to follow the path they choose when they leave us, whilst also establishing a lifelong connection with friends they have made".

Steffan Griffiths, Head Master Norwich School

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Bromsgrove School

Multi million pound investment

Giggleswick School, Yorkshire, has started a multi-million pound investment in its boarding houses and classroom facilities with the first stage of development to be completed this month (September).

The redevelopment project will see an overhaul of the boarding houses to create the latest in modern home from home accommodation for its pupils with open plan living, kitchen, social and study areas for everyone, including day pupils and boarders, and new single and double accommodation.

Work has started over the summer holidays with the refurbishment of Nowell House, one of the school's seven boarding houses. The programme will continue to roll through other boarding houses in subsequent years. Each house will be

transformed with new light, modern living spaces on the inside whilst retaining the architectural heritage of the building externally.

Said headteacher Mark Turnbull: "Boarding is central to life and learning at Giggleswick and our new facilities are a statement of the ambition for the school."

"Boarding must adapt to modern demands and we have reviewed our provision to ensure the highest standards of facilities that provides the best family-friendly experience for the children."

Also in the planning is a dedicated new build upper sixth form house, designed to provide bespoke facilities for more independent living and working, preparing each student for life beyond Giggleswick.



Girls fly in microlight they built

Girls at Benenden School, Kent, have flown in a light aircraft they built themselves.

A team of pupils have been constructing the microlight one evening each week and after 18 months' work they have taken to the skies in the aircraft.

This engineering project has been run with the British Microlight Aircraft Association (BMAA) as part of the organisation's New Horizons scheme. The BMAA funds the project and the school is responsible for building the aircraft.

Fresh from passing its official BMAA safety tests, the microlight was launched at Headcorn Aerodrome in Kent. It was flown by a team of different instructors on a number of separate flights – one for each of the girls involved and one extra for the Headmistress, who was keen to experience the girls' handiwork for herself!

Headmistress Samantha Price said: "At Benenden we are developing the engineers of the future. Engineering skills are invaluable in today's workplace and are only going to become more important as technology develops further. I am so pleased to see how the

girls have embraced this project. Also, they have inspired girls in the younger years who I am sure will be looking forward to taking on their own engineering projects in the future."

In September 2016, a team of 28 Benenden girls began work on the microlight, devoting two hours to the project every Thursday evening. Over more than 50 weekly sessions, the entire aircraft was built by the girls themselves, under the stewardship of four staff members.

The girls have put their own stamp on the microlight in places: for example, it is decorated in Benenden's colours and the registration mark is G-GRLS.

The BMAA owns the microlight and will now sell it, with proceeds going back into the New Horizons scheme. The BMAA New Horizons project is available to all schools and colleges, independent or state.

Ben Syson, the BMAA's chief engineer, said: "The girls at Benenden School have done a great job and should feel suitably proud of their achievement. We're really pleased that they've gained so much from the experience – and had the opportunity to fly in their own creation."



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2010-2012	Spencer Mitchell	Jess Laidley Stuart
2012-2014	Naif Al-Sagoff	Lara Wilson
2014-2016	Ben Thomas	Charlotte Schrader
2016-2018	Raymond Wiles	Alex Dorrain
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Headmaster launches #parentsdecide initiative

The headmaster of Solihull School, West Midlands, has launched a joint initiative with parents in a bid to stop 'tweenage' pupils accessing inappropriate social media content.

David EJJ Lloyd began the academic year by speaking out about the "very real" angst pupils suffer from the relatively new phenomenon of Fomo – Fear of Missing Out, the digital equivalent of keeping up with the Joneses, along with restricting the use of mobile phones during the school day.

Now, Mr Lloyd has teamed up with parents to provide a united front against what he calls a "very modern syndrome driven by technology and instant communication".

Since launching #ParentsDecide, a campaign to empower parents to say 'no' to their under-13 child accessing social media, Mr Lloyd said: "I am delighted the response from our parents' body has been so hugely encouraging. We have also seen a significant drop in

social media-related problems with our under-13 pupils but there is still much work to be done.

"We have, for example, been made aware of some of our younger pupils regularly playing online games with violent and sexualised content deemed inappropriate for children of less than 15 and 18 years of age.

"We are, therefore, reaching out to help parents feel emboldened in dealing with issues which many felt were slipping beyond their control.

"By taking the stance we did, we did little more than give a voice to parents' concerns, encouraging them to trust their instincts and feel less anxious about policing their children's Fomo.

"My colleagues and I are regularly made aware of the constant tensions parents experience between not wanting to be the only ones who say 'the answer is no' and acquiescing to their under 13-year-old child using social media platforms designed for older users.

"Our initiative is simply to provide a conduit for parents to feel they can say 'no' secure in the knowledge many others in our school community are also saying no for the right reasons – and not saying yes for the wrong reasons.

"By voluntarily signing up to #ParentsDecide, parents' voices will become part of a collective – they will feel less alone when harangued by their pre-teen and more comfortable saying no."

At the start of the 2017-18 academic year, Mr Lloyd and Solihull School told pupils that, while they were allowed to take phones into school, they were not allowed to use them during the school day – apart from A Level students within the Sixth Form Centre.

Mr Lloyd said: "Importantly, pupils have embraced the mobile phone changes at school, in many cases with relief.

"We can already see more face-to-face interaction as they get used to spending less time on their phones during the school day.



They also feel less peer pressure to have the latest phone."

The lack of mobile phone usage at Solihull supports the social media issues which the school is addressing. And it is not alone, earlier this year the then Health Secretary Jeremy Hunt expressed his concerns about the impact of social media on the nation's youngsters and warned social media firms they could be hit by new laws if they didn't do more to protect children online.

Pupil Climbs Kilimanjaro

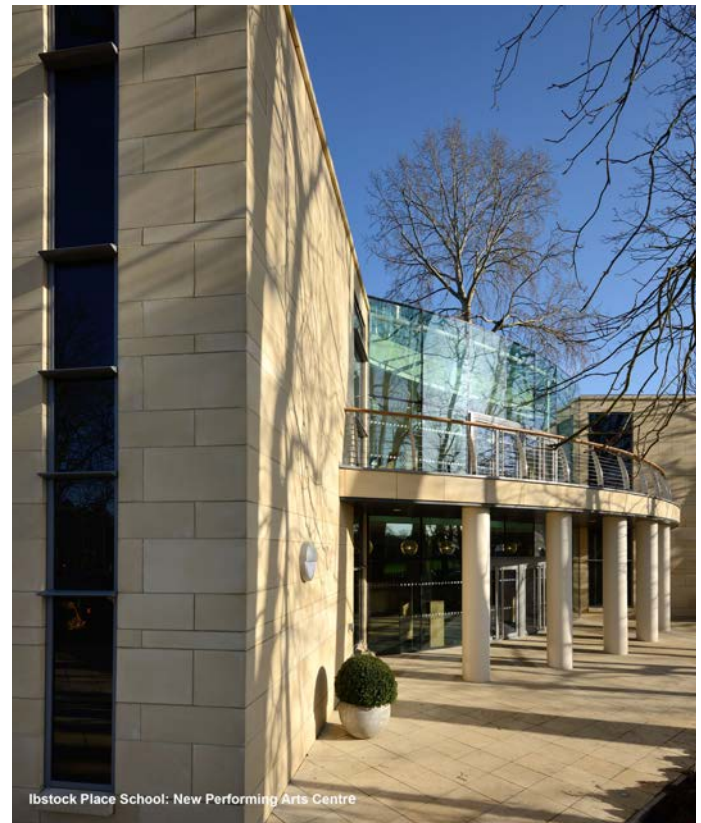
A Moultsford Prep School, Oxfordshire, Year 6 pupil has climbed Mount Kilimanjaro to raise money for Moultsford's school charity 2018/19.

During the Summer holidays and after many months of training, Max De Morgan undertook the enormous challenge to raise money for Moultsford's school charity for this academic year, The Whale Company.

Kilimanjaro sits within the Kilimanjaro National Park, which stipulates a minimum climbing age of 10 years old (without special dispensation). Max was 10 years and 25 days old when he and his father commenced their 7 day journey to the highest point in Africa.

For the forthcoming academic year, Moultsford are supporting a soon-to-be-registered charity called The Whale Company. An environmental organization, the Whale Company's mission is to work with schools and communities towards developing a more sustainable world, with a specific aim to find innovative solutions to the world's plastic problem.

Max has set up a Just Giving page and has so far raised just under £8,000 for the Whale Company. If you would like to donate, you can do so here: <https://www.justgiving.com/crowdfunding/christian-demorgan>



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Return to bo



Eight hundred-year-old Hereford Cathedral School will open a new international boarding house this autumn where overseas students will enjoy the benefits of an outstanding education and the friendly culture of a traditional British school. Here, headmaster Paul Smith explains the school's decision to return to boarding

Glorious Herefordshire. A beautiful region to bring up young families and where the gentle pace of life allows children to enjoy their childhood. When I ask our younger pupils what they do in their spare time they tell me about feeding their chickens, walking their dogs, cycling along country lanes or building dens in the woods. There is less pressure to grow up in idyllic Herefordshire, become au fait with the latest app or develop a

precocious awareness of a rapidly approaching adult world.

But part of our role is to prepare pupils for the wider, more globalised, world beyond the school gates. Our students, by the age of 25, are as likely to be working alongside colleagues from Mumbai or Brisbane as they are Worcester or Gloucester.

Going global

Herefordshire is not particularly a multicultural county and at

Hereford Cathedral School we have been proactive in developing an international ethos to prepare students for university and the workplace.

In 2012 we announced our decision to develop an international sixth form. Initially, students were restricted to Chinese nationals who resided on a homestay basis with local families. This was mediated by a third party that recruited for the school.

The introduction of Chinese students proved highly successful but at times there were difficulties in arranging homestay placements, primarily because Herefordshire is England's most sparsely populated county. It meant that broadening the intake of international students from more countries would be limited unless the school developed its own boarding facilities.

Boarding reintroduced

Following a feasibility study, involving visits to independent

day schools which had a small proportion of international boarding, the governors and I concluded that Hereford Cathedral School could successfully reintroduce boarding. For most of our 800-year history, boarding had been provided – it was only in relatively recent times that we became a day school.

We sought to develop accommodation for around 20 international sixth formers initially. However, interest from younger pupils arose, as well as from pupils already in the UK, and the final model is to provide coeducational boarding for pupils aged 13+. The first intake of additional international students will arrive this autumn and the school will consider applications from UK-based pupils.

Challenges and opportunities

Identifying a suitable site for a boarding house was not without its difficulties. Hereford Cathedral School is privileged



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arding



to have 14 listed buildings, but re-establishing some of these into modern boarding facilities was not economically viable. It was also interesting to note that what had been acceptable boarding provision some 30+ years ago was certainly not adequate today! The school eventually found an idyllic home for boarders in the form of a magnificent Georgian mansion, a former country hotel – it’s a pretty 20-minute drive down tree-lined lanes. We discussed whether a site away from the school’s main campus would work but we also recognised that the school is predominantly a day school, and as such the main site is empty at the end of the school day.

We felt international students would want to ‘go home’, just as day pupils do, and as homestay international students currently do. Staying on in an empty school did not seem essential provided that the ethos of the boarding house is right and the commute is logistically viable.

New home, old ethos and values

We are privileged to have residential staff with substantial boarding experience. They have been recruited from our existing teaching staff and have a deep understanding of the ethos of Hereford Cathedral School.

Overseas pupils are integrated with sensitivity so that the quality of their own academic, pastoral, spiritual and social experience is enhanced. A rich cultural programme of weekend activities is in place, which should help a friendly boarding community to develop.

Our housemistress Mrs Pippa Fowler, formerly of Rugby School, will reside here with her husband, young family and their Springer Spaniel – whom I believe adores boarding because of his endless cuddles! The new boarding house will initially have capacity for 31 pupils but the site can expand to at least double this. With our target of 10 boarders in each year from 13+, the residence can easily cater for 50 boarders, as well as flexi-boarding.

We know that British education is highly valued overseas, and that Hereford Cathedral School has much to offer international students. Our new overseas pupils will feel welcomed and valued for who they are and be warmly invited to engage in a wide range of extracurricular activities. And while our outstanding teaching staff will guide them towards their university dreams we recognise that our international students will also enrich the lives of our own pupils.

National Boarding Achievement Award

Felsted School, Essex, Matron, Margaret Baverstock, fondly known as ‘Madge’, has won the British Boarding School’s Association (BSA)’s Stephen Winkley Boarding Achievement Award for her long and dedicated service to boarding at Felsted.

The award celebrates someone who has made a significant contribution to the boarding environment. Madge has worked at Felsted for 33 years, working in the boys’ boarding houses Deacon’s and Gepp’s, and has made a huge difference to the boarding experience of over 1,300 boys in her care.

The judges commented that Madge has “clearly made a huge difference to all the boarders under her care and is a highly deserving winner of the award. She is the epitome of great matron-ship, compassion, humour, forgiveness, and a legacy of care.”

The award was presented to her by author Jojo Moyes at Speech Day (pictured).

Mr Charlie Knightley, current Housemaster of Deacon’s House comments; “Since 1985, Madge has committed fully to the lives of the boys who have passed through her care. The affection shown by the boys over many school generations is testament to her compassionate, non-judgemental attitude, forgiveness and humour”.



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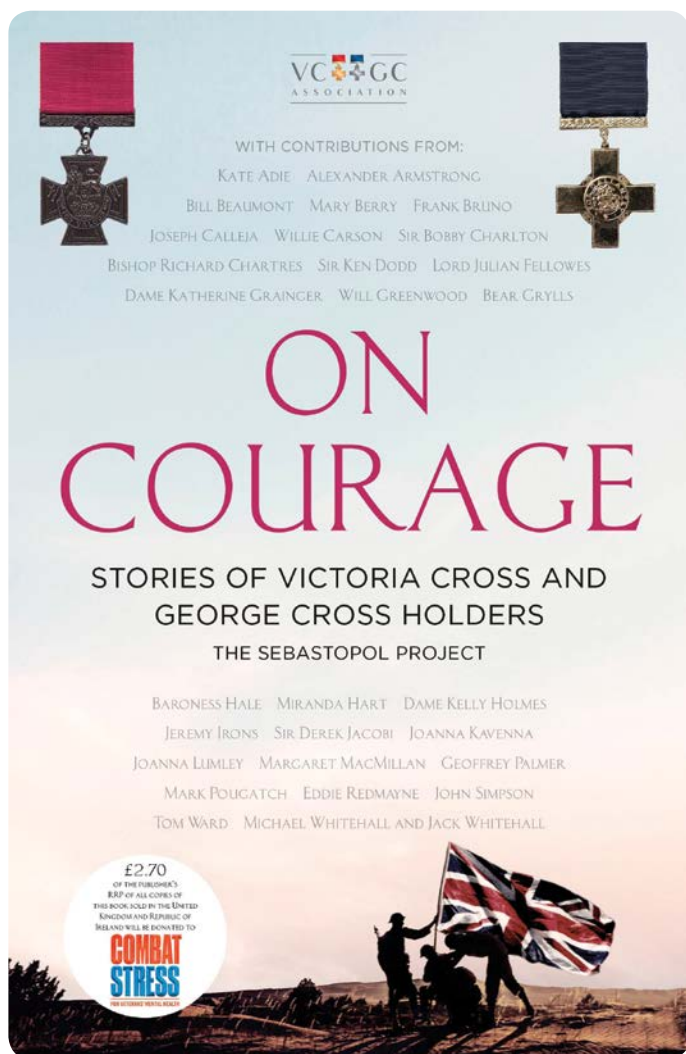


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Teacher contributes to valour volume

Paul Garlington, senior teacher of History at St. Mary's Hall and Stonyhurst College and a recognised and published northwest-based English Battlefield Historian, has contributed to a compilation of stories in support of various military charities.

The book 'On Courage', published by the Sebastopol Project, is a collection of 28 moving and inspirational stories of valour displayed by recipients of the Victoria Cross (VC) and George Cross (GC). Each story is introduced by a public figure from Bear Grylls, Frank Bruno, Joanna Lumley and Sir Bobby Charlton, to John Simpson, Dame Kelly Holmes and the late Sir Ken Dodd.

These incredible accounts have been written by established historians and authors – Tom Bromley, Saul David, James Holland and Dr. Spencer Jones, as well as by Paul Garlington.

The book was launched at the National Army Museum in London where Johnson Beharry VC, Kate Adie, and Baroness Hale and several recipients of the Victoria

Cross and George Cross were also in attendance.

Garlington wrote about the first Victoria Cross recipient of World War 1, Maurice Dease, an officer in the Royal Fusiliers, who is also an "OS" (old-Stonyhurst), a former pupil of Stonyhurst College. "Maurice was a true hero in every sense of the word. He was a normal chap who was thrown into an extraordinary circumstance and then showed exceptional courage! He was only 24 years old, and a lieutenant in the 4th Battalion, The Royal Fusiliers, and was awarded the Victoria Cross for his actions on 23 August 1914, at Mons, Belgium."

Garlington promises that Maurice will be remembered in the book and says it was "humbling and an honour to remember such a courageous young man in whose footsteps I tread every day and out on the battlefield when I am on tour."

Copies of the book can be purchased through local and online Waterstones book stores (bit.ly/OnCourageWaterstones) or through the online retailer Amazon (bit.ly/OnCourageAmazon).

Heads called to Number 10

Seventeen heads of independent schools attended No 10 Downing Street for a two hour 'round-table' discussion with Damian Hinds, the Secretary of State for Education, Lord Agnew the Independent Schools' Minister, members of the Department for Education and Policy Advisors to the Prime Minister. The meeting was called in order for Government Education officials to hear about the characteristics of successful partnerships, and to consider how the DfE might help.

The Head of the No 10 Policy Unit has recognised that, as independent education providers, independent schools are often more than just schools and actively contribute to the community.

Jeremy Gladwin, Headmaster of Bishop's Stortford College, Hertfordshire, was among the attendees. The Secretary of State was particularly complimentary about the Bishop's Stortford Educational Trust (BSET), set up four years ago of which the College is a founding member, as a vehicle to support the children of Bishop's Stortford.

BSET is a State/Independent partnership of equals between the College, Bishop's Stortford High School, Birchwood, Hockerill, Leventhorpe and St Mary's, together with representatives of the local consortium of Primary Heads, where all parties benefit from mutual cooperation and support.

Mr Gladwin, pictured, said, "I was very proud to represent BSET and have shared with the Secretary of State the good work going on between our local schools. The Department for Education are excited by what we are doing together, here in Bishop's Stortford, and will be sharing our model with other schools in other towns across the country as an example of good practice in State/Independent cooperation. He recognises us as a group of Head

teachers who are all determined to work together for the good of all member schools."

Mr Gladwin said: "I have encouraged the Secretary of State to meet further with my state school counterparts to hear at first-hand about the benefits of our cooperative model to include Initial Teacher Training, the Continuing Professional Development of our staff and the opportunities for working together with a Multi Academy Trust model at the heart of future planning. The Department for Education responded that they would try to achieve such a meeting in the near future."

The College will continue to work closely with the Department for Education to produce a model of partnership work that can be replicated across the country and to encourage all schools, of whatever type, to work together in the best interests of and for the education of children.



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ERA's Group Marketing and Innovation Director, Will Butler, said; "We are seeing dummy-runs in schools where pupils are being taught what to do in certain scenarios and the National Counter Terrorism Security Office (NaCTSO) has updated safety advice for employees suggesting that they develop dynamic lockdown procedures and use secondary devices for 'invacuation' rather than evacuation to barricade people in a room safely and keep the external threat out".

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Trending threats to school reputation



At the start of another school year, Alder, the reputation management consultancy, has shared its insights on emerging trends over the last 12 months.

Specialist Partner Anthony Longden said: "We continue to support schools in dealing with more familiar operational issues, but in 2018 we've noticed a significant increase in the kind of situations that only cropped up very occasionally in the past.

"These include dealing with the consequences of self-styled vigilante groups targeting people suspected of online grooming; transgender issues; a resurgence of hostile social media and direct campaigns conducted by parents; and a marked increase in peer-on-peer incidents."

The Alder education division works closely with schools in managing the nuanced and highly-sensitive communications needed in such delicate circumstances, and is increasingly being called upon to help with drawing up strategies and robust precautionary measures in readiness for the unexpected.

Anthony, a former newspaper editor, added: "We always urge schools to have clear strategies in place. Difficult situations can run out of control very quickly, and being properly prepared can make all the difference."

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Education Show moving to London

The Education Show – the go-to annual event for schools to buy resources and equipment, is moving date and location. The Show will take place at Excel in London, 24th to 25th January 2019, coinciding with sister show Bett. Together these events will host the world's largest gathering of the international education community, with visitors discovering new products, suppliers and best practices across Early years, Primary, Secondary, HE, FE and MATs. Bett will be all about edtech, whilst the Education Show will continue to focus on all other school equipment, services and supplies.

The move conveniently places everything under one roof, saving school leaders time, by being able to purchase school essentials in one place. This also means reduced travel costs for attending both events.

For 2019 the Education Show is extending its offering to incorporate Policy, Pedagogy and School Management for leaders who want to find the knowledge, resources and suppliers to make their schools more successful. Over two days it will tackle the key challenges facing these leaders, examining how they can manage change and improve efficiency through inspiring presentations and free CPD accreditation for personal development.



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Monster Buddy Takes a Bow Palisade fence deterrent

New from Leaffield Environmental are the friendly Monster Buddies... cheerful waste collection bins that eat enormous amounts of waste and simply refuse to be overlooked. Produced in highly durable, easy to clean polyethylene, these exciting new character bins are ideal for use in school classrooms, playgrounds, leisure centres and theme parks and are already gaining traction. Designed in pastel blue or purple and standing just short of a metre tall, Monster Buddies have a huge capacity of 100 litres when used with the optional plastic liner or 120 litres when used with a plastic sack. They are equally suitable for both indoor and outdoor use.



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Heads Hunted

Among the upcoming head and principal appointments:

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Newland House School	Middlesex
Rishworth School	Yorkshire
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Warminster School	Wiltshire
Yarm School	Teeside

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



Pupils at Fulneck School, Yorkshire, have enjoyed a series of interactive astronomy lessons in which they were given the once-in-a-lifetime opportunity to handle priceless samples of moon rocks and meteorites as they learnt more about the Universe around them with the help of astronomy researchers from the University of Leeds.

The items were loaned to Fulneck by the UK's Science and Technology Facilities Council (STFC) which provides educational packs in a bid to inspire young people to get involved in science and complement classroom studies. The packs include a 1.2 billion-year-old piece of Mars rock and a 4.3 billion-year-old nickel meteorite.

Schools featured in this issue include:

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Bedford School	Dauntsey's School	Hulme Hall Grammar School	Moulsford Preparatory School	Sheffield High School for Girls
Benenden School	Dean Close School	Ipswich High School	Mount School	Solihull School
Birchfield School	Denstone College	Kelvinside Junior School	Norwich School	St. Andrew's School
Bishops Stortford College	Derby High School	Kensington Prep School	Nottingham Girls' High School	St. Mary's School
Bradford Grammar School	Ellesmere College	King's Ely	Old Vicarage School	Our Lady's Abingdon
Brentwood School	Farlington School	King's School	Plymouth College	Pocklington School
Burgess Hill Girls	Felsted School	Loughborough Endowed Schools	Polwhele House School	Purcell School
Cambridge Centre for Sixth Form Studies	Fulneck School	Malvern College	Manchester High School for Girls	Rossall School
Caterham School	Giggleswick School			
Cobham Hall School	Gordonstoun School			
	Heathfield 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.

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The Independent Schools Magazine
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E: mail@independentschoolsmagazine.co.uk

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Advertising Sales & Accounts:

Sam Turner, Fellows Media Ltd., The Gallery, Manor Farm, Southam, Cheltenham GL52 3PB
T: 01242 259249
E: sam@independentschoolsmagazine.co.uk

Editor & Publisher, Distribution:

Kimble Earl T: 01491 671998
E: admin@independentschoolsmagazine.co.uk

Design studio/pre-press production/website:

Andrew Wicks T: 01635 201125
E: studio@independentschoolsmagazine.co.uk

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