

April 2015

# *The Independent Schools Magazine*



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### Our front page pictures



#### Science Accolades

Clear demonstration of the enthusiasm for science in independent schools - finalists in the 2015 Young Scientist of the Year Awards.

Research by a St Albans School A level student into a protein called Asparagine that can impact motor and brain function in humans has been praised by judges at the Young Scientist of the Year Awards.

Ellen Piercy was selected as one of the top three from 2,000 original entries and 200 finalists at the Big Bang Fair at the National Exhibition Centre in Birmingham.

While many A level students spent their summer relaxing, Ellen spent five weeks at Rothamsted Research in Harpenden, cloning a gene in wheat in order to study the Asparagine protein. When this accumulates in the grain, it can create a carcinogen when it is cooked which can affect motor and brain function.

The project was Ellen's second stint at Rothamsted after work experience at the research institute, and she also worked for two weeks in a cancer research laboratory. She hopes to go on to read Biological Sciences at Durham University and is keen to progress into the world of scientific research.

- Meet the overall winner on page 44

#### Pyrotechnics!

Students at The Marist School, Berkshire, welcomed award winning science pyro-technician Matthew Tosh as part of their programme of events to celebrate British Science Week with school based STEM (Science, Technology, Engineering & Maths) activities.

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## An honour to perform



Oundle School, Northamptonshire, CCF's Marching Band had the honour of playing during the half time interval of the match between Northampton Saints and London Harlequins at Franklin Gardens. The Band, now fifty four strong and under the direction of Band Mistress and Head of Brass, Adele Hudson, Band Captain Ian Ostijic (16), and Drum Major Angus McRae (16), performed a short marching display before halting in the centre of the pitch to play a special arrangement of 'When the Saints Go Marching In' much to the 13,000 strong home crowd's delight.

# New partnership

Lord Wandsworth College, Hampshire, and The Costello School, a secondary school nearby, have signed a Memorandum of Understanding detailing a new collaboration between the two schools.



The aim is to share best practice, resources and facilities in teaching and learning, keeping the interests of both schools' pupils as the focus. The partnership aspires to encourage pupils to consider what lies beyond their existing social, intellectual and cultural experience. Pupils and staff in similar roles at each establishment will collaborate and work together and leadership and followership opportunities will be open to all.

The two schools have already made a formal agreement about extending Lord Wandsworth's Combined Cadet Force to 16 pupils from The Costello School. Teachers from The Costello school will be commissioned and trained as CCF officers and will accompany their pupils to events and activities at Lord Wandsworth. Costello cadets will follow the cadet progressive training syllabus alongside LWC pupils.

Other projects include forging links between academic departments, sharing staff inset

opportunities, encouraging and facilitating pupil debate, exploring character education opportunities, sharing experience of house and other internal structures and more.

Fergus Livingstone, headmaster at Lord Wandsworth College said, "After several exploratory meetings over the last few months, we are really delighted to announce our new, mutually supportive arrangement with The Costello School in Basingstoke. We are very much looking forward to working together and hope that all of our community will be enriched by our joint initiatives."

David Nicholson said, "Last year Dr Walker and a fellow researcher from the Jubilee Centre for Character Education & Virtues visited both our schools as part of a research project involving 68 schools nationally and 10,000 students. We are very much relishing the future opportunities to further develop character education between the two schools."

Pictured: David Nicholson, headteacher at The Costello School (left), Fergus Livingstone, headmaster at Lord Wandsworth College (right)



## School joins group

St Petroc's School, Cornwall, is joining the Methodist Independent Schools Trust (MIST) in a new alliance.

The 102 year old school currently has nearly 150 boys and girls between the ages of 3 months and 11 years and is said to be the only Prep School in the country to have both dance and surfing on its curriculum. The Chair of Governors, Hugh Monro, said 'this is great news and we can now plan our future with confidence, as members of a national and forward-thinking group of schools, and continue to offer a tremendous education for children in the North Cornwall and North Devon community.'

The Headmaster, Dan Thornburn, explained that 'under the MIST

umbrella we will be able to plan future developments at the school while preserving those things, unique to St Petroc's, that make the education we offer so appealing to local parents. MIST were hugely impressed with our recent ISI report and they clearly value the excellent academic, pastoral and sporting record of the school. This is a very exciting time for all involved with MIST and St Petroc's.'

There are 14 other MIST schools across the country including Shebbear College, Kingsley in Bideford, Queen's in Taunton and Truro School in the South West. The oldest is Kingswood in Bath, which was founded by John Wesley himself in 1748.

## Biology Teacher of the Year Finalists

Congratulations to finalists for The Society of Biology's 2015 School Biology Teacher of the Year Award.

Finalists have been acknowledged by the Society as the year's top three Biology Teachers.

The award, with the winner to be announced later this year following a final stage of judging, seeks to identify and to recognise the very best and most inspiring biology teachers in 11-18 education in the UK.

The 2015 finalists are:

- John Graham - City of London Freeman's School
- Elena Segalini-Bower - Hereford Cathedral School (pictured)
- Paul Weeks - Oxford High School

In addition the following teacher was highly commended by the judges: David Teasdale - Bolton School Boy's Division.



## Bene Merenti

A reception was held last month (March) in honour of Mrs Rosalind Edwards, who will shortly be retiring from her post as bursar of the Towers Convent School, Sussex.

Former staff members and governors joined with current staff and Sisters to thank Ros for her loyalty and dedication to the school over the last 25 years.

Ros was very moved when she was presented with a Bene Merenti papal award for her long and faithful service to the school. The Bene Merenti Medal is an honour awarded by the Pope to members of the clergy and laity for service to the Catholic Church. Originally established as an award to soldiers in the Papal Army, the medal was later extended to the clergy and the laity for service to the church.

During her time at the school Ros has worked with three different headmistresses and seen a huge number of changes. The school has prospered under Ros' financial guidance and management. Although she will be retiring from her full-time role as bursar, she is so much a part of the school that they are hoping she will still be a frequent visitor and continue to play a significant role in school life.



Paul Greenhalgh, School Captain (Head Boy)

## Poppy dedication to 81 old boys

Headmaster Mr Philip Britton led a moving tribute to the eighty one Old Boys of Bolton School who lost their lives during World War One. The ceremony took place in the same week, one hundred years later, that Albert Knowles Wilson lost his life; he was the first former pupil to die in the conflict, which took the lives of almost one million men from Britain.

Albert Wilson was commissioned as a Second Lieutenant in the Manchester Regiment and attached to the Indian Expeditionary Force. He was killed in action on 12 March 1915 during the first British offensive of the War. He was involved in the Battle of Neuve Chapelle which cost 11,562 casualties for

the gain of just two square kilometres of land. He died on the first day of the battle aged 25.

Albert's name, along with the other 80 names of Old Boys who made the ultimate sacrifice, was read out by the Headmaster as Sixth Form boys and girls planted a poppy, which had earlier been part of the Tower of London display, in a mark of respect on the Headmaster's Lawn. Over the coming years, the School will remember all 81 former pupils who lost their lives. Later that day the whole of Boys' Division Senior School joined in tributes to those that lost their lives in a poignant Remembrance Assembly.

## Schools announce merger

The Governing Bodies of King Edward's Witley and Barrow Hills School, Surrey, have announced a merger of the two Witley Schools' foundations with effect from September 2015.

The decision to merge the charities formalises a close relationship between the two schools developed over many years and opens the way for closer ties in the future. Under the joint foundation, Barrow Hills will continue as an independent Catholic prep school for children aged 3-13, while King Edward's Witley will retain its position as a independent senior school providing boarding and day education for children aged 11-18.

Key benefits of the merger are intended to include:

- The opportunity to maintain the affordability of an excellent independent school education against the backdrop of rising costs in the independent school sector.
- The ability to benefit from economies of scale without compromising the 'family feel' that permeates both schools.

- Enhanced sharing of resources including sports and performing arts facilities and extra-curricular activities.
- The ability to provide boarding (including flexi-boarding) to Barrow Hills pupils.
- The potential for parents and children to benefit from a seamless co-educational independent education from the age of 3-18.

Commenting on the decision, Matthew Unsworth, Headmaster at Barrow Hills said, "For some time we have been considering how best to preserve and develop the long term future of Barrow Hills in the context of considerable changes in the independent sector over the last few years. Joining forces with King Edward's Witley represents the natural choice to ensure the continued evolution of our School and brings with it many benefits whilst still preserving the superb education and family ethos which have always been the hallmarks of Barrow Hills".

John Attwater, Headmaster at King Edward's Witley said, "Finding a way to extend our

educational ethos to a wider age group without compromising King Edward's supportive community and focus on the individual has been an item on the management team's agenda for many years. King Edward's has always enjoyed a great working relationship with Barrow Hills and I believe that by formally recognising the bond that exists between us we can consolidate our core strengths to present a choice of two exceptional independent co-educational schools for the Surrey area."



L-R, John Attwater (Headmaster King Edward's Witley), Justine Voisin (Chair of Barrow Hills Governors), Peter Estlin (Chair of King Edward's Governors), Matthew Unsworth (Headmaster Barrow Hills).

# Education vouchers ~ the 2015 debate

Graham Brady, an influential Tory and Chairman of the 1922 backbench committee since 2010 and now seeking re-election as MP for Altrincham & Sale West, suggests giving parents vouchers for schooling their children, which could be 'spent' at state-maintained schools with no extra on-cost, or be put towards the fees at independent schools.

Such a move has been advocated over the years by many people in the independent sector, as it would make schools affordable to more families, and thereby reduce the strain on the creaking state system.

Mr Brady was Shadow Schools Minister from 2001-3. ISM asked him to expand his views, and also sought opinions from an accountant and a school head.

## 'Is it really too much to hope that a parent might be allowed to choose any school place, state or independent?'



Devolution is suddenly fashionable, writes Graham Brady.

My Greater Manchester constituents broadly welcome more decisions and more spending being decided locally even if they are wary of the possible imposition of an elected mayor. It is funny though, how politicians on both sides of the aisle are more comfortable devolving powers and choices to other politicians than directly to individuals and their families. I have spent a good few years trying to persuade David Cameron that he should listen to public opinion and scrap the law passed by the last Labour government banning the creation of any new grammar schools. Interestingly, a ComRes poll this month showed that a clear majority of Labour voters too, want to see more grammar schools.

Meanwhile, politicians fret about social mobility grinding to a halt. They wonder why the 7% of the population that is educated independently increasingly dominates the upper reaches of the professions, Whitehall and Westminster. There are three things that we could do about this. First we could attack the independent sector,

increase its costs and drive the remaining middle income families out of private schools. The danger is that this would create more exclusivity, not less and it would do wonders for posh comprehensives that select by house price. The second approach is to let state schools compete more effectively with the independent sector. It is well known that the misguided closure of grammar schools in the '60s and '70s gave a big boost to private education. It remains the case today that in the places with the best state schools (mostly selective authorities) far fewer families feel the need to opt out by paying fees. In my own authority of Trafford, the numbers going private are half what they are in nearby Stockport, Bury or Manchester.

The 'third way' is perhaps the most radical of all. We could trust parents to make good decisions for their own children. We could remove the barriers between state and private schools and let people choose for themselves. Of course none of this is new. In the post-war decades great schools like Manchester Grammar were able to offer needs-blind places through Direct Grant: bizarrely abolished by Labour in the '70s. After that, children from less well-off families could attend some

of the best independent schools through the Assisted Places Scheme: but that was abolished by 'New' Labour's first act of Parliament (I made my maiden speech opposing that one, so deserve credit for consistency, at least!). Now the Sutton Trust campaigns for a new 'Open Access' scheme to extend opportunity to more children from poorer backgrounds.

Encouragingly, far from the popular myth that independent schools bask in a glow of social elitism, the truth remains that many of these schools have a zeal for extending opportunity to children from all backgrounds. Many teachers and heads are passionate about widening access and many parents and successful alumni give generously to build bursary funds to help families without the means to pay. So far though, the biggest force in education, the State, remains largely impervious to demands to extend real choice either within the state sector or between state and independent schools.

The building blocks are all within reach. Parents or charities can set up Free Schools – almost independent – these state-funded schools could be given more freedom, including the freedom to select on ability or aptitude. Independent schools

can convert to academy status, but because the man in Whitehall knows best, if they do so they are required to adopt a comprehensive admissions policy: this should be changed. This small step wouldn't greatly increase the amount of academic selection in the country, but it would reduce the number of people who had to pay fees to access good schools.

The final building block is perhaps the most exciting. The Department for Education is creeping towards the adoption of a National Funding Formula for schools. Eventually this will end the gross disparities in funding between some local authority areas and others and would mean that every pupil would attract a per capita amount, appropriately weighted to reflect such factors as deprivation or speaking English as a second language. Once this figure is known, is it really too much to hope that a parent might be allowed to choose any school place, state or independent, on offer to her child within the allocated per capita funding? These ideas are more controversial amongst politicians than amongst the people – most of whom have the good sense to know that extending access to good schools must be good for everyone.

## 'Tantalising though vouchers might be, financial independence remains critical'



Graham Brady is well known for his support for grammar schools and academic selection within state education, writes James Priory, head, Portsmouth Grammar School, Hampshire.

It has also been interesting to see Mr Brady renewing the call for pupil vouchers just as the General Election gets underway.

His argument is direct and familiar. If Labour were willing to pay for beds in private hospitals on an NHS tariff rate, then why shouldn't a future Conservative Government allow parents to use the per-pupil cost allocated to state schools as a form of voucher for their child's education, even if this meant topping up the costs of their child's education in a private school?

In a book on selective education published by think-tank Civitas, Mr Brady suggests, "It is easy to see a future when a per capita funding formula would allow parents to use the sum of money available for the education of their child in any school of their choice."

Mr Brady's vision is shared by Sir Peter Lampl, who has long advocated the model of Open Access in which parents pay a sliding scale of fees according to their means, making admissions to private schools potentially needs blind thanks to Government support. The cost for such social mobility, Sir Peter argues, would be relatively modest: the average subsidy at Belvedere School, where the Sutton Trust piloted the approach, was £3,200 per pupil, despite 70% of pupils receiving some financial support.

Like Sir Peter, Mr Brady argues that many independent schools, especially those former direct grant schools turned independent day, have the ability to offer private education at an affordable level, making the voucher system even more attractive as a way of offering

parents choice whilst breaking down the barriers between independent and state education.

As someone who enjoyed the advantages of a state-paid education in a selective private school thanks to an Assisted Place, I am, initially at least, inclined to agree with both proponents of improved financial access to genuine educational choice.

As the Head of a former direct grant school, I know how influential my school has been as an engine for social mobility within the Portsmouth community. I also know- and I see this too as a governor of a former direct grant school in London- just how transformative it can be to enable bright children to attend the school through means-tested bursarial support. With the demand for financial assistance rapidly growing, it would be surprising if a voucher system did not have some appeal for parents and schools alike.

Mr Brady draws a parallel with the last Labour government's support for the NHS, but he could just as well point to the combination of state and private funding used by most families when accessing Nursery provision for their child. Again, if vouchers can exist in the earliest stage of education, then why not extend this principle to a child's secondary educational phase too?

One of the problems, however, inherent in Mr Brady's proposal is the relative unpredictability of state school funding. The Dedicated School Grant for per-pupil funding fluctuates dramatically depending on where you live. In London, for example, the grant is currently as high as £8,595, whilst in Leicestershire it is as little as £3,995.

Earlier this year, the Department for Education promised that no local authority would experience more than 1.5% per-pupil reduction, but was careful to exclude Sixth Form funding from this equation, well aware that schools in the state

sector are having to accommodate significant cash reductions at the same time as delivering Michael Gove's A Level reforms.

When the Chair of the Public Accounts Committee, Margaret Hodge, questioned the DfE's apparent failure to anticipate the demand for an additional 250,000 pupil places at the start of this academic year, other critics were quick to blame the cost of free schools in areas where there were already surplus places.

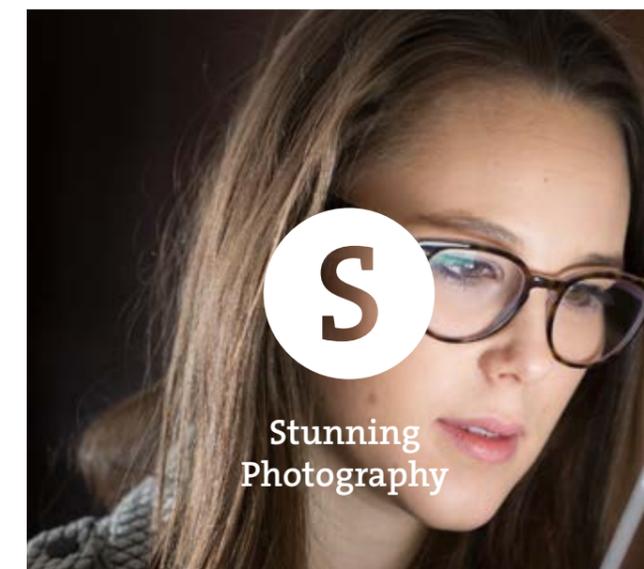
In its latest report, the Institute for Fiscal Studies estimates that by 2020 state school funding will have fallen in absolute terms by between 7 and 12%, regardless of who wins the election.

Against such variability and uncertainty, it is powerful to reflect just how important financial

independence is in enabling schools such as mine to remain truly independent.

My fear is that by becoming reliant on state funding, even if only partially, our independence could easily be compromised. The freedom to choose IGCSE over GCSE, for example, or to adopt our current mixed economy of linear IB and modular A Level, would be extremely difficult, if not impossible, to sustain, however valuable we believed it to be to offer such educational opportunities to our pupils.

To remain fully independent and yet still accessible, presents a major challenge to our sector, but I believe that, tantalising though Mr Brady's vouchers might be, financial independence remains critical if we are to continue to determine our own identity and future as schools.



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# Education vouchers ~ the 2015 debate (continued)

## ‘It will need a persuasive financial argument to be made before the idea finds any traction’



Renewed calls for parents to be given vouchers by the Government for their children’s schooling, which they could then spend at a school of their choice, independent or maintained, is by no means a new idea, but with the recent growth of Local Authority (LA) maintained schools that have converted to Academy status, it is worth re-examining, writes Henry Briggs, senior partner of the Birmingham office of Haines Watts, Chartered Accountants, and a former independent school governor.

It is useful to start with a comparison of costs. In my firm’s survey of the year falling into 2013/14 – and I use this year as it

is the most recent for which the data is available for fee paying schools – the averaged cost p.a. for providing a school place in a senior LA maintained school was £5,636 p.a. The equivalent for Academies was £5,862. Compare this with the average independent day school fees of £13,476 p.a.

In the same year, the Independent Schools Council’s annual census reported there were 511,928 pupils at their members’ schools. So, providing vouchers to these pupils for the cost of a state funded education would cost the Exchequer an estimated £2.9 billion.

Whilst we have all become accustomed to big figures in Government expenditure, it is hard to see how any government committed to reducing the budget

deficit could justify spending this figure on subsidising those currently able to pay for private education. There would need to be justification in terms of a clawback to the Exchequer.

If the Government were to provide vouchers at a value lower than the cost of a State education, and this had the effect of moving pupils out of state funded schools into full fee paying ones, then this would provide the State with a return. But it would have to be in such significant numbers that one would have to question if the independent sector would have the capacity to take the extra pupils.

Another option might be to means test all parents of pupils being educated in the State sector, so they made up the difference between the

voucher value and the actual cost of their children being educated by the State.

The principle of a voucher scheme may seem to be eminently fair to fee paying parents not using the state to provide an education for their children. However, it is difficult to see how it could be achieved in a politically acceptable way, without significant extra burden on the taxpayer or further complication of the tax system.

There may be many other beneficial effects of introducing such a scheme, in widening choice and allocating resources and pupils to the best and most popular schools, but it will need a persuasive financial argument to be made before the idea finds any traction outside the 1922 Committee.

“Every school boasts of their pastoral care network and focus on wellbeing, resilience etc. yet too often you hear of these schools letting young people down. There needs to be a very serious shake up across the system and we all need to take note. Schools are very good at talking, less good at acting...”

~ senior school manager

# Ensuring pupils flourish

Over 100 delegates from in excess of 65 schools have already booked places at a conference at Highfield School, Hampshire, for a day centred on emotional wellbeing. The aim is ‘to galvanise the sector in putting this at the heart of their schools, being proactive in reducing the pressures on our young people and promoting resilience and mental health awareness and training’.

Nicky Morgan, Secretary of State for Education, said: Mental health issues in children have been a hidden struggle for too long. It’s vital that we act and give children’s mental health the attention it deserves; improving provision and ending the stigma.

The statistics indicate that 1 in 4 British adults experience a diagnosable mental health illness, 3/4s of whom experience this before the age of 18 (the peak onset age is between 8-15); 1 in 12-15 people in the UK self harm; 1.4% of all young people are seriously depressed and 4.4% of all young people have an anxiety problem. Rates of depression and anxiety have doubled in the past 30 years and half of those with lifetime mental health problems first experience symptoms by the age of 16.

Topics covered in the Highfield conference include: Slowing Down Education | The Need to Talk about Mental

Health Problems | Adolescence and the Teenage Brain | An Introduction to Mindfulness in Prep Schools | Growth Mindset | Emotional Intelligence | Eating Disorders and Self Harm |

Spotting the Signs of Depression | A Whole School Wellbeing Programme and approach to Pastoral Care | Top Tips for a Mentally Healthy School.

## How to book...

Cost: £180 per delegate; Date: April 28th

Payment can either be made by cheque payable to ‘Highfield School’ or by bank transfer (please contact the Finance Office for bank transfer details, tel 01428 728 000).

Alternatively, register via the following google form: <http://goo.gl/forms/UQtD1Xh7zv> or email: [seniorhouseparents@highfieldschool.org.uk](mailto:seniorhouseparents@highfieldschool.org.uk)

# Pyrotechnic Show for British Science Week

Students at The Marist School, Berkshire, welcomed award winning science pyro-technician Matthew Tosh as part of their programme of events to celebrate British Science Week with school based STEM (Science, Technology, Engineering & Maths) activities.

Matthew whose career spans teaching, pyrotechnics, and broadcasting put on an original, creative and visual demonstration wowing the students with several show stopping explosions and giving a highly inspirational presentation on the science behind fireworks.

Children from Upton House School, Windsor were among those to attend the event.

Girls at The Marist buck the national trend of stereotypical

expectations and presumptions rooted in gender by achieving a disproportionately large share of the top grades in Science and Maths. Consistently, in recent years many Marist girls have gone on to read Medicine, Engineering, Dentistry and Veterinary Science at degree level.

Headteacher, Karl McCloskey said: “We are delighted to support British Science Week and welcome Matthew to our school. His passion for science and the performing arts matches his dedicated approach and attention to his live production. Equally, his capacity to communicate the scientific concepts which underpin the range of visual, aural and olfactory effects kept the students transfixed throughout”.



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# Pause for thought... switch off, reflect, be silent...

Is it time young people are actively taught how to 'slow down and concentrate' their minds rather than be in a rush the whole time? Pupils tend to be full-on with their peers at school and then full-on with them via social media in the evening. No escape in other words. Some children deliberately eschew social media to 'get away' at home, not necessarily from bullying, but just from the pressures of always being in touch with schoolmates...

## Finding a still small voice of calm for the 'always on' generation

There's no doubt that a school is an energetic, dynamic and, sometimes, hectic place to be, writes Rachel Dent, Head, The Abbey School, Berkshire.

We pride ourselves on the multitude of opportunities we offer our students both academically and on the extra-curricular front. Our girls lead busy lives, learning to organise their commitments and interests alongside friendships and family life. Amid all this there's no doubt that technology and social media are great enablers. But as we harness the many benefits of 24/7 human interconnectivity we also need to ensure that we are not swamped by the tidal wave of data, shared (or overshared) emotion and demands that come with it. There's a very real risk that for the 'always on' generation there is nowhere to get away from it all, at least not without their absence itself being cause for comment.

A quick survey of our Sixth Form showed that 98% of respondents use social media regularly to keep in touch with family and friends. Eighty-seven percent of respondents said that social media was sometimes or often an unwelcome distraction from daily life, while 65% admitted that they suffered anxiety when they were unable to access social media for any reason. Demonstrating that



they appreciate the distraction caused by networked socialising, 75% confirmed that they consciously turn off connected devices when they are trying to concentrate. Asked whether they felt under pressure to be always available to respond to social connections the view was more balanced, with 57% of the girls saying they did. It is clear, and a not unexpected finding, that social media is affecting the lives of students and that its effects are not always welcome.

### Hitting the pause button

Even as we teach a generation of digital natives who, let's face it, navigate the technical side of social media far more fluently than we do, it is part of our role in preparing students to lead balanced and fulfilling lives to equip them with the skills, and

the recognition of the benefits, of switching off both mentally and digitally.

Encouraging students to 'do nothing' can be quite a difficult message to convey in a school environment, where the primary focus is helping them to achieve as much as they possibly can. During our Reflection Week in the autumn term, we asked the girls to do just that: to simply pause and be still for five minutes at the start of each day. It was eye-opening how many struggled with the concept that they were not expected to 'do' anything or present a 'result' at the end of the reflection period. Whereas revision for a test has an obvious benefit, they were unsure what this period of mental stillness would deliver. However, by the end of the week the girls had begun to welcome the moment of pause, the freedom to do nothing at all. As our Chaplain, Allison Hadwin, puts it: "Introducing a pause in our day reminds us that life is about what we 'are' not what we 'do.' And doing should come from being, otherwise it is just frenetic activity. In a school with a Christian foundation and ethos, but with a mix of girls from all the major world faiths and none, bringing stillness into our school community is a point of unity that we can all be part of and benefit from." It's an activity that

is also used to good effect at the Junior School, where girls from the age of three take a moment to 'just be' during assemblies.

Pausing gives us perspective, a moment to step back and evaluate, to get to know ourselves better. We must be very aware that even as we become ever-more connected we ironically run a very real risk of cultural isolation, of closing our minds to thoughts and opinions other than those we choose to 'follow' and of basing our self-worth on casually bestowed 'likes' – a self-esteem based on the servers of Instagram and the availability of a phone network.

While the internet makes a vast quantity of information and opinion available, the ability to set your personal filters so that you see only that which reinforces your own opinions can be very dangerous and as we have sadly seen can have the deeply damaging result of radicalisation. Having the desire and facility to step away from the fire hose of information and opinion is a vital skill for those who will be shaping our future world.

Teaching students to pause, to switch off and to reflect gives them a much-needed opportunity to find that still, small voice of calm within and release the pressure and expectations contingent with being 'always on'.

## Silence: the restorative power of nothing

We've been experimenting with silence at my school, writes Leo Winkley, headmaster of St.Peter's School, Yorkshire.

Big, shared silence. Our particular shared silence involves 600 people sitting in stillness for short but powerful sessions of cooperative silence. Shared silences have become part of our Lenten traditions in our thrice-weekly Chapel services at St Peter's. The whole school gathers together four times a week: once for Head Master's assembly and three times for a twenty-minute Chapel service. The effects have been surprisingly powerful: short, sharp doses of silence seem to be good for the individual girls and boys and good for the community of the school. Personally, I've come to cherish these moments of collective stillness. I think all of us, children and adults, could do with more shared silence.

Most of us carry in our pockets a sleek, metallic oblong that holds mesmeric sway over our increasingly jumpy minds. We need to allow ourselves, and our children, the chance to sit and be still. Whether this is the active practice of mindfulness, meditation, prayer, contemplation of the beautiful doesn't really matter, to my mind, from the meta perspective of what might be healthy for our minds. Indeed, the absence of metaphysical content may be really valuable. Silence and stillness are dogma-



free. They are input-free. They do not require us to respond, judge, decide, conclude.

In our 'always-on', multi-window world, with its many distractions and interruptions, there is a real danger that we are losing the ability to pay full attention. Yet, our concentration is frayed and our minds capricious. Any alertness is perforated by the compulsion to answer constant calls on our attention. A pervasive status anxiety seems to feed the social media conversation: the constant need to know who's saying what to whom about pretty much anything. How can we expect our pupils to see things as they really are when we overload them so?

No wonder the rise and rise of the Mindfulness in Schools Project. And hooray to the fact that more and more educators are creating time for their own

programmes for reflection and stillness. I certainly want more of it in my school. Whatever the slant, whatever the content, allowing youngsters to be still and focus is hugely important. Protecting time for such an apparently non-productive use of time appears, counter-intuitively, to be very productive.

Not only does silence give us space, its effects are likely to be an improved sense of focus and possibility – a more positive attitude of mind. This is bound to be helpful. And, in my short experience of shared silence, there is something enriching about being 'together alone' with 600 other living, breathing, thinking things. It feels good: there is a gentle intensity in a sincere and shared silence. In a school, this is a powerful 'non-statement' of community.

There are many other potential benefits to silence in schools. In the classroom, stilling exercises can recalibrate the atmosphere of the room; allowing silence after an open question can inspire deeper thought and less reliance on teachers' input. Requiring silence in certain places within the school can create little oases that radiate calm. Becoming skilled in silence allows us to listen properly to what others are really saying to us, rather than what we think they are saying.

The Quaker schools were on to this many moons ago, and of course, there are numerous monastic and contemplative traditions that have found silence to be the route to self-knowledge; numerous traditions that use silence as part of the cultivation of communal loving-kindness towards other beings. Active and silent contemplation of our own breathing or simple points of reflection can radiate positive attitudes and dispel cynicism and negative mindsets.

All this is very high-minded, and I can hear the seasoned doubter scoffing at all this 'idealistic nonsense'. I can understand that. Yet, the latent cynicism I expected at my school, simply wasn't there. Our children are lambasting themselves – and each other – with information. Their shiny oblong gurus are feeding them chat, gossip, data, diversion and opinion. We adults are piling more and more on top. The accumulated mass of unsorted information isn't simply mind-boggling; it's in danger of becoming the state of the modern mind itself: chaotic, unsorted, confused.

Never mind the cynicism. There is, I believe, a real and simple need for moments of quiet emptiness. We all need it. In busy, thriving, highly communicative schools, we need to create moments to say – and hear – absolutely nothing.



Helen Thorneloe presenting Nina Gunson with thank you flowers

## Well-being

After the success of last year Sheffield High once again launched its Wellbeing Week, created by deputy head teacher Mrs Gunson in 2014. Mrs Gunson revealed that she chose last month (March) to hold the event "as this is traditionally the grimmest period of the year when everyone feels at their lowest point". The thinking behind Wellbeing Week is that it will provide a range of beneficial activities for pupils and staff, to encourage them "to take a breather" to improve their physical, psychological and emotional wellbeing.

Events throughout the week included a Frozen 'sing-a-long', Drumming workshops, Pilates and tea/coffee for the staff served by Mrs Dunsford. The Drumming workshops took place in the main school hall and were very popular with both the students and staff. An amazing atmosphere of (semi) rhythmic drumming filled the hall and the event was thoroughly enjoyable

## Week is back

for all. Val's Vintage Tearoom also went down a treat with staff in the senior school as headmistress Mrs Valerie Dunsford served tea and cakes to members of staff dressed in her Cath Kidston pinny on Tuesday break time!

One member of staff at the High School is particularly supportive of the event – last year Miss Helen Thorneloe, Senior Teacher at Sheffield High, discovered through some of the tests that were available to staff that she was suffering from severe liver poisoning, due to the consumption of sage. Without Wellbeing Week, Miss Thorneloe's condition may have never been discovered and she may not be working with us today. On the whole, Wellbeing Week is a time that all staff and students can get behind as it provides some much needed and much enjoyable distractions – whether it be in the form of food or activity – from regular school work.



Valerie Dunsford serving tea to the staff

# From Houseparent to Headship

John J. Taylor has been Principal of Hamilton College, a 3-18 non-denominational Christian school in South Lanarkshire, since January 2015. It is his first headship. Here he reflects on the move...

It used to be a relatively normal thing, Housemasters/ Housemistresses progressing to Headships without having been a Deputy, particularly when the move is to another (often smaller) boarding school. However, it is arguably becoming more difficult for Houseparents to make the move straight to Headship, with schools and governors understandably searching for experienced Deputies, or increasingly, existing Heads, to fill that vital vacancy.

With that in mind, I felt that my application for Principal at Hamilton College was, at best, presumptuous, at worst, risible. On asking a colleague whether they thought I ought to apply, there was a simple two word response. 'Long shot.' Not having been a Deputy, I realised that this would be ambitious. I had thrown my hat into the ring for Deputy Headships, and they hadn't worked out. Usually the posts were filled by existing deputies, and I turned one job down, feeling it wasn't right for me.

On the face of it, my previous position as Housemaster at St Leonards in St Andrews couldn't have been more different from Hamilton. St Leonards is an international day and boarding school with a history extending back to 1877, 32 nationalities, teaching GCSEs and the IB. Hamilton College is a 31 year old,

3-18 Christian independent day school serving South Lanarkshire and teaching the Scottish system. However, both schools are a similar size, both have a Junior School and Senior School (and we also have a Nursery at Hamilton), and as a Christian, Hamilton's ethos was appealing to me, so it felt right to apply, and having now completed my first 100 days as Principal, I wouldn't look back.

There are admittedly major differences between my former life as a Housemaster and my new life as Principal. One simple one is travelling to and from work each day (and knowing the alarm won't go off at 3am!). I spend less time registering (and having banter with) pupils. In some ways, these are aspects of boarding I miss: there were advantages and disadvantages to 'living above the shop'. The main thing I have taken from my life in the boarding house was the deliberately blurred distinction between home and work. Some have said to me that I must find that aspect difficult, but this misses the point. I never lived at work. I worked from home, and although I miss the boys, who were like an extended family to my wife and I, this sense of homeliness at work remains, even though I am now in a day school. After 10 years in boarding, first at Bradfield in Berkshire, then at St Leonards, I can't shake that off now.

There are other advantages which come to a new Headship from experience as a Houseparent. Taking care of a house of boarders gives special insight into many aspects of the whole school, from leading tours, meeting prospective parents, developing marketing techniques, leading assemblies, and acquiring a holistic view of a pupil's inseparable academic and pastoral experience. St Leonards offered me many excellent opportunities to take part in working groups on whole school issues, and these chances to be involved in leading major change in an excellent independent school have proven excellent preparation for Headship. A boarding house is a microcosm of the wider school, so running a house bears many challenges similar to running a school. The move has been an admittedly large step and there are lots of exciting projects to see through at Hamilton, but the experience of Houseparenting has made the transition a great deal easier. It also helps that my new colleagues have been as supportive and encouraging to me as they clearly are to our pupils, and that our board of Governors are incredible in the giving of their time, energy, expertise, support and encouragement.

There were a number of 'lightbulb' moments in my journey to Headship. The first was a change in my approach to making applications, focusing on Leadership



(rather than Management), whole school issues, and emphasising my Marketing experience. People say trite phrases like "It's about 'fit'", and "It's tough out there", and they are right. However, for me my new school had to feel right, and the application process is a bit like dating – either you are what a school needs at that moment, or you're not. Some schools will need experienced Deputies – either Academic or Pastoral – but in some cases, governors need something slightly different, and are seeking an interesting alternative to the conventional route.

Although it is becoming a more and more unusual career path, appointing a Housemaster or Housemistress to the Headship of their school can be a viable and positive option. Indeed, my experience has been that the rigour, breadth, flexibility and commitment it takes to be a good Housemaster is, in reality, superb preparation for Headship. It is well worth aspiring school leaders in boarding houses considering application to Headship (if it is the right school for them) without having been a Deputy. You never know when the right role for you might come along.

# Honours boards - restored, traditional, or digital...

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enough wall space to display these or the information is so small it is verging on being illegible.

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This exciting development in the world of displaying honours will offer a greater amount of flexibility and will look sleek & modern in any building.



## Raising the roof

A 'Topping Out' ceremony took place last month (March) to celebrate a key milestone in the development of a significant new facility at Longacre School, Surrey. The large, two storey hall is the second phase of a 20-year building strategy at the preparatory school. The building will provide a Modern Performance Space, Sports facilities, Creative Arts Studio and Music Practice Rooms. Alexia Bracewell, Headmistress said: "The new Creative Arts and Sports Hall will enable our children to enjoy

increased performance in music and the arts, and provide a spacious area for indoor sports including netball, hockey, football, badminton, tennis, basketball and trampolining." The hall is due to be completed in May and its formal opening will be marked at an open day on 12th June. The first phase of the building programme – a multi-purpose Astro sports pitch – was completed in February this year.

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## Academies: more of a threat or a soft landing for fee-paying schools unable to make ends meet?



In the week before Easter, delegates from England, Wales, Scotland and Northern Ireland gathered in Liverpool for the 2015 Association of Teachers and Lecturers (ATL) annual conference. Braving gale force sea-front winds, and the fans of McBusted and Paloma Faith from the Echo Arena next door, ATL delegates emerged after three days of vigorous debate re-energised in their mission to deliver the best education possible for all young people.

Reflections from John Richardson, National Official for the independent sector...

ATL General Secretary Mary Bosted outlined the challenges ahead, with confidence that ATL members have a clear road map. ATL's Shape Education manifesto is our blue print for education: a broad inspirational curriculum; a supportive assessment system; school collaboration, not competition; a positive inspection regime; a motivated and valued workforce, supported by CPD and fair reward; transparent, equal access for all pupils to schools not run for profit.

One particular challenge Mary identified is an imminent recruitment and retention crisis. She stunned delegates with the revelation that the latest government statistics show that 32% of student teachers having finished their training never entered the classroom, with a further 6% leaving after just one year.

In calling for a contractual right to, age and subject specific, CPD for all teachers, whatever sector, Mary drew attention to ATL's commitment to professional development with ATL CPD provided to 24,000 members over the past four years.

Mary said that whoever wins the general election, ATL want to have a new conversation with politicians, based on respect for the profession. ATL believe that there needs to be devolution to profession led bodies. She welcomed in principle the proposals for a College of Teaching. Despite our conviction that the inspection regime must be overhauled, ATL believe in professional accountability. A body is needed to hold the profession to account and to help identify improvement.

With the removal of the role of local authorities, accountability and

adequate oversight is sadly lacking from the academy and free school system. Mary gave the Durand Academy Trust as a prime example of sweating public assets for private gain. Executive headteacher Sir Greg Martin earns more than £200,000 a year for running the schools, and £160,000 from a company set up to run the trust's sports and fitness centre last year. He also set up a dating site which was registered to the trust's address. Kevin Craig, director of Durand Academy Trust, who is also a director of a lobbying and public relations firm which has been paid £580,000 by Durand Academy Trust for lobbying and media relations services. £580,000 of public money not spent on the education of children.

In his ATL President's address, Mark Baker, highlighted the growth of pointless bureaucracy distracting teachers from the real task of teaching and learning, underpinned by a barely concealed lack of trust undermining their professionalism. ATL had warned the government of the consequences and now we were unfortunately seeing the results with many teachers leaving the profession.

So close to the election, delegates were disappointed that Nicky Morgan was unable to attend but cheered by the promise of a more collaborative approach with educational professionals from Tristram Hunt - should Labour win the election.

Conference welcomed Mr Hunt's belief that the best way to ensure prosperity for Britain is to "invest and invest again" in education, and applauded the Labour Party's commitment to protect the education budget from cuts.

He further warmed delegates' hearts

by embracing ATL's long and heart-felt call for reform of the inspection regime. Mr Hunt announced that the Labour party supported the growing consensus led by ATL for reform of OFSTED, a vision outlined in the ATL publication, 'A new vision for inspection in schools'.

In the conference debates, delegates deplored the relentless workload creep which, amongst other things, members believe is partly to blame for making the profession unattractive to student teachers. In the debate, Rod Marsden reported the tribulations of an exhausted member at an independent school who works all week teaching, often without a lunch break, attends school sports events until 5pm every Saturday, and has evening meetings once or twice a week, including last week a parents evening to 11pm.

This concern was also picked up from a professional perspective in the motion calling for Time to Talk. ATL members decried the relentless drive to fill every hour of the pupil's life with structured activity and consequently filling every moment of teacher time to the extent that educational professionals no longer had time to talk to each other.

Members from the independent sector took the lead in a number of debates, such as Creationism is not a science. Alastair MacPherson, Edinburgh Academy, and Alison Bradley, Stover School, successfully moved the call to combat any notion that Creationism is a science and ensure that, where it is taught, it is clearly categorised as religious belief.

Tendai Mashapure, a member of ATL's independent & private sector group, IPSAG, proposed a motion on measures to try and avert the imminent threat of a teacher

recruitment and retention crisis.

Conference called for the end to the use of zero hours in schools and colleges. These manifestly one-sided and unfair contracts have no role in education. Alastair MacPherson pointed to the findings of the ATL Independent School Pay & Conditions Survey 2014, when 12% of ATL members responding to the survey said that their school used zero hours contracts for some staff.

Outside of the debating chamber, there were numerous break-out sessions, CPD opportunities and fringe meetings. At the independent school session, I presented a PESTLE analysis of the sector. Amongst other things, I looked at the demographic changes to the sector wrought by the economic downturn and public austerity programme and posed the question as to whether academies are more of a threat or a soft landing for fee-paying schools unable to make ends meet.

Independent sector members also played a leading role in a number of the fringe meetings. Helen Porter, chair of IPSAG, facilitated a session on Strengthening Self-Esteem and Body Confidence.

Robert Tatam ATL member and classics teacher at Bancroft's School for over 30 years spoke about the dangers that TTIP poses to democracy, public service provision and not least ATL's manifesto principle that schools should not be run for profit! TTIP - The Transatlantic Trade and Investment Partnership is a series of trade negotiations being carried out mostly in secret between the EU and US aimed at weakening consumer protection, individual rights and government sovereignty to enable transnational companies to, amongst other things, run public services.

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# Choirs of the Year

Godolphin School, Wiltshire, Vocal Ensemble have been crowned Barnardo's Senior School Choir of the Year 2015. As part of their prize, the Vocal Ensemble will have a song specially written for them, which they will perform in the Royal Albert Hall later in the year.

Mrs Olivia Sparkhall, director of the ensemble, spoke with the chief judge, Dr Douglas Coombes MBE, after the event and he revealed that the "superb unison singing" had clinched it for the five judges whose decision had been unanimous.

Hereford Cathedral Junior School's Junior Chamber Choir won the Junior crown. The choir is now invited to sing in November's Young Supporters Concert at the Royal Albert Hall, London.

The choir received excellent feedback from Douglas Coombes MBE and he has offered to write a song especially for them as the winning choir.

Miss Rachael Toolan, Hereford Cathedral Junior School's Head of Music said:

"We were competing against 17 excellent choirs within our section and so we were truly honoured to be selected as the winners. We are all delighted!"

Gresham's Prep School Chapel Choir from Norfolk achieved second place in the junior category. This is the second year running that the choir had been selected to perform in the finals. The songs they performed at this

year's finals were, Remembered, a piece written by the Prep School's Director of Music, Nathan Waring and Red Boots On by Bob Chilcott. The choir also performed a further piece, La Musica, at a concert held that evening to a packed audience of over 2000 people.

Nathan Waring, Director of Music at the Prep School, said the pupils sang beautifully in front of a large and appreciative audience and it was testament to their hard work and commitment that they were awarded second place in the competition.

The Prep School has five choirs, but the Chapel Choir is the only auditioned choir made up of 45 children. They have recently sung at the Cathedrals of Ely, Peterborough and Norwich and performed alongside the world renowned English Chamber Orchestra, at the premiere of Eventide, written by Gresham's former Composer-in-Residence, Patrick Hawes. This term the children have also worked with the British vocal ensemble VOCES8. The choir had worked very hard to reach the finals, practising four times a week as well as leading the weekly school's chapel service.

Barnardo's, who organised this event, undertakes life changing work to help and support vulnerable children exposed to poverty, sexual exploitation, disability or domestic violence in the UK and the proceeds from the concert went towards this charity.



## Work begins on new £1.25m hall

King's Hawford School, Worcestershire, has celebrated the start of building work on its new £1.25m multi-purpose hall which its headmaster believes will benefit 'many generations' of pupils.

A ceremony to mark the occasion was attended by Douglas and Mary-Ann Garrad, who founded the school in 1955. The milestone comes as pupils mark the school's 60th anniversary.

The new 4,700 square-foot building, to be known as The Barn, will be a contemporary version of a traditional Worcestershire vernacular barn to stay in keeping with the site's historic buildings and the surrounding landscape.

The school's 330 pupils will use the timber-framed building as their main sports hall as well as for concerts and theatre productions. It will also be available for the community to use in the evenings and will

include a kitchen facility to cater for events. It will feature removable seating for up to 220 spectators.

Headmaster Jim Turner said: "The Barn represents a major investment for us and when it's completed it will give a fantastic multi-purpose sports and drama facility for our pupils.

"We are also very grateful for the support from all our pupils' parents, who have been extremely positive about the plans and how important a role The Barn will play in the school's future.

"The Barn will be a great benefit to the school and I am certain it will be a superb facility to be used and enjoyed by many generations of pupils."

Mr Turner, who has been headmaster at King's Hawford since 2006, added that the local community will also be able to hire the new building in the evenings and at weekends.



# On a bicycle made for two...



Pitsford School, Northamptonshire, has this term become a regional centre for the national charity Charlotte's Tandems.

Charlotte's Tandems lend, at no cost, tandems and tag-alongs to people with disabilities or additional needs, who are unable to ride a bike safely on their own, so that they can enjoy the wonders of cycling.

Tandems are a fun and safe way to get out and about as friends, a couple, family or group. Currently Pitsford School has two tandems available for loan, and an additional two that have been donated

but are in need of renovation before they are road worthy. In addition there is one Weehoo tag-along which was donated last month.

The Weehoo is currently being borrowed by 4 year old Ellie, who has a visual impairment. See photo of Ellie and her dad Chris on their first ride together.

Mr. N. Toone, Pitsford School's Headmaster is a keen cyclist himself and can regularly be seen cycling the 28 miles to Pitsford School from his home in Oundle.

More information about Charlotte's Tandems can be found at [www.charlottestandems.co.uk](http://www.charlottestandems.co.uk)

Technology, learning and the vital role of schools

# Keep taking the tablets:

A comment by Dr Kevin Stannard, head of Innovation and Learning at the Girls' Day Schools Trust...



Every technological step-change sets alarm bells ringing. In 1950, an American teacher bemoaned the passing of the pencil, proclaiming: "Ball-point pens will be the ruin of education in our country". Of course it was Plato who started it all with his critique of writing – a poor substitute for the lively give and take of oral dialogue. Writing things down, he thought, would encourage forgetfulness and fail to activate deep learning.

Equally melodramatic are those who proclaim the death of the school on the grounds that the Internet, Web 2.0, and mobile devices have rendered the "factory" model of schooling irrelevant. After all, why do we need teachers (and schools) when we've got Google and wireless-enabled cafes?

In an age when young people live with a plethora of devices and unhindered access to information from multiple sources,

schools run the risk of remaining embarrassingly analogue institutions in a digital age.

Digital technology not only helps pupils learn in new and different ways, it can really engage them by offering new ways of captivating attention, building on prior learning, and adaptive testing. Technology can break down artificial divisions between 'formal' learning in classrooms and 'informal' learning in other spaces in and out of school, realising the potential of the 'flipped classroom'.

Technology in the hands of learners can, and should, disrupt traditional, transmissive, teacher-dominated models of education. But isn't there a danger that it might distract as well as disrupt? By the age of eighteen, students will have spent the equivalent of four years in front of a screen. Research confirms that multi-tasking slows learning and there is

a general consensus that attention spans are shortening.

Learning is all about handling information – not just finding or receiving it. Activities that require bite-sized knowledge and staccato responses undermine the link between extended writing – through its promotion of conjunctions and dependent clauses – and deeper thinking through the connection of ideas.

In embracing a digital future, schools need to avoid striving to become a pale facsimile version of the 'real' world. They certainly need to prepare young people to take their place in that world, but as educators we have a wider, other-worldly responsibility. In a modular, multi-tasking, rapidly mutating world, where young people are

bombarded with data, schools stand out as privileged places which put value on sustained reflection and considered debate. Schools can be "gardens of peace", giving time and space for young people to explore ideas, develop understanding, make links between concepts and engage in a deeper, more considered and more nuanced way than is perhaps the case elsewhere.

As teachers we must employ technology critically, in aid of educational aims, and not for its own sake. A recent study concluded that, "the gap between ICT use in and out of school remains persistent." Surely the fundamental challenge is to ensure that technology in schools is encouraging of deep learning, rather than being distracting or worse still, irrelevant.

## Inaugural STEM Challenge winners

Four students from Wells Cathedral Senior School in Somerset have won the inaugural Ultimate STEM Challenge competition.

The nationwide schools competition, launched in September 2014 by BP, STEMNET and the Science Museum, challenged students aged 11-14 to test their Science, Technology, Engineering and Maths (STEM) skills by tackling some real-world energy problems.

The competition, an extension of BP's existing Ultimate Field Trip for university students, was developed as a result of ground-breaking research conducted by King's College London, the research partner in BP's Enterprising Science programme.

The research showed that despite 70% of school children saying that they 'learn interesting things in science' and that 'scientists make a difference in the world', only around 15% 'aspire to become a scientist'.

With the UK needing to produce twice the number of engineers with the right qualifications to fill nearly two million job openings expected by 2020, it is critical to increase the level of STEM participation from a young age.

Wells Cathedral Senior School's solution focused on how to keep hydrated in extreme environments. The team developed a portable Solar Still Solution called S3. The device uses solar energy to produce drinking water from salt or polluted water anywhere in the world.

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# Single sex schools and 'pupil innocence'

Single sex schools allow pupils to keep their innocence for longer, according to Tony Little, headmaster of Eton. His comments, reported in the Telegraph, sparked a volley of opinions on everything from sex education to eating disorders, which only served to show that while the great British public may be living in the twenty first century, they're still all too ready to wheel out the stereotypes, says Alun Jones....

First we had Tony Little branded unhelpfully as a Victorian relic. Then we had the eye-popping headline in Radhika Sanghani's opinion piece 'Sex, porn and mythical genitalia: Girls at single-sex schools aren't that innocent', followed by Telegraph columnist Allison Pearson claiming that girls' schools are 'febrile and bitchy'.

The truth, as they say, is out there somewhere. As Allison Pearson was careful to acknowledge, "there is no cap on female aspiration, nor any no-go subjects for girls worried about being thought unfeminine" in a girls' school. In that respect, the academic and confidence-inspiring benefits of single sex schools almost go without saying, though I won't miss this opportunity to reiterate some of them.

Do I think that single sex schools allow children to retain their innocence for longer? I think that very much depends on what we mean by innocence. But I do agree with Tony Little when he says that single sex schools enable children to "be themselves". Whether this alleviates the need for what he calls "pretty graphic" sex education at a young age is a moot point.

Schools can do wonderful things, and single sex schools certainly minimise gender stereotyped pressures on pupils when it comes to subject choice and personal confidence. But no school – single sex, co-ed, day or boarding – exists in a vacuum. Pubescent girls and boys are going to talk about sex, find out about sex, and some of them are going to experiment and even have sex, whatever kind of school they attend. Schools can mitigate it

\*Institute of Physics, Closing Doors: Exploring Gender and Subject Choice in Schools, December 2013



but they can't prevent it, and the schools that are mindful of this are the ones, I would suggest, that are most likely to deliver the most pertinent sex education.

What single sex schools most certainly can do is to enable the kind of 'being yourself' that comes from choosing to study physics because you like it and there are no boys in the class to bring out the kind of gender stereotyped thinking – in pupils or teachers – that whispers in your ear, however subconsciously, this is for boys or I'll let the boys answer that one. The same is true, of course, for boys who choose to study English Literature.

There are always exceptions to the rule and the gap between single sex and co-ed schools is less in the independent sector than it is in the state sector. One significant study, Closing Doors\*, undertaken by the Institute of Physics, found both state-funded and independent co-educational schools that were achieving, or at least approaching, gender parity among students taking six subjects with traditionally big gender disparities at A-level. However, the proportions were relatively low, i.e. 3.9 per cent of state-funded and 22.5 per cent of independent co-educational

schools. The study observed that the fact that so many co-educational schools can be at or below average on 'gendered' subject choices indicates that single-sex schools are less likely to exacerbate gender imbalances. Furthermore, it concluded: "Single sex schools are significantly better than co-educational schools at countering the gender imbalances in progression to these six subjects."

Do pupils at single sex schools need sex education? Yes, of course, and I would argue that being able to discuss sex in girls-only or boys-only groups can be hugely beneficial. Are girls in girls' schools "febrile and bitchy" or subject to eating disorders? No more than girls in any other kind of school. I don't know of any research that points to single sex schools being more likely to engender either of these conditions, in either girls or boys, and to suggest that they do, based on nothing more than personal experience of one school is ridiculous.

Single sex schools head the league tables year after year and dominate the group of top schools for sending students to Russell Group and Oxbridge universities. They continue to provide a huge element of choice for parents and students and I have no doubt that means we will still be reading the same old for and against arguments for years to come.

Alun Jones is President of the Girls' Schools Association which represents the heads of UK independent girls' schools, is a member of the Independent Schools Council and has a worldwide associate membership. He is Head of St Gabriel's School, Berkshire.

## Sea King visits the Aldenham Foundation

A Sea King search and rescue helicopter made a flying visit to Aldenham School, Hertfordshire, and landed on the playing fields in front of an appreciative audience of St Hilda's and Aldenham Prep pupils. The windswept children cheered when the helicopter hovered noisily in front of them as it lowered itself into position.

The helicopter was flown from Culdrose in Cornwall by its squadron of five Royal Naval officers, especially to raise awareness and to share the officers' personal experiences of life as a search and rescue pilot and crew. Culdrose is just one of two Royal Navy bases of its kind in the country, and together with its partner base in Scotland, saves hundreds of lives every year as they roam large stretches of the British coastline. Their rescue missions often take place at night-time in pitch black darkness amidst violent weather conditions. The officers take it in turn to be on call twenty-four hours a day, seven days a week.

The children were invited to explore the helicopter in small class groups and quizzed the officers enthusiastically. The pupils, aged between four and eleven, were struck by the technology of the cockpit, with one remarking that they were: "So clever to memorise all those buttons. I thought there would be one big red button that said 'go!'" One pupil giggled as she almost fell backwards trying on an officer's heavy helmet. But one thing they all unanimously agreed upon was that it was an 'opportunity of a lifetime' and that the officers were 'very brave'.



Pictured: Mr James Fowler (Headmaster of Aldenham School); Miss Sarah Styles (Head of St Hilda's Prep School for Girls); Mrs Vicky Gocher (Head of Aldenham Prep School)

## CHANGING FACES... CHANGING PLACES...



Gillian Bowser will leave her current position of Headteacher at a Community Primary School at the end of this academic year to take over at the helm of the King Henry VIII Preparatory School, West Midlands.

She will replace Nicholas Lovell.

Mrs Bowser is from Coventry and was a pupil at Hollyfast Primary School and Coundon Court School before graduating and qualifying as a teacher from the University of Warwick in 1995.

Her teaching career began at Courthouse Green Primary School,

Pictured: Left to right, Gillian Bowser and Julia McNaney at King Henry VIII Preparatory School.



Adam Williams as Headmaster from January 2016.

Adam is currently Senior Deputy Head at The Glasgow Academy. He has been running the Senior school for the past three years with a specific focus on pastoral care, the pupil voice and deepening a boarding ethos within a day school.

Adam was schooled at Millbourne Lodge and Bradfield College; he graduated from Durham University



Nick Gregory has been named as the new Head of Wycliffe College, Gloucestershire.

Nick was educated at Ipswich School and the University of Nottingham where he studied French and Spanish. After eight years' management experience with Barclays, Nick chose to move to a teaching career. He taught modern languages

followed by Pearl Hyde Primary School.

Whilst undertaking her Headship qualification, she was a leading teacher for numeracy with Coventry Local Education Authority.

She went on to be part of the leadership team that helped to bring Moseley Primary School out of special measures.

The foundations for taking on her first headship at Alderman's Green in 2008 were cemented at Walsgrave CE Primary School where she spent three years as Deputy Headteacher.

Mrs Bowser is the first woman to be appointed Headteacher within the Coventry School Foundation, and her appointment follows on from Julia McNaney recently becoming the first female Chair of Governors of Coventry School Foundation.

with a degree in Geography and in his spare time he represented the cricket and golf sides, winning national honours. Adam has worked at a range of boarding and day schools; he has been Head of Geography at both Bradfield College and Oakham School, before becoming a housemaster for nine years at the latter. He is a keen sportsman and singer and holds a coaching qualification in cricket, as well as having been an officer in the CCF.

Adam is also a family man; his wife Karen grew up in Hampshire and is a consultant histopathologist. They will be joined by their three children; Alex (8), Charlie (6) and Sophie (3).

at Barnard Castle School and Merchant Taylor's Northwood before becoming a boarding housemaster at Old Swinford Hospital.

Nick is currently Deputy Head (Pastoral) at Mill Hill School. He therefore has a strong boarding and academic profile. He is also a keen sportsman. He is married to Helen and they have three sons. He will replace current head Margie Burnet Ward, who is retiring. He will take up his post in September.

## New head at your school?

Please let us have a brief bio and image for inclusion in a future issue. There is no charge.

We'll add them to our complimentary-copy mailing list too.



James Lockwood as Headmaster from January 2016.

Woodhouse Grove School, Yorkshire, have announced the appointment of former pupil James Lockwood as Headmaster from January 2016. James attended Hoyle Court Primary School and Ladderbanks Middle School (now closed) both in Baildon, before joining Woodhouse Grove aged 13 in 1986. He went on to be Head prefect and Rugby Captain at the school before leaving for University in 1992. Having completed an Honours degree at Manchester, he went on



Felsted School, Essex, has announced that Mr Chris Townsend has been appointed the new Headmaster as of 1st September 2015. Chris, the current Deputy Headmaster at Felsted is a Classics graduate from Brasenose College, Oxford, where he was an Exhibitioner and won three Cricket Blues. Chris began his teaching career at Dean Close, where he was at school himself, and following a three year post as Housemaster, he moved to Stowe, where he was a Housemaster and Head of Boarding. In 2010 Chris moved to Felsted as Deputy Head.



Headmistress Mrs Alison Turner has left her post as head of Exeter Junior School, and is off to begin the next stage of her life and career in New York City

Headmaster Mr Bob Griffin said Mrs Turner's approach was characterised from the outset by her kindness, her interest in, and respect for, all members of the community and her wish to educate her pupils in the widest sense, instilling in them fundamental Christian values and imbuing them with her tremendous sense of fun.

to gain an MA with distinction in Education Management at the University of Surrey.

His teaching career began at Exeter School in 1996. He then spent ten years at St John's School, Leatherhead, where he was a Housemaster of a boys' boarding house, Master i/c Rugby and, latterly, a member of the school's senior management team, with specific responsibility for the co-curricular life of the school. Following this he moved to be Deputy Head at the Royal Hospital School (near Ipswich) and was promoted to Headmaster in 2012.

As an ordained Church of England priest, Mrs Turner immediately established strong links for the school with Exeter Cathedral, led worship in the Junior School and presided alongside the Chaplain at many Founders' Days.

Deputy Head of Exeter School, Mr Paul Šljivic, will be taking over as interim Head of Exeter Junior School for the Summer term. He is pictured with Mrs Turner and pupils.

He is very much looking forward to getting to know Junior School pupils and families better in his new role until the arrival of Mrs Sue Marks in September.

# Subsidised Residential Courses in STEM subjects

The Smallpeice Trust is a national educational charity which offers a wide variety of residential courses for students in Years 8 to 12. These courses generally take place in universities, and provide real-life work and study experiences which improve personal development, confidence and potential. For many students, a Smallpeice course is a first taste of life away from home or school, and provides a valuable insight into studying at university.

Course fees are highly subsidised, and include full board, all course materials, and social activities.

Among this summer's courses are:

## 3D Printing and Polymer Technology £275 – Year 11/12

MTC Coventry & Loughbrough University from 6th – 9th July 2015  
<http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/3D-Printing-Technology-2015.pdf>

## Advanced Marine Technology £175 – Year 11/12

Newcastle University from 20th – 23rd July 2015  
[http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098\\_Adv-marine-tech.pdf](http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098_Adv-marine-tech.pdf)

## BAE Systems Engineering £275 – Year 8

Lancaster University from 7th – 10th July 2015  
[http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098\\_BAE-systems.pdf](http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098_BAE-systems.pdf)

## Electronics with Cyber Security £225 – Year 10

University of Portsmouth from 22nd – 25th June 2015  
[http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098\\_Electronics-Cyber.pdf](http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098_Electronics-Cyber.pdf)

## Girls into Engineering £125 – Year 8/9

University of Bristol from 13th – 16th July 2015  
[http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098\\_Girls-engineering.pdf](http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098_Girls-engineering.pdf)

## Low Carbon Energy £275 – Year 11

Newcastle University from 20th – 23rd July  
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## Marine Technology £175 – Year 9/10

University of Portsmouth from 29th June – 2nd July 2015  
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University of Strathclyde from 26th – 30th July 2015  
[http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098\\_Marine-tech-10.pdf](http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098_Marine-tech-10.pdf)

## Nuclear Engineering £225 – Year 10/11

University of Manchester from 20th – 23rd July 2015  
Lancaster University from 20th – 23rd July 2015  
[http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098\\_Nuclear.pdf](http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098_Nuclear.pdf)

## Railway Engineering £175 – Year 11/12

University of Birmingham from 20th – 23rd July 2015  
University of Huddersfield from 13th – 16th July 2015  
[http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098\\_Railway.pdf](http://www.smallpeicetrust.org.uk/wp-content/uploads/2015/04/21098_Railway.pdf)

For more information please follow the links above, or to request an information pack, please telephone 01926 333206 [www.smallpeicetrust.org.uk](http://www.smallpeicetrust.org.uk)

# Boys 'build' school for virtual tours

Creative boys from 10 to 18-years-old at Monmouth School have taken to their favourite online game, Minecraft, to create a true-scale version of the historic buildings.

Having already recreated the School's chapel, library, science blocks, boarding houses and main William Jones Building, the 35-strong team hope that, when it's finished, their Minecraft representation can be used for virtual open day tours.

The ambitious boys also hope to one day build an accurate version of surrounding Monmouth to complete their masterpiece, which

has united pupils from across the year groups.

Lyndsay Hope, Head of Computing at Monmouth School, said: "We had so many boys working on Minecraft and we wanted to give them a focus.

"It began in September, and a significant amount has been achieved in that time.

"They've been really careful about accuracy – their attention to detail is amazing.

"There is one student in charge of texturizing blocks to make them a match for school carpets, stone, books and lockers.



"I'm surprised at how committed and creative they have been.

"I love the fact we have 14-year-olds administering web servers, using real world skills.

"They are building different worlds, taking care of security, making sure TNT is disabled so people can't mischievously blow the whole thing up.

"Within the environment of a game, they have developed remarkable real-world skills they will be able to apply later in life."

The project is also helping students to be more artistic and observational, looking for new

things around the School and paying attention to detail.

All 76 names of former pupils who lost their lives in World War One have lovingly been written out on the Minecraft recreation of the School's war memorial.

As Minecraft grows in popularity, with more than 18 million subscribers to date, entire countries have been built on the game, as well as incredibly detailed versions of fantasy lands such as Middle Earth from Lord of the Rings.

The boys hope to have all of the School's buildings complete by the end of the year.

## STEM Days



Educational charity The Smallpeice Trust runs in-school STEM (science, technology, engineering, mathematics) activity days designed to enhance Year 8 and 9 students' aptitude for problem-solving, creativity, design and engineering.

### Benefits to teachers:

Easy to organise, teachers can choose full or half day workshops that complement the national curriculum and fit nicely into the school day. There is a choice of 'design and make' projects offering students the chance to break away from their usual routine to work on exciting projects that really stretch the imagination!

Groups of 50 pupils work together in small teams on 'design and make' activities.

- Communication Tower
- Bridge Building

- Wind Turbine
- Propelled Glider

- Supercapacitor Powered Vehicle



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# The VEX Robotics Competition UK National Championships was held at the Birmingham NEC in March and was the 4th year that the competition has been held in the UK.

## How competitive robotics supports learning

- Provides a specific design challenge and set of rules which mimic real world engineering projects
- Encourages students to work with students from other schools
- Provides motivation for students to write better code to improve their performance in competition
- Helps students develop teamwork by working in multi-functional groups

The event is the climax of the competition season – teams have been competing in regional qualifying events to secure themselves a place where they would compete against the top 40 teams from all over the country.

The season began back in May when teams were given a challenge for which they are required to design and build a VEX robot which can operate both autonomously and by remote control. Robots must conform to a strict set of rules which govern factors such as the size and number of motors that are allowed to be used which means students need to come up with some ingenious engineering solutions. Robots must be constructed entirely from VEX components which are reusable year after year so once the competition season is completed, the robot is dismantled and the parts used to compete in the next one.

Teams are generally formed of up to 6 students who will take a number of different roles. A successful team will need students to use CAD to design their robot, engineers to build it and a programmer to make sure it operates autonomously. A Project Manager may oversee the whole process ensuring the work is documented in an Engineering

Notebook which is presented to a panel of judges as part of the competition.

Independent Schools including Highgate, King Henry VIII School, Nottingham High School and Stowe School are already having excellent success with the VEX Robotics Competition.

Stuart Sweetman, Head of Design Technology at King Henry VIII school in Coventry said "This has been our first year taking part in the VEX Competition and although the learning curve has been steep the pupils have risen to the challenge at every set back. We attended several events, with a variety of outcomes, and after every one the students were buzzing in the minibus discussing design developments and improvements to the robot. We will certainly be back next year ready to take on the world!" The King Henry VIII team called BotVIII lead an Alliance that made it to the finals of this year's competition being narrowly beaten by an Alliance that included System32 from Highgate School.

The Highgate team's performance earned themselves a place at the VEX Robotics World Championships in Kentucky, USA where they will compete against 400 teams from all over the globe.



## Buy a VEX Super Kit and get FREE tools and VEX Robotics Competition registration

The VEX Super Kit contains everything you need to start a VEX Robotics competition team. All you need to supply is an enthusiastic group of students!

Order now for the 2015/16 competition season quoting **VEXCOMP15** and you will receive FREE competition registration worth £70 and a VEX Tool Kit worth £6.99 as well as a 90-day trial of the ROBOTC programming software.

The competition registration allows you to compete at as many regional VEX events as you wish where your team can attempt to qualify for the UK National Championships!

To find out more about competing in the VEX Robotics Competition, contact [chris.calver@rapidonline.com](mailto:chris.calver@rapidonline.com)

Order code	Description	Price
70-6478	Classroom and Competition Super Kit	£749.99

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## Buy any VEX IQ Classroom Bundle and get FREE VEX IQ Challenge registrations worth up to £220

These VEX IQ Classroom Bundles contain everything you need to start a number of VEX IQ Challenge teams. All you need to supply is an enthusiastic group of students!

Order now for the 2015/16 competition season quoting **VEXIQ15** and you will receive up to 6 FREE competition registrations worth £220 as well as a 90-day trial of the ROBOTC programming software.

The competition registration allows you to compete at as many regional VEX IQ events as you wish where your team can attempt to qualify for the UK National Championships!

To find out more about competing in the VEX IQ Challenge, contact [chris.calver@rapidonline.com](mailto:chris.calver@rapidonline.com)

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70-7952	Classroom Bundle	15	6	£3749.99



Offers valid until 31/07/2015. Orders must be placed by phone or e-mail quoting the offer code at the time of order



# Profile

## In conversation with Graham Hawley

Graham Hawley has been Headmaster of Loretto School near Edinburgh since autumn 2014. He was previously Headmaster at Kelly College, Devon.



**Born:** 1964

**Married:**

Yes to Rachel and we have a 15 year old daughter and 14 year old son

**Schools and University Attended:**

Mill Hill School; Durham University

**First job:**

1990 Freshwater Scientist for National Rivers Authority

**First management job:**

2004 Deputy Head, Warwick School

**First job in education:**

1996 Biology Teacher, Ardingly College

**Appointed to current job:**

2014

**Favourite piece of music:**

Rachmaninov 2nd Piano concerto

**Favourite food:**

Beef Wellington

**Favourite drink:**

Freshwater from a mountain burn

**Favourite holiday destination:**

Isle of Arran

**Favourite leisure pastime:**

Playing golf

**Favourite TV or radio programme/series:**

Test Match Special

**Suggested epitaph:**

Dedicated husband, father and teacher

**Q** Founded in 1827, Loretto is Scotland's oldest boarding school, well-known for the distinctive bright red jackets worn by pupils. One of the school's early heads, Dr Hely Almond, disliked 'constrictive' ties, and they are not worn to this day. What does such tradition in attire bring to a 21st century school?

**A** *Lorettonians wear their red blazers with enormous pride and they link current Lorettonians with former pupils right back to Almond's era. The lack of a tie is unusual amongst senior schools and indicates that we are prepared to be different. Not necessarily following the crowd is an important part of education and preparing children for life.*

**Q** Dr Almond placed emphasis on the value of "a community living according to the dictates of reason". Whole-school singing remains a popular activity. How else does Dr Almond's emphasis on community show up in school life today?

**A** *We gather most days in Chapel and being a small school children know each other very well. An emphasis on a wide co-curricular programme means that children of different ages interact and the older pupils act as positive role models. Having staff who teach, run activities and are present in boarding houses means that children are known very well, both for what they are good at and for things they are less keen on. Day children usually stay until after supper so the sense of a whole school is not diluted by many children leaving after lessons.*

**Q** Originally for boys only, Loretto became fully co-ed in 1997. Kelly College, where you held your first headship, is also co-ed; before that you were Deputy Head at the boys only Warwick School. Such experience must have furnished you with an insight into the relative merits of single-sex

and co-ed systems. Do you see any benefits in the 'composite' diamond model which appears to be increasing in popularity?

**A** *I think there are advantages and disadvantages of all models. The experience of each individual child is what matters most. Happy children thrive and this should be the goal of all models. I can see advantages in a diamond model although they are likely to be best suited to larger schools.*

**Q** Loretto is famous throughout the UK and beyond for its Golf Academy and its Pipe Band. These high-profile activities sit alongside the school's aim of 'instilling a quiet confidence' in its pupils. How do you manage your marketing messages to balance the loud and the quiet?

**A** *We are quite understated as a school and the quiet confidence of our pupils is an enormously attractive quality. Visitors are struck by the high level of friendliness and warmth of the pupils and our aim is to encourage families to come to the school; the pupils are the best 'marketing message' we have.*

**Q** You studied Natural Sciences at Durham University, before gaining a PhD in freshwater microbiology. You spent the first six years of your working life concerned with rivers and water. What and who inspired you to switch into teaching?

**A** *I was widely regarded as having the best freshwater science post in the UK: working on the rivers and lochs up the west coast of Scotland. Ultimately it was too solitary to do for an entire career and as I had always loved school I thought I would try teaching. I suppose I followed the best and most simple career advice I have had, from my father, who said that all of us have to work for very many decades so choose something that you enjoy doing and it will not feel like work. I*

*trained for a year and my first post was in the independent sector. Unbeknown to me at the time, the school had a reservoir 50 m outside the back gate and I could share my love of freshwater biology and do all the best parts of my professional science career with a group of enthusiastic children. I realized that I had not given anything up but had added a wide array of new horizons to my chosen profession. Schools are simply fantastic environments in which to work.*

**Q** During your PhD studies you surveyed the lakes in the Himalayas. Can you describe something of the experience, and what it achieved for you personally and as a project?

**A** *The project aimed to establish whether a newly discovered type of freshwater cyanobacteria could survive the high levels of UV that exist in lakes at high altitude. It was a marvellous environment to explore. I spent about a month trekking in the Indian Himalaya and the scale of the landscape is hard to describe. In fact it got me into trouble once as I took off on my own to collect a sample of water from a lake that I thought was reasonably accessible. Eight hours later, dehydrated and delirious I stumbled back into basecamp on horse back. To this day I cannot recall how exactly I got back.*

**Q** Closer to home, you were at one time a Chaplaincy Visitor at Exeter Prison. How did that opportunity come about, and what do you feel you contributed?

**A** *I contributed great mirth the first time I visited because the blue stripe shirt that I was wearing was indistinguishable from those the inmates wear. It took a little while to be released from the landing. The opportunity came about because my fiancée played the piano in the Chapel and I went along to chat with the*

*inmates. At our wedding some kindly sent a recorded message wishing us well...and apologizing that for obvious reasons they could not be present in person.*

**Q** The national press have recently featured a number of articles 'talking down' the fee-paying sector as a whole, implying in some way that the model is faulted socially and morally. How can the sector best respond to such criticism and get home its positive messages - in particular that many families who choose to send their children to independent schools are far from rich, indeed most make great sacrifices?

**A** *Organisations like HMC (Headmasters' and Headmistresses' Conference) work hard to promote positive messages about the sector and it is true that the majority of parents in my experience make significant sacrifices to send their children to independent schools. Most independent schools provide increasing sums of money to support means-tested bursaries and I know of no Head who would not want their schools to be 'needs blind': to have sufficient resources to offer places irrespective of the parents' ability to pay. Unfortunately very few schools are in a position to achieve this, but increasing bursary provision is the right direction of travel.*

**Q** The examination system in Scotland has undergone radical change in recent years, with Standard Grades in years 10 and 11, Highers for Year 12, and Advanced Highers in Year 13 all being replaced with National 4 or National 5 and New Highers. There remains one examining board. What is your opinion of the system north of the border compared to the position in England, which seems to be undergoing continual confusing change and a host of marking difficulties?

**A** *At Loretto we offer GCSEs and A levels which are in the midst of curriculum reform. The qualifications are good ones and have international currency and I believe they offer our students the best route to Universities all over the world and they are understood by employers. Individual pupils and parents are generally shielded from difficulties because schools effectively manage the change and organisations like HMC are very good at gathering data from all the leading independent schools and put forward robust, evidenced-based arguments when marking standards are unacceptable. HMC has been extremely effective to ensure that exam boards are held to account for any drop in standards and all schools benefit from their intervention.*

**Q** How do you monitor what really goes on in the classroom? Are you an enthusiast for reviews of teachers by pupils?

**A** *I rely on my senior academic managers and I visit lessons myself. I think there is a role for pupil reviews and when I was teaching full time I always asked my classes at the end of term: what they had enjoyed most; what they had found hardest; how they could improve their own learning; what I could do differently to help them. I invariably found their feedback sensible and constructive.*

**Q** If a new head asked you for a few words of advice on his or her first day in the job, what would you say?

**A** *Trust your judgement; in the midst of difficult challenges, and there will be many, remember that schools are about children; build in time to think and enjoy what must surely be one of the best jobs in the world.*

# How the Daily Telegraph prompted a headmaster's challenge...

When Yorkshire's Terrington Hall Preparatory School headmaster Stephen Mulryne threw out a challenge to his pupils in a morning assembly to create something in the holidays, he could never have envisaged the response he would receive...

It was all prompted by a call from the Daily Telegraph.

Would Terrington Hall's headmaster care to comment on how his pupils might usefully spend their time during the forthcoming half-term holiday? The journalist was writing up a piece for the education pages and was keen to hear what he had to say.

Equally keen to take advantage of the opportunity for some publicity in a national newspaper, Stephen Mulryne took the call.

A month later, he was somewhat taken aback when he found himself quoted as saying that he was "setting up a two-day [rugby sevens] camp for local boys to hone their skills."

Mystified, his press officer fired off an email to ask whether he was really planning a two-day rugby sevens camp.

"I am now," came the response. "I forgot I said that!"

The rugby sevens camp, heroically organised and run at short notice by Terrington's rugby coach Alex Crockett was a

huge success. The point of this tale, however, lies elsewhere.

Reading the other similarly hastily-delivered thoughts of prep school heads and public school heads from around the country that Saturday morning, Stephen reflected on what, actually, in all honesty, he would like to see his pupils doing over the February half-term holiday. An hour later his Wednesday morning assembly was written.

Entitled 'Take Time', Terrington Hall's pupils were encouraged first to take time to consider something that they would like to do, or create, or try out for the first time during the holidays. Yes, the holidays were there for rest, sleep and the occasional pyjama day in front of Netflix, but equally important was to consider how to use your time wisely, to appreciate the value of time.

Next, they were encouraged to take action, to do something about the dream they had dreamt; in a nutshell, to take on board Kipling's advice to his son, "to dream, but not to make dreams your master".

"I wanted the children to understand that whilst it's great to dream, the fulfilled life involves having the courage to do something about your dreams, to take action. So many adults put their dreams on hold whether through fear or imagined busy-ness. Fear is not a bad thing, but it's important to "feel the fear and do it anyway."

The response to that challenge, thrown out in assembly, was overwhelming.

Within the first few days back to school, the boardroom table in Stephen's office was overflowing with paintings, collages, models (of a robot, a hen coop, an aeroplane, the Eiffel Tower); woodwork projects, basket-weaving, embroidery, sewing projects, inventions, stories, secret codes.

Then there was the inbox, overflowing with virtual world creations and photographs of creations too complex or



fantastical to bring in to school (sprawling lego models, model battle scenes, sandcastles).

Mr Mulryne said: "I was humbled by the children's response, humbled by the fact that they had listened, taken on board what I had said and then went out and 'did'."

"Then there was the touching pride with which the children showed me their creations, talked about their ideas and how they had made them happen."

"Such a simple recipe coined from my somewhat careless initial response to a journalist: take time, think and do, or, in the words of Andrew Hunter, Headmaster of Merchiston Castle, who gave a memorable 2013 speech day address 'Just do it!'."

## Twickenham winners

Bromsgrove School have won the NatWest U18 Schools trophy in a match against Dulwich College at Twickenham. The match took place last month (March) and the final score was 30- 18 with Bromsgrove's Captain Luke White the man of the match.

Dulwich College were defending champions, having won the Cup for the last three years, and this being their fourth successive finals appearance. They had been unbeaten in their previous 33

matches and had scored over 50 points in their semi-final match. This was Bromsgrove's first final for the Schools Cup, having previously made it through to the semi finals. It was a marvellous game played by two superb sides.

Tony Windo, Director of rugby at Bromsgrove, praised his boys for their work ethic. "You get out what you put in, and they worked so hard for each other. This is a life lesson for all of them."



The winning U18 rugby team – courtesy Adam Scott Photography

# The inspired prospectus is very much alive!

We hear from some so called enlightened school marketing companies that the prospectus is dead, writes Jon Willcocks. Sadly, too many schools have been persuaded that this mantra is true. However, my daughter has been targeted to receive a number of direct mail clothing catalogues that regularly arrive in our post. Many of these are cleverly targeted, beautifully photographed, designed and produced, Boden and White Stuff to name a couple. Even John Lewis is promoting their merchandise using 'well designed' books as a part of their marketing material.

We live in a culture where people are happy to buy off the web, yet, these three companies must have done some serious product research and found that the printed brochure has an important role in their marketing arsenal. Surely if the printed brochure was failing, then these companies would be sharp enough to implement a no brochure policy!

Last week I watched the seven political party debate on ITV, and was intrigued to hear UKIP'S, Nigel Farage claim that all the parties were the same! It is true that most of them would argue it would be better for the UK to remain in a position of influence in the EU than leave. Mr Farage's view; if a party supported membership of the EU, then all parties were the same, clearly is a wild over simplification! Of course, there are huge differences, when it comes to analysing their policies on defence, health and education. Similarly, the prospectus designer needs to analyse what makes a school special so it does not merely replicate its competitor.

Each school serves to provide a breadth of educational opportunities for each child, and they all have different ways of achieving this. Some are very academic, some specialise on helping the less able, others major on sport or the arts, some combine all aspects. Both parents and children are eager for constructive

information on each school to make informed choices. The role of the prospectus designer is to understand a school sufficiently well to expose the core benefits of the particular school they are working with. Each school is different, serving different groups of children. Yet in spite of this, too many prospectuses look the same. This may be driven by commercial expediency or as is increasingly the case, the school may have opted for a 'one stop shop' Apparently, a number of marketing companies are now successfully persuading the school's marketing departments that they can handle the whole marketing package, from a new branding concept, to a web site and the prospectus.

When I left the Royal College of Art, my first job was with architect, (Lord) Norman Foster, who worked closely with consultant structural engineers to "push the envelope" in the design of his radical architecture. Highly skilled though Norman Foster was, he saw the importance of collaborating with inspired engineers to achieve 'design excellence'. Yet in spite of the different disciplines, too many Schools marketing companies are churning out bland products because they fail to engage the right skills. Inevitably, their products do little to reflect the unique qualities of the vibrant schools they are supposed to represent.

The skills required to put a video together, to set up a web site, to photograph and design a school prospectus are all very specialised. My concern is that the quality of care in the implementation of fresh design solutions is being eroded, and the word "excellence" can seldom be applied to the current batch of schools marketing media. Someone said to me only recently, 'they all look the same!'.

Perhaps it is time to check out these suppliers in terms of value for money. Is the company handling your design requirements

up to the job? Check out their track record, check out with other schools that they have worked for. Probably one of the most important questions to ask is how happy or successful was their input to the school in achieving a rise in the quality of applications to the school? Too often the sell is more compelling than the performance, I have heard from too many disillusioned registrars!

I do not believe the prospectus is dead! I believe it currently plays a vital role in supplementing the website in promoting the school, but only if it has been well thought through and has been designed and photographed specifically to inspire the reader to want to know more about your school!

Jon Willcocks, [www.jwaltd.com](http://www.jwaltd.com)

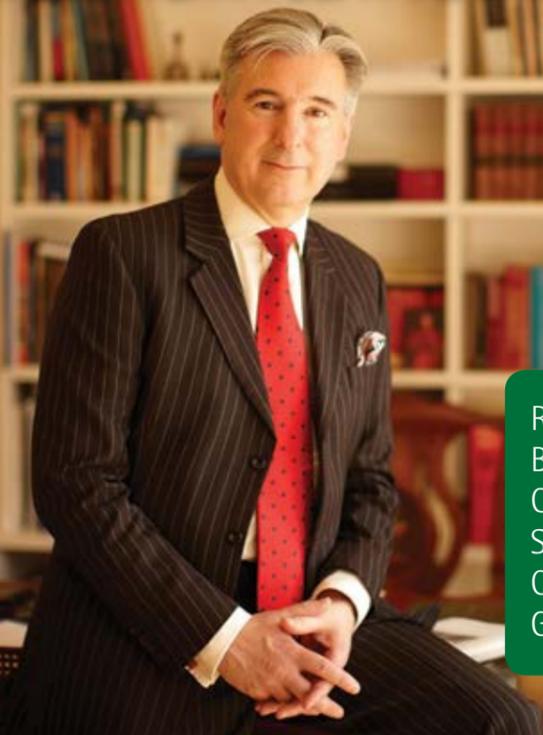


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A refreshing, creative collaboration continues to raise the standard of prospectus design and enhance the school's profile.

# Of costs, China, and developments in the maintained sector...



Reflections from the Association of Governing Bodies of Independent Schools (AGBIS) Conference by Stephen Jones, Warden of St Edward's Oxford and a Governor of both Christ Church Cathedral School and St George's School, Windsor Castle.

Prisons may seem an unlikely source of comfort, and not one to which independent schools would naturally turn but, as Lord Waldegrave pointed out in his session at this year's AGBIS conference, they provide a surprisingly useful context in which to consider costs in the independent sector. This was just one of the topics on the agenda when around 230 or so people convened at Drapers' Hall in London last month (March) for the 2015 gathering.

There was probably nothing surprising in the range of breakout sessions – the choice of ISI inspection updates, partnership with the state sector and reviews of governance was just what would be expected in light of the current political and regulatory pressures. Further sessions on handling serious incidents, looking at the relationships between Governors, Heads and Bursars, and serving the sector itself could have come from any era. It was the tone and content of the two big set-piece talks that gave the conference its particular and definitely forward-looking flavour – Lord Waldegrave 'From the Vision to the Strategy' in the morning, and Russell Speirs

with Claire Oulton doing a double act on their soon-to-be published report 'Ten Trends for 2015' in the afternoon.

I have heard Lord Waldegrave before, a few years ago at the Merchant Taylors' Educational Seminar, and he struck me as being a master of disguise. He delivers in an affable, avuncular, even rather jokey style but this very much belies the considerable intellect behind the well-structured words. 'From the Vision to the Strategy' started as a consideration of the changes at Eton (acting as proxy for the sector – I'm not sure how reasonable that is but I suppose it is what he knows) between 1959 and 2009. He hit many nails squarely on their heads in talking about the cost of independent schooling and the changing clientele of the sector before moving on to a view of the future.

I was pleased that he at least made some attempt to counter the usual version of the affordability story by comparing increasing independent school costs with both those in the state sector and, as mentioned above, those for prisons. The level of fees is, of course, a serious issue

for all of us, not least those in the boarding sector, but it was helpful to hear Lord Waldegrave squash the "facilities arms race" argument in favour of the reality of the general increase in costs due to regulation and the huge expansion in the numbers we employ. This debate is so important that it needs a fairer airing at some point rather than the simplistic views which tend to characterise popular opinion.

Considering the future of the independent sector's existence – perhaps as a way for parents to react against the dogmas of state education, but I rather hope it is more than that – he certainly touched a nerve when noting that, just as many Chinese parents are seeking, in ever greater numbers, the values of the all-round, creative education on offer in our schools, the Government is increasingly advocating the dubious "virtues" of the Chinese education system. He has a point here.

'Ten Trends' for 2015 in the afternoon was both an advert for the full RSAcademics report due out in April this year and a taster of what had been learnt in the process of research. Affordability (a

trend echoing the morning session) and the changing face of boarding were two of the more important items on the list reflecting the current economic climate but I was struck by the prominence given to changing models of school leadership alongside the growing concern for pupil – and staff – well-being.

Of real interest to many at the conference was the research into the development of the maintained sector. From our position as independent school leaders and Governors we live the changes in everything we do in our own schools, but sometimes we are oblivious to the pace of change in the state sector under the current Government. The growth in the numbers of "independent" academies (55% of all academies are primary schools and around 60% of senior schools are academies, we were told) alongside the creation of free schools, studio schools, and university technical colleges means that the choices for parents – especially those new and innovative choices that are not so directly under the dead hand of the DfE – are growing every day. There is clearly a great deal for us to think about...

# Storage essentials

As music departments acquire more equipment, the safe storage of musical instruments, electronic devices, connecting cables and sheet music becomes an important consideration for several reasons. These reasons include, protecting valuable equipment against damage, loss and theft, efficient use of space and simply being able to find things quickly.

If your school has the luxury of building a new music centre, then storage should be considered at the design stage when the architect is planning

the facility. By including the layout of storage cabinets at the pre-construction stage, the architect can allow for free movement of staff and students within the space, achieve an ergonomic storage solution, ensure compliance with building and fire standards and create aesthetic harmony with the rest of the building. But even if a new build is not contemplated, custom designed storage can still deliver all the same benefits.

## A place for everything

And with everything in its place it is not just a matter of looking tidy. Storage designed to accommodate the instruments you use ensures they fit the space, are protected against accidental damage and are secure against theft. At the beginning, or conclusion of a class a lot of students will be accessing the storage cabinets at the same time and it has to be said, young students are not necessarily the most careful when it comes to treating things with care. In short, instrument storage cabinets will need to stand up to some robust treatment and if you don't want to replace them at frequent intervals then you should select the supplier with care. Here are some issues to think about.

- Durability – does it use bolt-through construction for superior strength, are door hinges tested to 142 Kg live load and is it

built from polyester which won't dent or chip, or is brittle like the commonly used melamine?

- Are the shelves designed with rounded front corners to protect instruments and cases, do they have ridges incorporated to promote airflow and ventilation and above all are they virtually indestructible?
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## A new twist on HMS Pinafore!

Bev King, Director of Music at Somerset's Sidcot School, describes an unusual production and suggests others try it too.

As Director of Music at a busy School I get to choose along with the Lamda teacher the school productions.

Over the years we have embarked on musical productions such as Sondheim's Into the Woods, Schoenberg's Les Miserables and Miss Saigon not to forget Purcell's Dido & Aeneas.

This year after lengthy discussions we decided to go with a good standard Gilbert & Sullivan operetta 'H.M.S. Pinafore'. I ordered the scripts and as I had been a G & S soprano with the Bristol Savoy Operatic Company was very excited to get going on music that I knew well and loved.

The music duly arrived and I noticed that after the title we had (ESSGEE) written! I realised at that point that I had an updated version and as I looked through the score it was apparent that this was going to be 'HMS' with a difference! Suffice to say that all the pupils loved the

energetic and upbeat electronic sounds and songs.

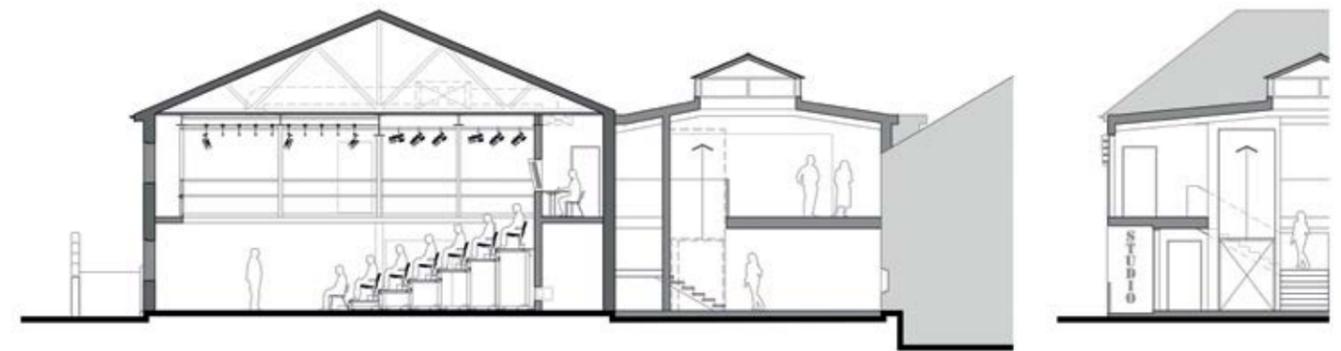
The show has been hilarious from beginning to end from 'Sir Joseph' being able to make up his own lyrics to the famous 'I am the monarch of the sea' which went down well in school with pupils and staff and with 'The Singletts' a new addition to the original giving the show a great three part harmony twist.

Dick Deadeye does a great rendition of 'A British Tar' which gets the audience clapping along ...so, if any of my Director of Music colleagues out there is looking for something new, fun and a show that will leave the audience smiling and tapping their feet then look no further.

Not sure what I will pick next and how I manage to top this show. However, what I do know is that I will continue to inspire and enthuse the pupils to take part in musical theatre and to always expect the unexpected!



The photo shoot took place on the SS Great Britain in Bristol



## Conversion success

Theatretech have recently completed the conversion of a building that used to contain a pair of squash courts into a fully equipped Studio Theatre at Tudor Hall School, Banbury, and added a two storey foyer extension building to one side. The conversion saw the installation of new steel portal frames that support high level scenery, lighting and curtain track rigging bars, and a suspended technical gallery which wraps round three sides of the studio, the fourth side having a full width control room with telescopic seating underneath. The Theatre is equipped with 48 stage lighting channels and a 24 channel audio mixer, with facility panels for various audio and presentation equipment around the theatre.

Theatretech have also designed a new two storey foyer building on one side of the former Squash Court building, and between an adjacent existing classroom block. The front façade is fully glazed at

both levels and taking advantage of southerly views, but the rear is largely solid with the exception of some side-angled strip glazing to allow natural light into the first floor space. The ground floor contains toilets and a feature staircase wrapping around a platform lift, and the first floor is a large open space that can be used on a daily basis by the Drama department for rehearsals, individual and group studies, as well as both floors providing a spacious foyer space when drama performances have audiences.

Most buildings on the Tudor Hall site are Grade 2 listed, and this new addition had to pass the usual stringent design appraisals. The project was completed on time and on budget, despite having been designed several years before it actually went on site. The School is very happy with the result, and very favourable comments have been received from the users, parents and Governors alike.



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Theatretech can be contacted at info@theatretech.net or on 01428 651488. Images of a range of educational projects can be viewed on their website at www.theatretech.net

## Cadets boil up a brew for charity

Senior cadets at Gresham's School, Norfolk, Combined Cadet Force, Royal Air Force section organised a special tea party last month (March) where they raised £400 for the Royal Air Force charity, the Wings Appeal.

Led by Cadet Sergeant and Upper Sixth pupil, Will Jones, the cadets worked with the Royal Air Force Association (RAFA) to organise "A Brew for the Few" serving up tea, coffee and soft drinks, as well as lots of delicious homemade cakes. All the cakes had been made by the cadets and their mums and all money raised will be donated to RAFA.



Contingent Commander Squadron Leader, David Bailey said, "All of the organising and publicity for the event had been done solely by the cadets. The idea was to give a fresh challenge to the older members of the section by fundraising for the RAFA's charity. The pupils worked extremely hard to put the event together and should be congratulated on their efforts."

The RAFA 'Brew for the Few' is a fundraising initiative for the Wings Appeal charity by holding a tea party where guests make a donation in return for a much-needed cup of tea or a slice of cake.

The Wings Appeal is the RAFA's on-going fundraising campaign that runs throughout the year and helps raise vital funds to support serving and ex-RAF personnel and their families.



### If only lessons were this popular!

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## Wilson Vale expands educational portfolio

Ashby-based independent catering company, Wilson Vale, has gained a catering contract with Fulneck School, West Yorkshire.

A team of sixteen Wilson Vale staff opened the new contract on 23rd February, providing a breakfast, morning break, lunch and boarder's tea service on a seven-day-a-week basis to 500 pupils and staff. The contract was formerly operated in-house and is worth £400K in annual turnover.

Deborah Newman, principal, said: "At Fulneck we are acutely aware of the need for our pupils to be offered a nutritious, healthy diet, and of the impact this has on the learning and developmental process. Having reviewed our catering service, we made a

decision to appoint Wilson Vale as our catering provider."

Andrew Wilson, co-founder and managing director of Wilson Vale, said: "Our fresh food ethos and strong operational focus continues to attract like-minded clients who value quality and consistency. We feel very honoured to be working with a school that places so much emphasis on the wellbeing and support of its pupils and staff."

This latest gain brings Wilson Vale's portfolio of independent schools to 25, representing one third of the business. The remaining contracts are mainly within business & industry and the conference sectors.

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

## Bake Off Brendan talks to boys about baking

Boys from King Edward's School, Birmingham have been learning about baking from 2012 Great British Bake Off finalist, Brendan Lynch.

The talk by Brendan, which was organised by two boys in the School's Cookery Society, was attended by over 20 pupils. Brendan talked about his experiences on the popular BBC cookery show, the different ingredients that he uses and the problems with modern hybridised wheat, and where his passion for baking began.

Brendan, who is a self-taught baker and runs baking sessions in retirement homes and the local community, said: "I really want to encourage this particular age group, if I can, because I believe it's such an essential skill to have. We must go back to cooking and baking and stop outsourcing our health to the

corporates. So let's get back into the kitchen and start talking, and tasting and enjoying again!"

Brendan was the first guest speaker for the Cookery Society, which was set-up by Year 12 pupils Shiv Sarna and Chris Dillon in September 2014. Shiv, said: "We were extremely privileged to have Brendan as a guest speaker in our society, and we were delighted to have the opportunity to listen to his engaging tales."



Dr John Fennell, Shiv Sarna, Brendan Lynch and Chris Dillon and his signature choux cygnets

# Huge leap for school catering

What are your memories of school food? Greasy sausages? Blancmange? Tapioca? All slopped on the plate without so much as a garnish or a smile! How things have changed. In many schools the food is often comparable to a high street restaurant and rightly so.

### Nutrition is critical

Importantly, there's been a huge leap in nutritional standards. Improved knowledge of how food influences the performance of both the body and the brain is based on good solid scientific evidence and it's vital that both are given optimal nourishment, particularly in the case of children. But children have to want to eat the food they're presented with and the skill lies in being innovative and making food and mealtimes appetising, fun and interesting.

### From nursery to sixth form

At Culford School in Suffolk, Edwards and Blake (E&B) provides boarders and day pupils from the nursery all the way through to the Sixth Form, with a varied and nutritious range of freshly-cooked meals and snacks around-the-clock in the main dining hall and the separate Sixth Form Centre. Pupils and staff can choose from a continental or cooked breakfast and an expansive choice of hot dishes and cheese, meat and vegetable salads for lunch and supper. It's all cooked daily and sourced locally where possible. "We're committed to sourcing locally and understanding the provenance of our ingredients. It's not just enough to serve great food – we need to know where it's come from, this is really important to us" says Shirley Edwards, Director of Edwards and Blake.



01760 720201 [www.edwardsandblake.co.uk](http://www.edwardsandblake.co.uk)

### Delivering on the contract

E&B took over the catering contract in 2009 and expanded the menu range, significantly improved the quality and reduced costs. More uniquely, E&B provided a truly personal service approach that ensured ongoing planning and delivery of their catering is tailored to the needs of Culford and its pupils.

Elaine Boardley, Director of Finance at Culford says "When we appointed E&B in 2009 we were particularly impressed by the time and attention they took to get to know and understand the particular catering needs of Culford. As a busy boarding and day school, with children ranging in age from 2<sup>3</sup>/<sub>4</sub> right the way up to 18, they have worked hard to meet the nutritional requirements and dietary preferences for all our children, as well as catering for special events such as the annual CCF (Combined Cadet Force) dinner and the Summer Ball."

### Innovation and feedback

All meal and recipe ideas originate at Edwards and Blake HQ from Food Development Manager Daniel McClelland, a foodie to the core who sharpened his knife in food development at M&S. He and his team of executive chefs are the alchemists behind Thai lemongrass and stem ginger chicken, Tennessee bacon and BBQ beef meat loaf and Cajun pork with pineapple and coriander salsa – all served alongside traditional favourites such as fish and chips (baked not fried!), lasagne, pizza and the local butcher's sausages and mash.



The Culford-based E&B chefs and managers plan the term's meals at the end of the preceding term. Decisions are heavily influenced by the Culford Food Committee which meets once a term and includes day pupils and boarders from every year and E&B staff.

The committee's feedback is vital in ensuring that the food served will be well-received and there's flexibility in the system to ensure that changes can be made quickly if needed. Shirley Edwards comments "It's invaluable to have feedback from our clients – after all they're eating the food! It's wonderful that the children are involved and working with us to continually innovate and improve."

Overseeing the operation and client relationship is a dedicated E&B area manager who conducts a quarterly Quality Service Audit covering food quality, health, safety, hygiene and a host of other factors to maintain standards and quality.

### Having fun on themed days

A regular programme of themed days through each term such as Chinese New Year, Italian Day, St George's Day, 'Smash and Serve' (Wimbledon) provide extra interest and excitement around mealtimes. Themes also reflect events being celebrated at the school or famous birthdays. A recent 'Tale of Two Cities' menu included a Revolution Cassoulet Stew, a London Pride Beef Pie, Marie Antoinette Queen of Puddings and a Scarlet Pimpernel Strawberry Mousse to celebrate Charles Dickens's birthday.

At the weekend, boarders can enjoy their own themed suppers and even dress up if they want to. Recent events include a James Bond Night (lots of dark glasses), an 'All you can

eat' Indian Bollywood buffet and a Grease night where pupils tucked into stacked burgers, salad and corn on the cob as John and Olivia jived on a big screen.

### Sixth form provision

A recent joint development between E&B and Culford is the Sixth Form Centre; a modern café-style area where sixth formers can meet, chat and dine, away from the noise, hustle and bustle of the main dining room. The food and beverages reflect a street café environment with pasta pots, healthy filled paninis, grab-and-go wraps, sandwiches, pudding pots, fruit and freshly made tea and coffee.

### Taking a commercial approach

In addition to the core catering for pupils, staff and school events, a commercial approach is taken to maximising revenues to offset the overall cost of the school's annual catering cost. The commercial catering includes group lettings, weddings and corporate business events, delivering high end quality menus and a highly professional service to attract new clients, and year on year repeat business.

It's all a very long way from blancmange and tapioca!



# Changing uniform supplier needn't be a headache

There can be many reasons for changing your school uniform or sportswear supplier. You may want improved service, to offer parents a greater choice of ways to buy, be seeking better product quality, or a supplier to carry your stock year-round. Whatever your reason for change, with a little forethought, changing your uniform or sportswear supplier need not be painful.

Howard Wilder, past chair of the Schoolwear Association and manager at leading school uniform and sportswear specialist Stevensons, shares the potential pitfalls to avoid when switching supplier. "Firstly, having made the decision to change supplier for whatever reason, good planning is essential to ensure a

smooth transition. Secondly, schools should aim to give their existing supplier as much notice as possible to minimise any stock write-offs."

Notice periods will depend on your contract but Howard suggests October or November of the preceding year is a fair amount of time. As for the changeover process itself, Stevensons recommends agreeing a switchover date – the start of a new academic year – and building in a changeover period, commonly 24 months. This enables suppliers to run off their stock and also gives parents value for money from their children's existing uniform or sports kit.

In Stevensons' experience it is important to work to a deadline of 1 March for any changes to be

signed off. This allows the supplier to have garments manufactured ready for June when parents will traditionally start shopping ready for September. Given that the consultation and sampling process typically takes two to four months, it is advisable to start consultations at the beginning of the autumn term. Choose a helpful, capable supplier who provides a sampling service as standard and has strong relationships with their factories to turn samples around quickly. Our recommendation is to always sign-off on an actual garment rather than a piece of paper.

Take advantage of your supplier's knowledge of fabrics, manufacturing processes and the supply chain to guide you and let them take away the headaches.

One sometimes overlooked factor is ensuring your prospective supplier is financially sound. "If a supplier goes out of business all the schools it serves will experience significant disruption and the rest of the market may not be able to make up the shortfall," explains Howard. "But also check potential suppliers are already serving schools of your calibre so they understand the product quality, range of items and service levels you expect."

Outstanding service is key to successful school/supplier partnerships so ask prospective suppliers to demonstrate their performance in meeting Service Level Agreements.

Other advice is to make sure you compare like with like when evaluating prices – consider the whole package – fabric, country of manufacture and quality, all of which affect cost – rather than simply the garment price in isolation.

A good tip is to set up a small focus group consisting of parents and staff to steer the changeover but be careful not to let this become large and unwieldy or it will hinder decision-making.

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Flexibility and responsiveness were key factors behind Nottingham Girls' High School's decision to appoint Stevensons as its uniform and sportswear provider following a competitive tender when it wanted to update both uniform and kit design. Our XXV range of performance sportswear has subtle branding, meaning there are no logos to compete with the school's brand identity, and as it is totally

Jeremy Dunn, Director of Finance and Operations, Nottingham Girls' High School, praised Stevensons:

*"We are delighted with our new sportswear designs and our girls look very professional in their new kit."*

bespoke NGHS did not need to make any design compromises. Close supplier relationships enabled us to produce a full range of samples in the latest technical fabrics for NGHS to trial and test, which passed with flying colours. We now sell the uniform and sportswear on the school's behalf, freeing them from buying in bulk to sell themselves.

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# Norland Team make impact at first Polo Championship in new GFORCE kit



The student polo team from prestigious Norland College in Bath has recently taken part in their first championship, the National University Polo Championship, all three teams putting in an excellent performance to be placed second, third and fourteenth out of over one hundred teams. Particularly impressive given that the team were only established in October and train just once a fortnight. With such a strong reputation to safeguard it was important that the team looked professional in competition, so they worked with GFORCE from Gymphlex to create a custom kit, worthy of the college's enviable image.

The polo team is sponsored by the UK's leading women's weekly magazine- The Lady, and the kit features the publication's colours of brown and dark blue throughout. Team Captain, second year student in BA Early Years Development and Learning at Norland, Poppy Godwin, comments:

"We looked at a number of suppliers when selecting our kit, but found that none matched the quality of the garments that GFORCE could deliver or the high standards of customer care they offered. We have not been disappointed. The design, the quality of the kit and the time it took to turn it around has been

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amazing. They have been with us every step of the way, keeping us updated at every stage about where we were in the process – and I cannot fault them.

This competition gave us the opportunity to wear the kit for the first time alongside other teams, and we really stood out. No other team had our colours, and we all thought we looked very smart."

The ten-strong team selected a number of GFORCE garments; a Dye Sublimated Polo Shirt for competition, hooded tops and tracksuit tops, plus a training polo shirt.

Norland College was founded in 1892 in order to offer specialist training for more structured, child centred early years' childcare. They were the first institution of its kind, and have a formidable reputation for producing nannies of the very highest standards which go on to work all over the world.

GFORCE from Gymphlex offer a huge variety of garments, perfect for any sport and leisure activity. They are perfect for teams of any size with minimum orders of just ten. As a family run business which champion excellent customer care, Gymphlex will work hard to satisfy any unusual sizes or design requests.



# Workshop with Arsenal ladies

Pupils at St Swithun's Junior School, Hampshire, were thrilled to meet two of England's top lady professional football players.

England Ladies team member and Arsenal Ladies player Kelly Smith and Arsenal Ladies development officer and coach Ciara Allen joined the school for a morning assembly before putting players from Years 3 & 4 through their paces with a selection of different exercises on the school's football pitches.

St Swithun's Junior School sports director Roger Marshall, who organised the event, said "This year we have developed our physical

education opportunities to ensure that our girls get the opportunity to play a variety of sports, including football, pop lacrosse, netball

and tennis to develop those all-important agility, balance and coordination skills that are the foundation for future enjoyment.

It was fantastic to get someone of Kelly's stature in to inspire the girls."

Football is becoming a popular sport at both St Swithun's Junior School and St Swithun's School. After only nine months of school coaching three of the senior players recently gained places in the South East England team.

## St. Lawrence College



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## Athletes picked for national touch squad

A teacher and pupil from Beaconhurst School near Stirling have been selected to represent Scotland at the Touch World Cup 2015 in Australia later this month (April).

PE teacher of eight years, Jennifer Wright, and S5 pupil, Leia Glading, will play for one of four Scottish squads competing in the Federation of International Touch tournament at Coff's Harbour, New South Wales.

They will be joined by former Beaconhurst pupils Logan Arundel and Stuart Irmie for the flagship contest featuring 100 teams from around 30 nations.

Leia, who at 16 is the youngest in the squad, says: "I love everything about the game of Touch and am so excited to be picked to go to Australia and represent my country."

Jennifer says: "I was absolutely delighted to be picked for the World

Cup team and have the chance to compete for Scotland in such a prestigious competition.

"We are double European Champions so this gives us an opportunity to play opposition from a wider field."

Jennifer and Stuart, a former PE teacher at the school, will play for the Mixed Open team in the World Cup.

Leia is in the Women's Open squad and Logan has been picked for the Men's Open squad.

Jennifer, 30, started playing Touch – which was developed from rugby league and sees the tackling of opposing players replaced by a touch – five years ago and is now a coach at Stirling Touch Club.

She taught Beaconhurst pupils the sport a couple of years ago which is where Logan and Leia picked up their love of the game.



## Sailing to victory

The Claires Court School, Berkshire, sailing team of Sammy Isaacs-Johnson, Will Davies, Matt Davies and Peter Bradley took a commanding victory in the National Schools Sailing Association Match Racing Championships. The boys decisively won four out of their five matches racing against teams from Radley College, Abingdon School (two teams) and Oxford Team Race Academy, at the event held at Farnoor Reservoir in Oxford.

In the semi-finals they went on to beat Abingdon School 2-0, taking them into the finals where they continued the winning theme, beating a combined Oxford Team Race Academy/James Allen Girls School 2-0; bringing the title and

glorious trophy back to Claires Court for the second year.

Paul Robson, Head of Outdoor Education and Sailing at Claires Court said, "This was a well-deserved and fantastic result for the boys. They won all but one of their races, and then beat the team they lost to in the final. For those not in the know, the event uses the same format as the 'Americas Cup' with only two boats battling in each match and the teams with the most wins progressing to the finals. Some of the team have only been competing for 18 months, so in some challenging situations they excelled and showed great determination and a high level of skill with their boat handling."

## Sevens Trophy

Cranleigh School, Surrey, U18 Rugby Sevens team lifted the national plate trophy at Rosslyn Park Sevens, the biggest schoolboy rugby tournament in the world.

The winning team played a gruelling 10 matches over two days to take the title in the week-long tournament, which featured 160 sides from across the world and 7,000 players.

Mr Andy Houston, Director of Rugby at Cranleigh School, said: "With nine out of the 14-man squad returning next year, it was a great achievement from such a young side.

"Last year we lost in the cup semi-final, so the final whistle was met with jubilant scenes

from a vast number of parents, pupils and staff."

Cranleigh's 1st VII managed to qualify from the first day after victories over teams including New Hall and Gwyr. On the second day, the side managed to win five matches in a row, beating Ellesmere, Prior Park, Royal Hospital, Bradford Grammar School and then Worth in the final by 19 points to 5.



## Completing the double

Ardingly College, Sussex, completed the league and cup double as they beat Hampton School 4-1 to win the ISFA Cup for the first time in seventeen years. Ardingly now have won the Elgin Southern League and ISFA Cup, making this year the most successful in the College's history.

Nick Tester, the Head of Boys' Sport, Football and Cricket said, "I am so very proud of the boys, achieving the highest accolade in British Independent School football. It proves that

elite sportspeople can be both academically rigorous and outstandingly successful and that the years of hard work, both in the classroom and on the sports field, combined with the humility and gamesmanship evident in our boys, have been more than worth it."

Graeme Le Saux (ex Chelsea FC and England) was guest of honour for the match.

Ardingly's nationally reputed Football Academy was set up three years ago and this is the first batch of players that have come through.

Ardingly's current 1st team squad comprise eight players that are representing the full ISFA national England team at U18 and U16 level – the most of any independent school in the country.



## ISGA win

A great two days of golf in sunny Wales were hosted by Monmouth (Wales) with teams from England – (Whitgift), Scotland – (Merchiston) & Ireland – (Campbell College) taking part.

On paper the strongest team was Whitgift followed by Campbell College. The first days play took place at St Pierre where players struggled with the bobby greens, so scores were high. England lead by 6 shots over Scotland after the first day with Ireland a further 8 shots behind.

The Irish team got off to a strong start on day two. In the end the England team of Toby Kemp, Harvey Byers, George Mullins & Alfie Fox (pictured below) extended their lead over Scotland's Merchiston to take the trophy.



## England Place

Miss Suzy Clapp, Head of PE at Burgess Hill School for Girls, Sussex, has been selected for the England Hockey Squad.

Miss Clapp said: "I attended four 1-day trials last autumn following which the selectors made a cut to 35 players. I attended two more intensive 1-day trials in Cannock and Birmingham before receiving the amazing news that I had been selected!"

Over 60 people competed for selection for the England Masters Hockey Squad. The team will represent England at the European Championships in London and the World Cup in Australia.

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And if your need is more based on introducing a planned programme of aftercare, their maintenance division can provide the specialist skills and services you require. This includes a Free on-site consultation to assess and discuss the condition of your existing artificial surface facility, supported by a written report.



## National champions

St. Michael's School, West Wales, Under-16 team have won the Independent School Association National Netball Tournament. Following their success in the South West Wales and England ISA regional qualifying round, St Michael's earned themselves a place in the Independent Schools National Finals in High Wycombe. The girls were undefeated during the pool round, winning convincingly against some very tough competition.

The semi-final against Princethorpe College was a major challenge. Princethorpe put points on the board taking an early lead; however, St Michael's fought back and drew level at half time. After a few tactical changes the girls dominated the second half achieving a well-deserved 7 - 5 win, and earned a place in the final against

the defending champions Hull Collegiate.

The girls battled through the first half, again drawing level at half time. St Michael's maintained a lead in the second half to win 10 - 9, and earn the title Independent School National Champions.

Accompanying the team was Deputy Head teacher Mrs Kay Francis, who praised the girls and team coach Miss Jo Thorley - "I was extremely proud of the girls, and delighted that their hard work has been rewarded".

Headteacher Alun Millington added his congratulations, saying "This is a vindication of the tremendous effort Miss Thorley has put in with her team this year, and the talent and dedication of the students at St. Michael's."



## Team sets new record

The St Albans School Cross Country team recorded its greatest win in the Tri State Championships in Washington DC, winning both the Junior and Senior races for the first time.

In the USA all high school races are run over 5km irrespective of age and gender; seven runners from each team take part with the first five counting towards the team score. The School took part in their seeded races, the Varsity race for its

top runners and the Junior Varsity for the younger boys.

Headmaster of St Albans School, Hertfordshire, Jonathan Gillespie, says the resounding success in the field was added to by the excellent hosting by American families. "It was a thoroughly successful trip that was a great testament to the determination and commitment of our boys and the management of Kenny Everitt, the master in charge of the Cross Country Team."



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Mike King - Bursar and Clerk to the Governors, Hampton School

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## Triple Success for Tennis Stars

Never in the history of the British Senior Student National Tennis Finals have three teams from one school qualified for each category, let alone won every event. This year Strathallan School's tennis team did exactly that, winning the Girls, Boys and Mixed Doubles at the USN Bolton Arena in March.

Strathallan's Tennis Academy Coach, Tommy Ogilvie said 'I am really delighted for all the players. They prepared really well and were able to remain focused throughout the competition which clearly paid off.'

Master in Charge of Tennis at Strathallan, Andrew Watt added 'We were delighted to have qualified in all three categories so to win all three trophies is just an incredible achievement. You can never take things for granted at this event as the standard of play is extremely high but our players were able to find that something extra when it mattered and won every event as a result, I am so proud of them all!'



Picture courtesy Nicholas Plant

## Water polo champs

Bolton School has shown its dominance in water polo on the national level with the U18s (pictured) retaining their national title and the U16s winning their age group's competition.

Mr Andy McGinty, who is one of the School's water polo coaches, said about the teams' successes: "This is an outstanding achievement for Bolton School and a testament to how hard the boys have worked. They have been incredible to work with since I joined four years ago, with unparalleled dedication and commitment to training. I am extremely proud of this set of boys and what they have achieved. I will miss the boys who leave this year tremendously."

Dr Mike Yates, who also coaches the teams, said, "The standard of the English Schools water polo competition has been steadily improving on a national level. This is due in part to a number of schools employing foreign coaches, from countries such as Croatia, Hungary and Italy. The U16s final was really competitive and incredibly exciting for the neutral spectator – but nerve

racking for the coaches! The U18s were exceptional to watch, providing a masterclass of both individual talent and team play, reflecting the dedication to training that the players have shown in their playing careers. Tribute must be made to the commitment, nurturing and expertise that School and national coach Andy McGinty has offered the squad both at school and at the City of Manchester, where all players also train; he must take full credit for both teams' success and for enabling the individuals to achieve their potential at National level."

The School has a strong legacy of Water Polo, with many Old Boys continuing to play the sport for their local clubs. In this year's Men's British Water Polo Championships, there is a Bolton School presence in four of the eight teams selected as the top in the country to compete. Old Boy Ed Grundy played for the Scottish side at the last Commonwealth Games, where he faced fellow Old Boy Ed Scott, who captained the England team. Ed Scott was also part of the 2012 Olympics Great Britain water polo team.

## Girls' gymnastics winners



Adcote School, Shropshire, won the GISGA (Girls' Independent Schools Gymnastics) Under 10 National title, taking the championship by beating their nearest rival by 1.25 marks. The competition was fierce, with twenty four teams competing at Kent College.

The Adcote pupils delivered a solid performance all round. Individually, Kitty Scholes-Pryce took 3rd place, Imogen Lamb 5th place, Eevee Stevenson-Lea 13th, Paige Johnson 18th and Darcy Fletcher 41st, out of the 80 girls competing. The skilled pupils in the under 10 team, demonstrate that team work is a pivotal factor to their success and all the pupils work very well together.

Their success is due to their hard work and dedication both from them and their coaches, Miss Lisa Nixon and Miss Louise Hudson.

## Girls' polo champions



St Swithun's A team



St Swithun's B team



St Swithun's C team

Three teams from St Swithun's School, Hampshire, took part in the National Schools Girls' Polo Tournament at Longdole Polo Club, Gloucestershire last month (March). Each team played three matches each.

The novice team, St Swithun's C team came first in their class. In the intermediate blue category, St Swithun's B team came third. In the intermediate red class, St Swithun's A Team came second.

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# Squadkit

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# The Marsh National Schools' Eton Fives Championships Attract Record Entries

A record 1,058 boys and girls from more than 30 independent and state schools took part in a hugely successful Eton Fives National Schools Championships this year. Sponsored by Marsh for the 32nd consecutive year, the championship was held at Eton College where competitors aged 11 to 18 put in displays of the very highest standard and the 16 courts were full every day.

In a hotly contested Open Championship, Eton College emerged victorious, ultimately winning 3-0 in a hard-fought final against Shrewsbury School.

In the Under-15 tournament, first-time appearances from Shrewsbury and Berkhamsted, exemplified the growth in the girls' game, which saw a record number of girls taking part overall, including two Under-18 pairs from Zuoz School in Switzerland.

The girls' Under-15 final, between Shrewsbury and Ipswich, was another fiercely competitive affair, with all four players performing well. In the end, the extra power and strong cutting of the Shrewsbury pair, Nina Lange and Tilly Reynolds, made the difference and carried them to victory.

The boys' Under-12 event, meanwhile, was once again very popular. This year it attracted an astonishing 96 pairs to Eton and brought a first time winner, having been the exclusive preserve of Highgate School for a long time.

Highgate School's top pair were eliminated in the semi-finals, which left old rivals Sunningdale and Summer Fields to battle it out in the final. Summer Fields' Edward Bingham and Mark Spiridonov edged a close-run first game by 14 points to 12, before sprinting to victory in the second game by an 11-point margin. The result was a first ever national schools title for Summer Fields, much to the delight of coaching team Andy Bishop and James Woodcock.

Another notable appearance came from Malay College in Malaysia. The college has just taken up Eton Fives again after a 60-year hiatus, and its players acquitted themselves with great distinction in their first competitive championships.

The end of the tournament was marked with a dinner attended by 85 head teachers, bursars, teachers, coaches, and members of the Eton Fives Association Board. Speaking at the dinner, Jon Taylor, head of education at Marsh said: "Having worked in the sector since 1926, Marsh is proud to

support independent schools, and sponsoring these championships for 32 years and counting is part of that support.

"This event has given more than 1,000 young people the chance to have a really wonderful experience that they will remember all their lives, and is an important investment in future generations of Eton Fives players. Marsh is delighted to have been part of it once again."

To find out more about the Marsh National Schools' Eton Fives Championships, please visit [www.fivesonline.net](http://www.fivesonline.net).

## About Marsh

Marsh's Education Practice currently supports more than a 1,000 schools and colleges. As an education insurance broking specialist, we provide access to a wide range of insurances for schools, their staff, and pupils, including a personal accident scheme, which protects more than 350,000 independent school pupils and staff in the UK.

For further information, visit [uk.marsh.com/education](http://uk.marsh.com/education) or join the Marsh UK Education Forum on LinkedIn.



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## Business for Children Awards

The youngest speakers at this year's Business for Children Awards held in Telford last month (March) were two young members of Mini-Moreton Enterprises at Moreton Hall School, Shropshire. Lucy Rees (Year 6) and Bridget Bould (Year 5), along with the senior girls of Moreton Enterprises who delivered a business overview of operations in their £50,000 business, the younger girls talked about how they are getting involved in developing business ideas and bringing them to market.

They commented: "We really enjoyed going to the Business for Children Awards ceremony because it was the first time we had stood up in front of lots of people and spoken. It was a great opportunity and lots of fun. We were really nervous about speaking in front of two hundred people but when we had done it we were really proud of ourselves. The best part was when we met the paralympian Danielle Brown because we got to hold her London 2012 gold medal."



Pictured: L-R Melissa Hu (Year 12, MD of Moreton Enterprises), Natasha Rowland (Year 12, Moreton Enterprises), Lucy Rees (Year 6), Nia Lewis-Badman (Year 12, Moreton Enterprises), Bridget Bould (Year 5)



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## Sarah crowned UK Young Scientist of the Year

Sheffield High School Year 13 student Sarah Sobka has just been crowned UK Young Scientist of the Year from a field of over 2,000 other hopefuls for her work on research into new drugs for cystic fibrosis patients.

Sarah presented her work at the Big Bang Fair in Birmingham and said she was “really grateful to win the award, but it was a bit of shock”. She did her research work during a four-week period last year at the University of Sheffield’s Department of Biomedical Science, which boasts that it’s number one in the UK for the impact and quality of its medical research in the Research Excellence Framework 2014 and in the top five for its biological science research.

Working as part of a team led by Senior Lecturer Dr Louise Robson at the University, Sarah helped to examine a drug which is commonly used to treat women with Irritable Bowel Syndrome to see if it could be used to treat cystic fibrosis. This incurable disease is one of the UK’s most common life-threatening inherited diseases, affecting over 10,000 people, according to the Cystic Fibrosis Trust. It affects

internal organs, especially the lungs and digestive system, by clogging them with thick, sticky mucus, making it hard for sufferers to breathe and digest food.

Sarah said she had become “attached to cystic fibrosis” after her work placement and hoped to pursue a career in medicine and research. “I was a small part in a really big paper,” she said. “But, every small step is important. The more we know the more help that gives us in synthesising new drugs. Every little bit of understanding helps.”

Needless to say, Sarah has attracted a lot of media interest and has already appeared on BBC Breakfast on Saturday morning. A news story in the Independent has also reported her success and other appearances have included The University of Sheffield Radio and TV stations as well as on BBC Radio Sheffield and also on the BBC’s Look North programme.

And to top it all, Sarah has now been invited to speak to the fellows of the Royal Society of Medicine in September.

## Additional Facilities for Performing Arts

Caterham School, Surrey, has announced that their Performing Arts centre will be extended and refurbished with work commencing in July 2015.

The extended facilities will provide an additional rehearsal room / small theatre and an outdoor performance space for the Drama department. The Music department will benefit from having an additional general purpose studio as well as a Recording Studio. It will also provide for an improved foyer.

Headmaster Julian Thomas said; ‘We believe passionately in the power of the performing arts to motivate and inspire. Our department is already achieving great things but has an exciting vision for the future which will



take the performing arts even further forward at Caterham School: these new facilities support that vision. We believe that a truly excellent education happens when we remember that fine examination results are a consequence of a broad education and not the reason for education. That is why I am delighted that the Trustees approved this improvement to our Performing Arts area”.

## Discover Display Technology



NEC Display Solutions is set to present the latest innovations in Display Technology, gathering collaborating partners to demonstrate end-to-end solutions tailored for specific applications. Partnering with best of breed solutions providers, the NEC Showcase uniquely segments into multiple vertical sectors, comparing different Display technologies side by side, to demonstrate real world Display Solutions in various industry applications.

Highlights for this year’s Showcase include:

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Over 1,500 unique attendees visited the NEC Solutions Showcase in 2014 at the Olympic Velodrome; an impressive 35% increase on the previous year’s attendance.

The NEC Solutions Showcase takes place at Vinopolis, London on 20-21 May 2015. Visitors must register on the dedicated Showcase website:

[www.showcase-nec.com](http://www.showcase-nec.com)

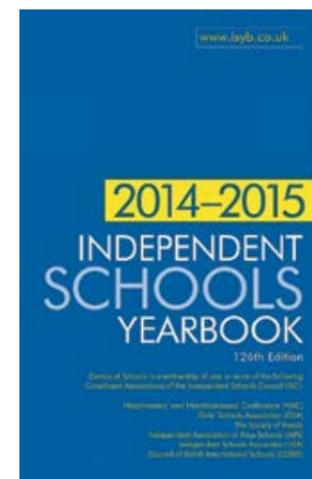
## Independent Schools Yearbook

The 2015 edition of the Independent Schools Yearbook is now published. It is the official reference volume for independent schools in the associations represented by the Independent Schools Council, namely:

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## Planning new science laboratories?

R-I-E offer an environmental and financially beneficial service to tackle the disposal of the old obsolete science benching and furniture.

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- Less waste is sent to landfill sites
- The reclaimed timber and furniture is re-used in sustainable furniture making.
- By reusing this helps to reduce the demand on international virgin timber resources

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## Enistic Helps Cut Energy Use by 65%

Enistic, which has just been shortlisted for an Ashden Award for excellence in the field of sustainable energy, is working closely with schools to monitor energy consumption and target savings, including Radley College in Oxfordshire and Okehampton College in Devon.

Okehampton has cut gas consumption by 70%, electricity by 60% and energy bills by £40,000 through better energy management from monitored data. Achievements made while the school itself has expanded.

Using Enistic meters and software, the College created an energy dashboard showing generation, consumption and cost per hour in real-time. Keith Webber, Energy Manager at Okehampton, says that: “If you want to get energy use under control, you have to be able to measure it in the first place.”

“Monitoring is always the starting point. You have to look at where the energy is going to first. Then you can identify how to make savings.”

Many Independent schools have to monitor energy in order to comply with new ESOS (Energy Savings Opportunity Scheme) Regulations by 5th December 2015.

Enistic offers an Easy ESOS service starting with a free, no obligation scoping meeting.



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## Intelligent Lockers Reduce Staff Administration Time

Traka asset management lockers are helping staff at Lincoln College save hundreds of hours in extra time each year.

The college has installed three lockers holding 80 devices in its library allowing students to access laptops at any time of the day.

The new system means staff do not need to carry out any admin work retrieving the laptops from a safe and issuing them by scanning the barcode for each device, thus freeing up their time.

Previously, the college was operating under a manual system scanning each device before issuing them to students. Although there was a record of who had been given laptops, it was not easy to view or manage.

With 9,000 students, of whom 3,000 are full time, the facility decided to implement a more thorough process and install Traka lockers following a refurbishment of its library.

The lockers charge the laptops so that students do not have to waste time trying to find a power source, they increase accountability, but most importantly, they help the college protect its investment and manage the use and misuse of the equipment.

If devices are broken, damaged, lost or stolen, the Traka system notifies staff through its database, showing who has taken what and whether it has been returned.

The move has led to an increase in occupancy with more students going into the library and staying for longer periods of time.



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# The Digest

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## Heads Hunted

Among the upcoming head and principal appointments:

Abingdon School	Oxfordshire
Cumnor House School	Surrey
Milbourne Lodge School	Surrey
Mill Hill School	London
Royal Hospital School	Suffolk

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



Abingdon School, Oxfordshire, sixth former Michael Dewar may have won this match against his Abingdon teammate Theo Brophy Clews but it wasn't to be when his national side Scotland played England in the U18 rugby international last month (March). Theo captained the English team and led them to a 39-27 victory. Theo also scored and was awarded Man of the Match.

Theo is the first ever Abingdon School boy to captain England against Scotland at U18. He said, "It is a unique feeling to play for England and it was a privilege to captain the side as I was amongst a number of people who could have done it."

Michael, who was making his international debut, starting at openside for Scotland, commented, "There is a friendly rivalry between us but on the day there was definitely a serious edge."

## Schools featured in this issue include:

Abbey School	Felsted School	Pitsford School
Abingdon School	Fulneck School	Portsmouth Grammar School
Adcote School	Godolphin School	Sheffield High School
Aldenham School	Gresham's Preparatory School	Shrewsbury School
Ardingly College	Gresham's School	Sidcot School
Bancroft's School	Hamilton College	St. Albans School
Barrow Hills School	Hereford Cathedral School	St. Edward's
Beaunhurst School	Highfield School	St. Gabriel's School
Bolton School	King Edward's School	St. Michael's School
Bromsgrove School	King Edward's Witley	St. Peter's School
Burgess Hill School for Girls	King Henry VIII Preparatory School	St. Petroc's School
Campbell College	Longacre School	St. Withun's School
Caterham School	Lord Wandsworth College	Strathallan School
City of London Freemen's School	Loretto School	Terrington Hall Preparatory School
Clares Court School	Marist School	Towers Convent School
Cranleigh School	Merchiston Castle School	Tudor Hall School
Culford School	Monmouth School	Wells Cathedral Senior School
Dulwich College	Moreton Hall School	Whitgift School
Eton College	Oundle School	Woodhouse Grove School
Exeter School	Oxford High School	Wycliffe College

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.



*The Independent Schools Magazine*

Vires per Verum – Strength through Truth

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