

March 2015

The Independent Schools Magazine



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Our front page pictures



International pianist marks Steinways arrival

Solihull School has welcomed the arrival of three Steinway grand pianos with an exclusive performance from internationally renowned pianist Peter Donohoe.

Peter, who lives in Solihull and opened the school's new music department four years ago, has produced a series of CDs and performed with hundreds of orchestras all over the world, including at the BBC Proms where he played the largest of the pianos purchased by the school.

The accomplished pianist, who was awarded a CBE in 2010, was joined by several of Solihull School's most promising pupils, who performed a series of solos and duets. Members of staff also played, performing the premiere of a piece for three pianos, specially composed by the school's own Head of Academic Music, Simon Phillips.

Three-storey sculpture for new Science Centre

An artwork weighing over a ton and spanning the three floors of Abingdon School's new Science Centre, which opens later this year, has been commissioned from sculptor Matthew Lane Sanderson. Intricately designed to combine art and science, the sculpture, made possible through a donation from a former pupil of the Oxfordshire school, will be the centrepiece of the new building.

Abingdon School's Head, Felicity Lusk - who has announced that she will retire in 2016 - said, "It is a very rare and very special opportunity to be able to create something truly beautiful that will be a legacy to the School and become part of Abingdon's remarkable history. It will be an inspiration to all who see it."

Full story and another image see page 10

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WISE woman gets top slots

Not only has Assistant Head Kathryn Boulton-Pratt from Sheffield High School been interviewed on BBC TV regarding her win of the WISE (Women in Science and Engineering) Advisor of the year award last year but she was also invited to speak at the Institute for Mechanical Engineers as part of the 'Engineering4Teachers' conference last month (February). Mrs Boulton-Pratt was interviewed about her achievement on the BBC Breakfast programme where she was invited to speak about how schools can address the skills gap in the area of engineering, and particularly how to encourage more girls to consider careers in the field. She also spoke about several of the projects that are offered to the girls at Sheffield High, including the annual Go4SET Challenge and the Engineering Development Trusts scheme for involving Sixth Formers working with engineers on real life projects. A current example of these projects is four

Year 12 girls who are working with the construction and civil engineering company AMEY on a project to re-design the frontage of the Bridlington Railway Station.

Mrs Boulton-Pratt spoke at the Institute for Mechanical Engineers as part of the 'Engineering4Teachers' conference. She had the exciting opportunity to talk further about encouraging more students to consider careers in Science and Engineering. She spoke alongside Professor Patrick Kniveton (Head of Engineering at Rolls Royce and Immediate Past President of IMechE), Jane Simpson (Chief Engineer at Network Rail) and Paul Dawson (UK Director of Research Design and Development at Dyson). Mrs Boulton-Pratt has described the event as being very fast paced and "having a real buzz", where opportunities for young people within the engineering field were showcased and keenly discussed throughout.



KATHRYN BOULTON-PRATT
Science teacher
BBC BREAKFAST 07:44

Presidential visit

The President of Malta, Her Excellency Marie Louise Coleiro Preca, visited Leicester High School for Girls. She met with the Y4 Junior Debating Club, and debated with them the motion: '3 year olds should be given pocket money.' She listened to every girl's opinion, and then took a vote. The motion was not carried.

Pictured: The President of Malta and the Headmaster with sixth form politics students Y12 & 13.

She then met the A level politics students, the Head Girl and Deputy, and talked to them about being the second female and youngest ever President of Malta. Headmaster Mr Alan Whelpdale said, 'This is the start of a special relationship. I thoroughly enjoyed meeting Her Excellency, and we have discussed future plans.'

England cap in six nations



cap in the RBS Women's Six Nations. Fullback Katie was on the squad for the first game in Swansea, and said it feels "amazing" to have been selected for the national match,

Haberdashers' Monmouth School for Girls PE teacher Katie Mason, 24, has earned her first England

despite Wales winning 13 - 0. Said Katie: "The women's team won the World Cup in Paris this summer and sitting in the stands watching, I had no expectations of being involved in the next Six Nations. Once selected into the Elite Performance Squad (EPS) in October, I started to believe that if I put the work in I might be rewarded with a chance to earn my first cap and now that time has come." Katie, who is working towards her

PGCE qualification at HMSG, has been involved in the set up since she was 17-years-old. She was in the Talent Development Squad for two years until she reached the U20 squad. "This is the start of a new chapter for England Women - they have just won a World Cup and the next one is just around the corner in 2017, so my ultimate goal is to be playing in that and be in with a chance of winning a second World Cup title.

"I also love the 7-a-side game and would love the chance to represent England in the World IRB Series which takes place all over the world." Juggling teaching with professional rugby playing can be demanding, but Katie says HMSG encourages her to fulfil her goals. Tom Arrand, Deputy Head at HMSG, said: "Katie is an outstanding sports coach and role model to the girls."

SATs - why we opted back in



SATs have been subjected to a barrage of criticism from both the independent and maintained sector. They are roundly perceived as strait-jackets which constrain and inhibit children's natural creativity; as the reason why all fun and spontaneity have been taken out of the classroom, and instead children are uniformly drilled in SATs expectations. Beleaguered teachers claim the government has scant regard for their professionalism and that they have been forced to swap curriculum autonomy for 1984-style regulation and standardisation. No wonder most independent schools, less constrained by government diktat, withdrew from SATs many years ago.

Why then would an independent school opt back in? St Hilda's School, Bushey, Hertfordshire, has chosen to publish their SATs results for the second year running.

Head, Miss Sarah Jane Styles, explains:

A successful independent school will always put the needs of the children first. St Hilda's is a very small prep school where every child is known by every member of staff, and teachers strive to create stimulating, individualised paths of learning as a matter of course: as far from any Orwellian dystopia as is possible. The Year 6 children who completed the SATs were not 'taught SATs'; the tests were slotted into an already busy, demanding and broad timetable full of sport, art, music and languages, as well as core academic subjects, which you would expect from a highly regarded prep school.

Thus reassured that the SATs have complemented - not dominated - the curriculum, the tests have afforded us all an insight into how well the school is performing on a national level. This is a useful tool as it is easy to become a little too introspective. There is a great deal of internal focus on how well the children are achieving their own potential; they are discreetly tracked and assessed throughout their time at school

to ensure they are making excellent, personal progress in every area. However, reflection and self-evaluation are important tools for any committed professional. Independent school teachers, with all the privileges this entails, must be leaders and pioneers in their field. They must be seen to be delivering the best possible education, and what better way to track this than to contextualise the children's results not only against other prep schools, or through 11+ exam feedback from senior school heads, but against their peers in the maintained sector? The results also provide a welcome measure of accountability for prospective parents when choosing schools. We all know that independent schools are judged on a much broader criteria than straightforward league tables. And thank goodness for that. Independent school parents - free from the tyranny of the postcode lottery of maintained school catchments - have the liberty to choose from a wide variety of high performing

schools. From the heated swimming pool, to the chess club at lunch, eagle eyed parents will be taking it all in. The happy, mutually respectful buzz of purposeful children and talented staff packs a far more powerful punch than dry statistics, yet it is naïve to think that SATs results do not comprise a vital, objective role in the information gathering of perspicacious parents.

The decision to enter the children into SATs testing will be reviewed on an annual basis, as I consider the needs of the school, and the needs of individual year groups. I was very impressed with the changes to the English curriculum two years ago; the more rigorous testing of English grammar is in line with the school's emphasis on building a secure foundation in this area. It is my prerogative and privilege as an independent school Head to keep abreast of educational theory and innovation, and to cherry pick the ideas and strategies most in keeping with the school's ethos. So for now, SATs are here to stay."

New pre-prep school

Lockers Park School, Hertfordshire, has announced plans to open a co-ed Pre-Preparatory School in September.

Established for over 140 years, Lockers Park currently offers education for boys from the ages of 5-13. The new purpose built Pre-Preparatory School for children from 4-6 will complement this with up to date facilities and dedicated staff.

The new Pre-Preparatory School building will take children for Reception, Years 1 and 2.

Headmaster Christopher Wilson says: "We believe that welcoming pupils from the first year of primary education allows us to offer a full and excellent solution for children and their families. We anticipate that this will cement Lockers Park as a unique educational offer in our region."

Small class size has always been a hallmark of Lockers Park and the Pre-Preparatory School will be the same, with a maximum class size of 15.



The Pre-Preparatory School welcome girls, while the existing Prep School (aged 7-13) will remain boys only. Christopher Wilson explains: "As we welcome young children to their early school life, we are very confident that we can offer the best education and outstanding facilities to both boys and girls. In addition, our research showed that in the early years, families appreciate the opportunity to educate boys and girls together. From the age of 7 years (Year 3) and above, we remain wholly committed to a boys-only education. This is our heritage and we believe that the older boys thrive in this environment, both educationally and socially." Girls will move after the first three years to a range of local girls and co-ed schools.

Girls perform well in science – bucking the national trend

Girls in independent girls' schools perform well in science, in direct contrast to data for the UK as a whole recently published by the OECD.

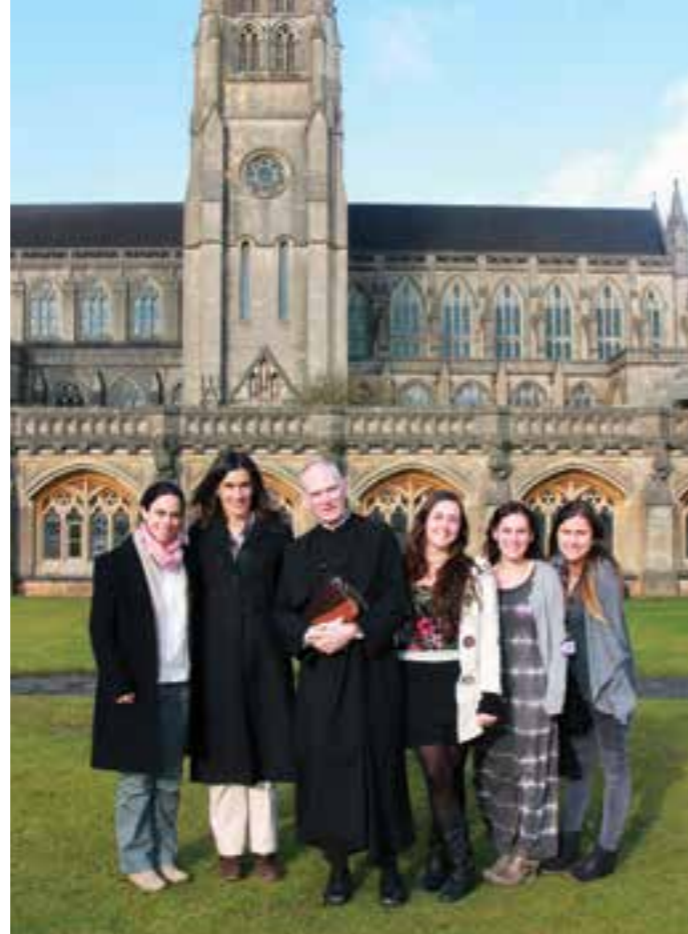
Said Alun Jones, president of the Girls' Schools Association and head of St. Gabriel's School, Berkshire: "There is a proven link between poor performance in science and learning environments that, however unintentionally, promulgate age-old stereotypes about what girls should study and how well they are likely to do." "The relative lack of stereotypical expectations and presumptions rooted in gender that girls enjoy in independent girls' schools means that they not only perform well in science, they choose to continue to study it at A Level."

Girls at Girls' Schools Association (GSA) schools achieve a disproportionately large share of the top grades in sciences, maths and languages. Compared to all girls nationally, they are 75% more

likely to take maths A-level, 70% more likely to take chemistry and two and a half times as likely to take physics.

Bucking national trends, over 55% of girls at GSA schools take a STEM subject at A-level. Just under two fifths take maths and just over two fifths take at least one science, with a quarter of girls taking at least one language A-level.

- In physics, 13.4% of all entries from girls come from GSA schools, (above the 5.2% baseline), but they are awarded 25.9% of the A*s and 20.5% of the A or A* grades.
- In chemistry, girls at GSA schools comprise 8.9% of entries, but they are awarded 19.8% of the A* s and 15.4% of A or A* grades.
- In further maths, girls at GSA schools comprise 15.9% of the entries, but they are awarded 24.7% of the A* grades and 20.1% of the A or A*s.



Manquehue community settle at Downside

Five young women from Chile have set up a lay Benedictine Community close to Downside School in Somerset.

They are members of the Manquehue Apostolic Movement, which is a movement that originates in Chile but which has always had close links with the English Benedictine Congregation. They bring two special evangelical practices. One is Lectio Divina, a way of encountering Christ through the prayerful reading of Scripture with shared responses to what is read. The other is spiritual friendship, where communities 'discover that the true foundation of their life together is friendship in Christ'.

Downside School is inevitably the main beneficiary of their presence, as the St Scholastica team supports the active work of the chaplaincy. Head Master Dr James Whitehead said: "What is truly special about the contribution of the Manquehue team is the way in which they communicate Gospel values to

young people with a sense of energy, friendliness and joy. There is a real sense of the Holy Spirit working through them to communicate the Gospel message. The practice of Lectio Divina has therefore become an established part of our school routine and is seen to be both spiritually uplifting and useful by our pupils and staff. The benefit to the pastoral life of the school is also tangible in the high quality of the relationships formed between our pupils, based on prayer and reflection, as well as upon all the other many aspects of a busy school life. As we focus on the principle of Servant Leadership within the school, and encourage our young people to consider opportunities for service as an enriching part of their lives, the St Scholastica community embodies a living example of this principle. In an engaging, joyful way, our Chilean team helps to make living a Christ-centred life seem accessible and relevant".

Pictured: Dom Leo Maidlow Davis, Prior Administrator of Downside Abbey, pictured with the St Scholastica Community

Schools celebrate mental health awards at House of Lords

Two schools from the independent sector had cause to celebrate last month (February) when they received accolades at the Mental Health First Aid England Awards, presented to them at the House of Lords.

Bradfield College, Berkshire, received the Winners' award in the Youth Mental Health First Aid (MHFA) category and City of London School was a close runner-up. Both schools have made a significant commitment to increasing mental health literacy within the school community through the use of Youth MHFA training.

Bradfield College, has to date trained 78 members of staff in MHFA, with plans to increase this to all 130 school employees. Bradfield College also intends to introduce the Youth MHFA training to its senior pupils.

City of London School has trained 25 staff in two day Youth Mental Health First Aid course and by the end of April 2015 will have trained a further 65 members of staff in the half-day MHFA Lite course.

With children's mental health high on the political agenda and debate around the need for better mental health training for teachers, MHFA

England is making important inroads with schools. With a training product which equips teachers to spot the signs and symptoms of common mental health issues and gives them the confidence to signpost the person affected to appropriate support, Youth MHFA receives consistently high scores amongst teachers for its innovative approach to raising mental health literacy in schools. The Youth MHFA training covers topics specific to young people that include child and adolescent development, bullying/cyber bullying, substance misuse and promoting protective factors and good parenting.

The Awards were presented by Lord Patel of Bradford OBE who was joined by special guest, Derek Brewer the CEO of Marylebone Cricket Club (MCC). Other schools nominated in the youth category included Severn Vale School in Gloucestershire and Saffron Walden County High School in Essex.

Lord Patel of Bradford OBE and patron of MHFA England said:

"These awards give national recognition to some of the many inspiring individuals and organisations who are using MHFA to increase mental health literacy

and lift the stigma still too often felt around mental ill health."

Derek Brewer, MCC Chief Executive & Secretary added:

"The work being led by Mental Health First Aid in this field is ground-breaking. In recent years, mental health has come to the fore within our sport, as we have seen numerous cricketers, who have reached the highest levels of the game, be affected by mental ill health.

"Early intervention support that can be provided to assist people experiencing mental distress cannot be underestimated and could in fact be a life-saving act. Equipping more people to recognise these signs and symptoms is highly laudable and something which has MCC's full support."

An established Community Interest Company, MHFA England has trained 85,500 people in mental health life-saving skills. Much like physical first aid, MHFA is designed to equip people with the knowledge and confidence to spot the signs and symptoms of someone in distress and offer help on a first aid basis. MHFA England is part of a growing international movement,

active in 23 countries around the world and with 750,000 people MHFA trained worldwide.

Mental ill health affects 1 in 4 people in the UK and is often not disclosed due to the stigma that continues to be attached to it. MHFA breaks down the barriers that prevent people from seeking help and gives people the ability to assist someone who is experiencing mental distress.

MHFA is the mental health equivalent of physical First Aid training and provides participants with the skills and confidence to recognise the signs and symptoms of common mental health issues and effectively guide a person towards the right support services.

To date over 85,500 people in the UK are Mental Health First Aid trained.

The core principles of MHFA include: spotting the signs of a mental health problem, helping to stop the distress from getting worse and give confidence in helping someone who is experiencing a problem.

More information about MHFA England and its courses can be found at www.mhfaengland.org or by emailing info@mhfaengland.org

Closure looms

Stoodley Knowle School, Devon, is scheduled to close at the end of the academic year.

The Congregation of Les Filles de la Croix was founded by Madame de Villeneuve in 1641, for the education of girls. Stoodley Knowle was purchased by the Sisters in 1924 and since then they have dedicated themselves to the mission of providing girls with the same educational opportunities as boys.

Head Fiona Hutchings said that the need for a school such as Stoodley has diminished considerably. "Girls, for so long an afterthought in educational terms, are now afforded the same opportunities as boys in both the maintained and independent school sectors. In simple terms – the original need no longer exists, and the current pupil roll reflects this reality.

"The decision to close has been made with a heavy heart, much prayer and considerable discernment. The sisters have invested their lives in Stoodley and schools like it within the Diocese. We have explored a number of options including selling the school as a going concern, becoming a Free School, becoming an Academy or downsizing to a Junior school. However, none of these options has provided us with a practical alternative or one where we can retain the vision of our Foundress".

Pupils taught to hug their monsters

Manchester High School for Girls pupils achieve some of the best public examination results in the country. However last month (February), they were taught how to cope with failure and disappointment.

'Hug the Monster' week focussed on improving pupils' emotional resilience and self-esteem, teaching them to embrace risks and not to give up when faced with disappointment.

Senior School and Sixth Form girls gave advice to younger pupils about how they should respond to disappointments, and various activities including workshops and assemblies took place in school to raise awareness of this important topic.

Deputy Head Mistress at Manchester High School for Girls, Mrs Helen

Jeys, said: "This is a serious issue; a lack of emotional resilience can have a huge impact on our ability to deal with disappointment and change. We have an important duty to ensure that the girls we teach are able to develop those strategies that will help them cope with any setbacks they experience in life."

Mrs Jeys added: "The monster theme is memorable and one that will remind them to accept setbacks as potential opportunities for development. Failure and disappointments should not stop our students from following their dreams and aspirations. Going forward, 'Hug the Monster' week will become an annual feature of Manchester High's broad Well Being programme. It has been fantastic to see how enthusiastically our girls have engaged with the campaign."

Mr Alun Jones, president of the Girls' Schools Association, said: "It's great to see another GSA school taking positive steps to help girls embrace the learning opportunities

that come from failure. To paraphrase Richard Branson, we must not be embarrassed by our failures, we must learn from them and start again."



Admission interviews ~ how to conduct them

Interview questions posed to candidates for admission to senior schools seem to vary from straightforward general knowledge and opinion questions to other more esoteric ones, such as: *You are given a fan, a mirror, a key ring, a calculator and a telescope. Which one would you take to a deserted island? Why?*

Three schools were asked to consider:

Do you aim to place interviewees under a degree of pressure or do you get more out of relaxed atmosphere?

Do you like esoteric questions or prefer more straightforward ones?

What are you looking for in answers, and do you frame your questions accordingly?

Do you have a favourite question?

These are their responses:

Cranleigh School, Surrey, Head, Martin Reader:



Since the best schools are built on trusting relationships between adults and children, the

interview is the first opportunity to begin to develop that rapport. I now call our admissions process, Holistic Review, to emphasise that our education is not narrowly defined by academic prowess and so unless it is a scholarship interview, the more rigorous academic assessment is done outside the interview. If they are a top musician or sportsman or artist that information is already on the form or report, so I do not have a preoccupation with differentiation only.

Generally speaking, what I want to arrive at is an idea of what excites a child about learning and living; what we can do for the child as a school and what the child can contribute to the community. Will they be prepared to contribute? Will they be a leader in classroom discussion and be curious and challenging? Are they interested in

sport, or music or drama? Have they got any unusual hobbies? Are they quiet and quirky? Are they the type of character that will be the glue that holds a dorm group together even though they might not be the highest flier?

In my experience, children at this age have either been well groomed by their Prep School and have answers off-pat or have come from a state school with no experience of interviews and little confidence with adults. For all, this is high stakes and potentially nerve wracking and so if I am going to find out what really makes a child tick, I need to make them at ease to progress a conversation rather than a formal set of questions.

If it is after a holiday, I will ask what they spent their time doing; if they are wearing a school uniform with a plethora of badges, I will ask them what they are for and develop a picture from the chat that follows. I always ask them within the first couple of minutes what they love doing most. Even the shyest begins to share and often sparkle: one builds computers; another has just won a wildlife photography competition; another has opened the batting for his county; another

keeps unusual pets; one writes poetry. I then push the conversation along in a way that makes them reveal their thinking and attitudes.

As the conversation progresses, I will always try to find out how often they practise their instrument or sport, what they are reading and what their thoughts on the book are, how they manage time, and how they approach things which they find difficult. I can push and

Nottingham High School, Head, Kevin Fear:



In the main we use very straightforward questions. We show candidates

aspects of their entrance paper again and see if they can spot errors they have made. If not we will perhaps show them how to do a question and then ask them to do something similar. This is so that we can assess how quickly they can pick up new concepts. We ask them about topics they have done in school recently.

challenge as I see fit or draw back if the child is uncomfortable. In essence, I suppose it is more craft than fixed process. We may not always get it right but on the whole we more often than not find out those children who will fit, really thrive at Cranleigh and who buy in to our ethos. Get that right and the atmosphere of the school is sustained and progresses and better performance follows.

We also show them a few photos and ask them to deduce what is going on in the photo. In all of this we are trying to assess potential and whether we feel that they would thrive in our school. In the main we are looking for those that will be up for a challenge and keen to make the most of the opportunities.

There are no trick questions and we do all we can to put the candidates at ease.

My favourite question is why do they want to come to the High School as I do want to see our students having a drive to join us and a sense of the opportunities which lie ahead.

Oundle School, Northamptonshire Undermaster and Head of Admissions, Anthony Burrows and Head of International Admissions, Caitriona Redding



At Oundle we aim to interview all candidates prior to entry. The process has three strands; How well does the candidate understand something? Do they follow up an interest? Do they think for themselves? Unlike professional career recruitment for specific industries, the relative inexperience of the child has yet to shape or define who they are – or where their future skills may lie. The focus therefore is on assessing potential and how the School might develop this potential to the full. Academic assessment enables schools to gather objective comparative performance data; interviews give schools the opportunity to discover the character of a child, to understand how they think and ultimately to allow them to shine.

There is no list of stock questions other than a starter question, which might focus on what the candidate is interested in – books, activities, skills etc. Thereafter questions are adaptive and flexible to ensure the child enjoys the experience.

Within a thirty minute interview, the aim is to try and engage with a child and elicit a sense of what they are like and how they might adapt to life in a boarding school. If a child is obviously very nervous, they are set at ease with really straightforward questions that require little thought, such as how old they are, where they go to school, what year they are currently in. Of course, this information is

already known, but the process of asking and recording the information allows a child some time to warm up. Continuing with this gentle approach, they might be asked what they are reading at the moment and a bit about the story. This can provide a very useful starting point and allow several opportunities to tease preferences, reading habits, and enthusiasm from the child. From that point, questions are intended to gauge intellectual curiosity, breadth of interests, thinking skills and strength of character.

Instead of asking children why they want to board, they might be asked about the challenges they might face by joining a boarding school. These answers can be very revealing – not just about motivation, but also about tolerance, flexibility and independence. Rather than asking whether they think they might get homesick, they might be asked how they would deal with homesickness as everyone feels it to some degree at some time.

With some children there is the challenge of encouraging them to deviate from a prepared script that lists their successes and outlines future academic ambitions. In these situations they might be gently urged 'off piste' by a seemingly random question. What is your favourite vegetable? If you were in charge of the world, would vegetables be compulsory? What animal are you most like?

If all attempts at encouraging conversation fail, we might redirect the discussion to what life might be like at Oundle for the child so that they feel less pressure to respond or worry about giving the 'correct' answer. For a few overwhelmed children, this will be a life-line to which they will cling gratefully as their interview draws to a close. Often a bowl of sweets or other treats sits tantalisingly on the desk and the child is offered one at the end of the 'ordeal' with a few warm words of encouragement.



Minister visits

Following tea with Grace Dieu Manor School, Leicestershire, Headmaster Peter Fisher, the Education Minister Nicky Morgan had an appointment with the Debating Society.

The pupils chatted with Nicky about how politicians debate on different subjects and how new laws are passed in the Houses

of Parliament. They were keen to learn about her life and work as well as the complexities of Parliament protocol.

After the session Nicky commented on how the Grace Dieu debaters were "far better behaved than most of the MPs that attend Prime Ministers Questions!"

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Stunning three-storey sculpture commissioned for new Science Centre

A stunning artwork standing 10m tall and spanning the three floors of Abingdon School's new Science Centre, which opens later this year, has been commissioned from sculptor Matthew Lane Sanderson. Intricately designed to combine art and science, the sculpture, made possible through a donation from a former pupil, will be the centrepiece of the new building.

Talking about his creation Matthew said, "Standing as tall as a three-storey house and over a ton in weight, this sculpture could be considered Big! Whilst its purpose and obvious presence will be clear, it will hold some secrets also. Semi-transparent and with no

solid volumes, there are some conceptual 'keys to life' within the structure and discernable for those who are prepared to find them. By identifying these keys, and linking them to each other, I hope all who visit the Science Centre may enjoy both the visual and cerebral challenge presented for years to come. It is my aim, not merely to decorate a building, but to inspire many generations of pupils to take up the challenges of science at Abingdon."

The sculpture, which is to be installed by the end of the year, will rise through the stairwell depicting Biology then Physics and finally Chemistry on each of the corresponding floors.

Made from recycled zinc coated steel and enamel the artwork illustrates a range of scientific themes from nuclear fusion to the tree of life. Beginning with Biology, on the ground floor, the piece combines the millions of species on earth, the root network of a tree and lightning and plasma courses. The middle section becomes Physics with a sculptural interpretation of the Tokamak fusion reactor and the top floor is Chemistry represented by a canopy of diamond inspired by the structure of graphene.

Matthew continued, "This entirely hand-crafted totem will champion the three sciences. As you go up the stairs in the building it will reveal a fresh perspective as you look up and down at the artwork."

Speaking about making the donation Martin Iredale said, "When I joined Abingdon in 1951, Headmaster James Cobban had just opened the School's first dedicated science building and so it seems most fitting for my family to contribute to the new Science Centre, specifically by commissioning the sculpture, brilliantly conceived by Matthew Lane Sanderson and matching in every way Felicity Lusk's exciting vision for the building."

Matthew's design was chosen from 63 applications. 63 is an auspicious number for the School which was endowed by John Roysse in 1563 on his 63rd birthday and he intended the school to have 63 free scholars in a schoolroom that was 63 ft long. Current pupils from the school will be involved in the creation of the sculpture in workshops run by the sculptor.



Learning Centre officially open!

The new Junior School Learning Centre extension at The King's School, Chester, has been formally opened.

The event welcomed invited guests and governors, parents, staff and pupils. The pupils released 250 balloons. Author of award-winning series Horrible Science and guest of honour Nick Arnold, officially opened the new Learning Centre and cut the ribbon to mark this momentous event. Nick spent the day in the Junior School leading workshops with pupils.

The £1.5m building has added additional facilities for the Junior School which has seen increasing pupil numbers in recent years. The new Learning Centre has become the heart of King's redesigned Junior School and features a science laboratory, a design technology workshop, art studio, a learning support room, new library, new reception area and an outdoor classroom.

Headmaster, Chris Ramsey, commented, "I am delighted that this building project, which has seen much hard work behind the scenes in planning and designing the new centre, has finally come to fruition. It will add a new dimension to learning for pupils with the chance for even more exciting challenges and to enhance their learning experience".

From L-R: Nick Arnold, Headmaster Chris Ramsey, Head of Junior School Simon Malone and pupil Toby Ellis

Headmistress addresses MPs in Whitehall

The Headmistress of LVS Ascot Senior School, Berkshire, addressed an audience of MPs in London as a speaker at the Westminster Education Forum.



Christine Cunniffe was invited to provide a voice from within education to many of the forum's patrons, who include the Rt Hon Kenneth Clarke, Chris Grayling, Andy Burnham, Lord Baker and David Blunkett. She presented her experiences and vision regarding raising the standard of education provision for 14 – 19 year olds. Other speakers on the subject included Professor Jeremy Higham from the University of Leeds and Brenda Yearsley, UK School and Education Development Manager at Siemens.

Christine spoke about the work LVS Ascot does with Thomas Education. She was attracted to their product after seeing them at

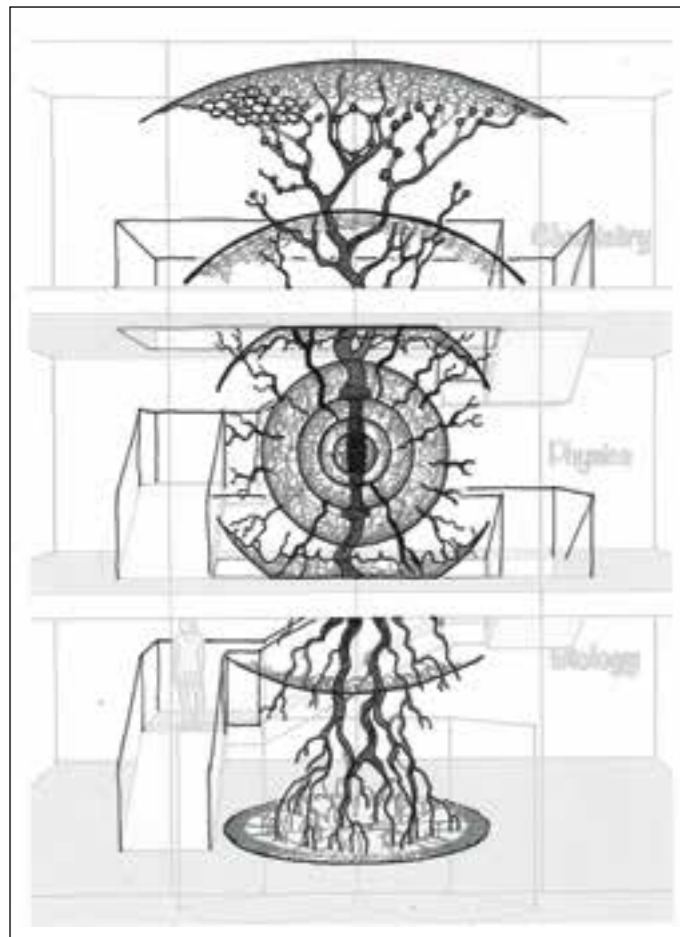
the Society of Heads conference. LVS Ascot had stopped using their previous careers service because it was very expensive, quite vague in the feedback it gave and the catch-up interviews were reported not to be too inspiring. The Thomas Education PPA test (DISC profile) provided a very straight forward and simple means of identifying student characteristics and how they react to their environment. Thomas Education had many examples of how this information had helped improve behavioural and academic issues in other schools. LVS Ascot current Year 11s took the test during their Sixth Form experience week in the summer term of Year 10. 18 members of staff were trained to

deliver feedback which although costly initially, proves a cost effective means of providing a good service at an affordable price to parents. Students were surveyed following the feedback. There were many examples of how students have acted on this feedback including modifying their behaviour and improving friendships, and taking risks with creativity enhancing academic achievement. The programme has been so successful a small sample of Year 11 will undertake the Emotional Intelligence test in April and LVS Ascot are training staff to deliver this at the start of next term.

The Westminster Education Forum is an influential, impartial and cross-

party forum which organises senior-level seminars on public policy, and is structured to provide policymakers and implementers with a sense of the way different stakeholder perspectives inter-relate.

Mrs Cunniffe said: "It was a great honour to be invited not just to be part of this forum, but also to speak and share our beliefs here at LVS Ascot. It is testimony to our own progressive policies and strategies that the invitation was received, and one which I was delighted to accept. The forum is crucial in driving education policy forward as it provides a cohesive approach and gives stakeholders the opportunity to engage with policymakers".



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Teaching the whole child? Obviously!

There's nothing worse than stating the obvious and then pretending something's a lot more deep and meaningful than it really is, in a bid to coin an 'over-used' pointless phrase and score a few brownie points, writes Ben Evans, Headmaster at Edge Grove School, Hertfordshire.

Teaching the whole child? Let's hope so; after all it's not as though we aim to teach an arm, leg or just from the shoulders up.

Unfortunately, like many before it, 'teaching the whole child' (or my other personal favourite, 'holistic') has become an over-used, meaningless phrase across the education sector. One has to question, what do any of these terms actually mean? As educators, it goes without saying that we should be teaching a broad and engaging curriculum that encompasses a full spectrum of academic work, sport, art, music, drama and social skills. We don't need a special 'phrase' to tell us that.

Actions speak louder than phrases

But like many other sectors we like to follow the 'Pied Piper' and pay lip service to these phrases regardless. It sounds good, like we're offering something rather complex and cutting-edge. The truth is any good school will be doing the same thing in terms of providing a full and engaging curriculum. But it's also true that many schools simply use this phrase to attract parents (even though they continue to allow 11+ exams and Common Entrance to dictate their curriculum, teaching and learning ethos) i.e. using instruction and retention to allow pupils to achieve success in exams by simply regurgitating what they have been told and have managed to retain in their short term memories.

The whole concept starts from valuing prep-school education for education's sake, rather than viewing it as a stepping stone to the senior school of choice. Prep schools are responsible for the formative years of a child's education. They are laying the foundations for future academic success and ensuring children acquire the knowledge and skills necessary to develop a life-long love of learning. But we are also teaching children essential social skills so that they learn how to treat people with kindness, respect and

consideration. We need to help them to develop good manners and the ability to conduct themselves properly in a variety of scenarios. We also want our children to be confident, articulate and well-rounded individuals.

An equal emphasis on all subjects

Instead of latching on to pointless phrases, we should be focusing on what really works; a broad, integrated, balanced curriculum with equal emphasis on the importance of all subjects. We should be following the principles of Professor Claxton's Building Learning Power to ensure we are preparing children for the 21st century with traits such as resilience, the ability to think laterally and independently, to question everything and seek answers.

What we shouldn't be doing is to allow the terminal exams to dictate the curriculum, ethos and pace of teaching. If we slavishly follow a programme of summative assessment which doesn't allow children the freedom to explore, take risks and make mistakes how can we expect to help shape a well-rounded individual who is adequately prepared for the challenges of life?

Discovery, application and communication are essential elements of the curriculum which make teaching and learning creative, active and engaging. If children can talk articulately and with confidence about their understanding having followed an exciting and engaging process, they have learned in the best way and very differently to simply memorising and regurgitating information.

Realigning what's important

We must also ensure that curriculum subjects aren't divided into 'academic equals important' and 'non-academic equals less important' categories. All subjects must have parallel importance if we are to deliver a truly rounded

curriculum that develops the child completely. For example, the skills of communication, listening, team work and creativity developed in drama, music and sport are transferable to maths and English.

If schools include a full programme of extra-curricular activities to develop risk taking, independence, courage and spirit of adventure, then they will be well on track to making a real change to teaching children in a more complete way (and not a cliché phrase in sight). But we mustn't forget the other attributes that make up a person too; ensuring good table manners is important, as are good social skills, the ability to hold a conversation, look someone in the eye and have something worthwhile to say.

One has to question, how much sport, music, art, technology and drama do the children actually do? What is in place for them to develop socially and become more responsible and mature? How are we helping them to question their learning and be excited by genuine open-ended and non-curriculum related challenges?

Walk away from the 'herd'

Of course, things are seldom black and white and there will be schools out there who genuinely believe they are doing the right thing with their 'teaching the whole child' approach. Of course, they'll probably be focused on their pupils scoring highly in exams, VR and CAT tests but can the pupils think on their feet? Can they cope with disappointment or getting things wrong sometimes? Are they resilient, independent and questioning? Do they really get genuine opportunities in drama, to make lots of noise during music and to create messy 'big art' for instance?

If schools really want to make changes and help to shape well-rounded individuals they need to walk away, rather than follow the herd. Examine their curriculum, ask whether it does have inbuilt creativity. Does it support children in becoming confident and



articulate (and more importantly, can this be properly evidenced?). Can you test their growing resilience and their independence? Do they get muddy and enjoy exploring the outdoors, are they afraid of making a mistake or are they encouraged to have a go, get things wrong and learn from them?

Making the right changes

Schools need to make changes if they are going to 'walk the walk' of providing a more complete education. Making sure that outdoor learning is firmly embedded (not just an add-on) is important, PSHE, circle time, peer reading and vertical mentoring all help to ensure that children develop socially. Having positions of responsibility such as head boy/girl, prefects, house captains, eco-warriors, pupil council reps and charity committees inculcate a sense of responsibility, leadership and maturity.

The great thing about inclusive sport, music and drama is that there is an expectation that all participate. A 'no put down' zone should extend to every classroom encouraging everyone to have a go, take a risk and learn from mistakes.

Prove it or lose it

In summary, it's easy to sit back and repeat the mantra 'we educate the whole child' but I would ask schools to lose the phrase and instead prove it. Provide real evidence of a full, rounded and all-encompassing education. Give evidence of growing resilience from year three to year seven. Prove that they don't allow the exam system to dictate their teaching methods (past paper after past paper) and that their broad and engaging curriculum naturally prepares children for exams. Can you see evidence that your pupils are acquiring the skills necessary to live in the 21st Century?

If you can prove all of this, you're clearly teaching more than just an arm or a leg.

Of form and function

If I were an architect – and if I had any patience I might have been – I would be much more interested in structure and design than in bricks and mortar, writes Paul Kilvington. When it comes to websites, as a designer and branding expert, I'm less interested in HTML and CMS than I am in positioning, values and messages.

Don't get me wrong, without a brilliant CMS, a fully responsive build and intuitive navigation, a site would soon collapse. But I would argue that really understanding who you are and what your target audience actually wants is even more important. However effectively you communicate, if the message lacks focus and clarity, you will not get your points across.

Have you ever noticed how similar most school websites look? This is even more apparent across many new responsive sites that are optimised to specific sizes and formats. With a myriad of mobile devices to accommodate, it's no wonder functionality dictates the approach. It's exactly the same reason why most everyday

cars today all look very similar. Yes, they're all very efficient and easy to maintain, but, with few exceptions, pretty dull and boring.

Every school is unique. Many school prospectuses and other marketing material now reflect that very effectively. And so should your website. Creativity is key.

Creativity informed by a clear brand strategy and unimpaired by formulaic thinking and templates. A designer and developer working hand in hand will deliver in the same way as an architect and builder.

In design terms your site should be distinctive and engaging, effectively portraying your brand values in a compelling way. It should build trust with your audience and guide them through your site, providing a reassuring experience. A strong brand changes customer perceptions. Putting your brand at the heart of your site will set your school apart and help your prospects make an informed decision.



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Mr. Neal Bailey is Headmaster of Mowden Hall School, Northumberland, having succeeded Ben Beardmore-Grays who is now head at Moultsford School, Oxfordshire.

Neal Bailey was previously the Headmaster of the Château de Sauveterre, a French school owned by the Cothill Educational Trust, which hosts the Year 7 children from Mowden Hall for a term each

year. Having been at Sauveterre for the past three years, Neal has formed close links with Mowden and is known by many of the children, parents and staff. Neal and his wife Nici, also a qualified teacher, have joined the school with their two young children, who are enjoying being a part of the Pre-Prep department. Neal was educated at Cothill, Eton and Newcastle-upon-Tyne University and teaches French and Maths as well as being keen on soccer, running and tennis.



Mr Ceri Jones has been appointed Headmaster of Caterham School with effect from September. He will replace Mr Julian Thomas who will depart for Wellington College.

Mr Jones is currently Second Master at Tonbridge School, one of the leading boys' independent day and boarding schools. He is a former Head of History at Caterham School and returns to Caterham after ten years at Tonbridge School.

Mr Jones read History at Fitzwilliam College, Cambridge and is currently completing an MEd in Educational Leadership.

Mr Jones married Kay Moxon and they have two daughters.

His role at Tonbridge encompassed the day to day running of the school and deputising for the Headmaster. In 2013 he was seconded as Executive Principal to The Marsh Academy in New Romney, which is a maintained academy that Tonbridge School co-sponsors.

In 2012, in collaboration with The Sutton Trust, Fitzwilliam College, Cambridge and a number of independent schools in Kent he launched an access programme for disadvantaged but academically bright Year 9 students from non-selective maintained academies in Kent. The objective is to encourage these students to aspire to and apply to high ranking universities.

Mr Jones is married to Kay Moxon and they have two daughters.



The governing body for King Alfred School, London, has appointed Robert Lobatto as its new Head from September 2015. Robert is currently Head of Barnhill Community High in Hayes; Executive Head of The Barnhill Partnership Trust; Chair of Hillingdon School's Forum and began his career teaching History at East Barnet School.

Robert Lobatto's teaching experience and 8-year Headship have been gained within inner-city London comprehensives, where he has led staff through periods of significant transformation.

The progressive principles of education have been central to this transformation; a philosophy which Robert values highly and one which is the foundation of King Alfred School. Robert also firmly believes in having a broad and holistic view of success, not simply an exam driven system. Commenting on his appointment, Robert said:

Dawn Moore has confirmed that this will be her last academic year as Head of The King Alfred School. Dawn leaves in August 2015 following a 30-year teaching career at the school, with 13 years as Head. She is leaving to further her interest in the mental well-being of children and adolescents and plans to work within this field on a more national scale.



Sheffield High School deputy head Mrs Nina Gunson has been appointed as Head Teacher of Wakefield Girls' High School, Senior School.

Mrs Gunson has been at Sheffield High School for over four years. She was previously Assistant

Head at Buttershaw Business and Enterprise College. Prior to that, she began her teaching career at Bradford Girls' Grammar School. Nina said "I am so excited to be taking on this new challenge; not only the opportunity to lead my own school, but the school where I was a pupil and which played such a big part in shaping me into the person I am today."



Dorothy MacGinty takes up the role of Principal at Kilgraston, Perthshire, from Easter.

She returns to Scotland from Hertfordshire, where she has been Headmistress of St. Francis' College since 2009.

Mrs MacGinty has served as a Head of Biology, Head of Games, Boarding Housemistress and Deputy Head at various schools, and also chairs the Girls' School Association's Professional Development Committee, where she influences girls' education at a national level. Mrs Carol Ann Lund, Kilgraston's Acting Principal, will return to her role as Deputy Head.



The Abbot of Worth and the Chairman of Governors of Worth School, Sussex, have announced the appointment of Mr Stuart McPherson as the Head Master of Worth School from September. He succeeds Mr Gino Carminati who is retiring after eight years.

Mr McPherson is currently House Master of Penn House at Eton College and teacher of English. He took his Bachelor's degree

at the University of Western Australia before completing an MA in Literature and Religion at Newcastle University. Mr McPherson taught at Sydney Grammar School from 1990-2000 and has been at Eton since 2000. He is married to Johnneen, who is the Director of Studies at St Mary's Ascot, and they have four children aged between 14 and 21. Mr McPherson will be the seventh Head Master of Worth School, and the third lay Head Master in the School's 55-year history.

'I hear all the time that Head teachers do not want to be associated with Special Needs'

Short sighted or blinkered?

Can you believe there are schools out there that will turn down £100,000 a year income, asks Mrs Lesley Farrar, the Administrator of CReSTeD.

Parents make many decisions everyday, one of the most difficult and time consuming is choosing a school for their child. As Education Professionals we all know this.

So why is it that schools ignore the small problem of Specific Learning Difficulties? We all know they exist, even the lowest estimates suggest 5% of the population are dyslexic, with many putting the estimate far higher, and let's not forget dyscalculia, dyspraxia...

However, we should remember that children with one or more SpLD's aren't aliens, they are the brothers and sisters of children who do not have an SpLD. If you want to bring in all the siblings from a family ignoring SpLD's can cost your school income.

As the Administrator for CReSTeD (the Council for the Registration of Schools Teaching Dyslexic pupils) by far the most common question I am asked by parents is: Can you recommend a school suitable for both/all of my children?

When does 3-1 = 0?

This prompted me to do a little research and I discovered the ONS statistics from the 2011 Household Census, specifically "Cohort Fertility, England and Wales, 2010" and discovered:

Of women born in 1965

- The average number of children in families is 1.91 children
 - 20% of women remain childless
 - 13% of women have 1 child
 - 38% of women have 2 children
 - 19% of women have 3 children
 - 10% of women have 4 or more children
- Thus: of those women who have had children,
- 83.75% are looking for or have looked for a school for more than one child.
 - 36.25 are or have looked for a school for 3 or more children

TV spin-off for charity



On the photo left to right are student Alicia Fothergill, student Annie McCandless, Viscountess Scarsdale, Paul Barrett, head teacher Denise Gould.

Three charities are set to benefit from a fund-raising event held at Derby High School which was inspired by TV show Downton Abbey. Annie McCandless, 17, came up with the idea for 'An Evening at Downton' in her role as charity prefect at the school. More than 50 guests wore evening dress and enjoyed drinks, canapés and

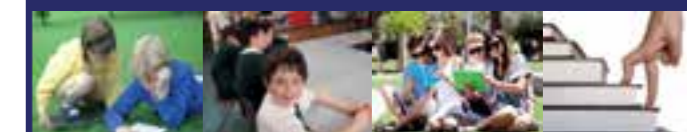
a two-course meal and enjoyed entertainment which included music and a performance by singer Emily Cox. The guest of honour at the event was Viscountess Scarsdale who gave an after dinner talk. Money raised will be shared between Prince Harry's charity Sentebale, the Kariandusi Trust and Retrak Ethiopia.

Why is this important?

Parents want the best for all their children, whether they be gifted musicians, highly intelligent or just plain fun loving. They do not want the one child with an SpLD to feel singled out and, just as importantly, they do not want that child's education to suffer.

I have to confess I am biased: my working life revolves around helping parents to find a school for a dyslexic child. However, it seems simple to me, any school ignoring dyslexia is ignoring a huge section of the population. It isn't only the child with dyslexia they are potentially missing but their brothers and sisters too.

I hear all the time that Head teachers do not want to be associated with Special Needs; equally parents tell me they don't want a Special School environment for their child. What we can all agree on, is that both parents and schools need to offer all of our children the support they need. Of course Specific Learning Difficulties can be severe, we need schools with extra facilities to offer the support in those circumstances, but for the vast majority of children they need only a little extra support, often just a few hours a week. No-one can tell me that our independent school network can not cope with that. All CReSTeD asks is that when it comes to SpLD you use our criteria as a framework and then register with us, so that parents can find the right school for not just one child but all of their children.



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Learning through technological innovations: **The iPad**

First the video machine... then the DVD player ...then the interactive whiteboard – did these technological innovations improve teaching and learning? Any lessons for the introduction of iPads?

Richard Brown, head of Dorset House School, Sussex, discusses...

There were some teachers who enhanced the learning experience of their pupils by using these 'tools' effectively and there were others who just turned the video on and let the pupils watch whilst they got on with some marking! Have these innovations made a difference to exam grades? Are we just trying to 'keep up with the joneses'? Have they made a difference to the learning experience in the classroom?

We have now moved on to the next stage where tablets, predominantly iPads, are the latest technological innovation to be introduced into schools. It is important, however, that schools are very careful about how they introduce this technology into their classrooms; I have seen too many schools with iPads and tablets lying unused in the back on the classroom with teachers unwilling to embrace this technology in their lessons.

At Dorset House, I was really keen to explore the benefits of the iPad before we spent any of our limited IT budget. I was also clear about the process that I would follow to ensure a sensible and effective roll out of this technology:

- Visit other schools that use this technology – iPads vs chrome books vs other tablets. Senior schools and prep schools may

have different requirements and needs.

- Buy staff a variety of tablets that they can play with and ask them to research and feedback. This is important as you want staff to be excited by this project. Send key staff on relevant courses and then they can cascade back to everyone upon their return.
- Investigate what infrastructure you will need to incorporate iPads into the school e.g. Wi-Fi systems (which ones?), Upload and download speeds (dependent on where the school is located) etc.
- Make a decision on whether you want a 'bring your own device' (BYOD), purchase sets of 20 to be signed out by staff, or pupils purchase a particular tablet (at what age?). Be careful not to forget the parents in this process especially if they have to purchase the iPads – you will need to communicate the benefits of this technology.
- Once you have made a decision for the school – think about security, damage prevention, insurance etc.
- The final stage is ensuring that the iPads are used in the classroom and that parents have a chance to see them in action. Use Inset days for further CPD for staff, share best practise and be excited by this new technology

We have now had our first term of using iPads in the classroom and it has proved a real success. I feel that the pupils are experiencing a new and exciting learning environment and that progress is being made. The staff have continued to explore lots of different 'apps' for their subjects – some of the ones that we have explored and found useful: Revision App – the ultimate revision tool, Ted, TapQuiz Maps, Wordflex Touch Dictionary, Memrise, CoachMyVideo, Socrative, Lino and Padlet, Sketchbook Pro.

Finally, I would suggest that anyone that is interested in using this technology in the classroom should read, 'Learning in a Digitalized Age – plugged in, turned on, totally engaged?' (edited by Lawrence Burke 2014). There are a variety of topics that are considered in this book ranging from 'blended learning', 'iPad therefore ilearn', 'key challenges in BYOD teaching and learning', 'the future is now, the future is flat', 'overuse on child sensory development' and 'accessible technologies for students with learning difficulties'. Overall, at Dorset House, we have embraced this technology as a 'tool' for teaching and learning but not a replacement.

Think before you post!

New large-scale research about safe internet use by education charity Tablets for Schools shows UK teenage and primary school children warning their peers to "avoid dodgy apps", "keep it real" and "think before you post". The Jan/Feb 2015 survey asked 7,443 pupils about their typical internet behaviour, the impact of school tablet use on their choices, internet privacy knowledge and, in a sub-sample of 5,410 children, their most pressing online safety advice to fellow home and school surfers.

Against a backdrop of half of secondary pupils and over a quarter of primary pupils admitting they have communicated with people they don't know when using social media, our young tech generation has firm views about using the internet safely. In response to the open question 'what advice would you give to other people

your age about keeping safe online?', the survey received often detailed responses from over 4,700 secondary school pupils aged 11-18 and 700 primary school pupils aged 7-11. Among the Top 10 tips for fellow surfers they advise peers to be realistic about possible internet addiction and to treat others "as you would offline".

When asked about the impact of regular tablet use at school on typical surfing behaviour, on knowledge about privacy and on reactions to upsetting online behaviour or discoveries, the wider research showed clear benefits, both in behaviour and awareness. Using a one-to-one tablet at school as well as home increases by 8% the likelihood of secondary pupils telling somebody about online material or behaviour that has concerned, upset or frightened them.



Global coding win

A group of Chester schoolgirls has triumphed over international competitors in a recent computer programming competition.

A number of girls studying computing at The Queen's School entered the Grok Learning Computer Science Challenge competition in the autumn.

For a number of weeks they undertook 32 increasingly complex tasks to test their skills and knowledge of the Python coding programme as well as their problem-solving abilities.

After leading the way for much of the competition against groups of pupils from as far afield as Australia and Hong Kong, five girls eventually all finished joint first.

The Queen's School's Head of Computing Damian McKeown said: "These sorts of competitions are a fantastic way for us to gauge our pupils' ability from an international perspective – which is ultimately who they will be competing with for those top university placements and jobs. I am obviously therefore very pleased with this result!"

Winners!

Sheffield High IT staff and students came back as winners from the GDST (Girls' Day School Trust) Digital Leaders Conference.

Six students (from KS2 – KS5) & three staff took part in a day of challenge, creativity and collaboration at South Hampstead School, London. The brief was to develop an idea for a new digital technology product or service.

Their idea was for a dream pillow to capture dreams, allow them to be watched back, shared with friends through social media or even have analysed by psychologists!

They have won a prize of a two day staff and student journalism workshop with Discovery Education in London.

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Embracing technology and iPads ~ conference for teachers

Members of the Science Department at Bolton School Boys' Division were delighted to welcome teaching colleagues from across the North to an E-Learning Conference for the North East and North West Standing Committee for Science (NENWSCS). Teachers at Bolton School shared their experience and wisdom as they spoke about how the Science Department has embraced technology and iPad use by all students.

Headmaster Mr Philip Britton, himself a Physics teacher, opened the conference by explaining how Bolton School had come to adopt mobile technology and e-learning. He reminded the audience that there is a difference between trendiness and trends and that, in his view, "e-learning will happen". Having contemplated it for a while, it was whilst sat on a rock in the North Yorkshire Moors during the Easter vacation of 2011, he decided it was something that the school simply must do. Having secured Governing Body sign-off a year later, iPads were then gradually deployed to all pupils from the Infant School to the Sixth Form. Now they are an integral part of learning for over 2,000 pupils throughout the campus.

The Head said one of BECTA's maxims had been to ask "what learning can be achieved that is impossible or very difficult to do

time and there is a cost to bear! However, many of the concerns that had worried people pre-roll out had proven unfounded, including children playing computer games and never exercising, disruption to households and the "social media beast".

Technology and apps are merely tools for learning, the Headmaster explained. Notability is the modern day equivalent of a jotter and file, iTunes U is the former textbook and handout, Showbie is the pigeonhole and One Drive, the locker. He highlighted other key apps that have helped teachers make a difference, including Socrative, Educreations and Explain Everything.

There followed further presentations and workshops from Science teachers who shared their first-hand experience of e-learning and offered lots of practical tips. Students also

teachers running workshops and talks throughout the conference also considered alternative devices; they showed attendees other apps which work on android devices as well, proving that these techniques and methods of working can be transferred across for use on all tablets.

The focus throughout the day was on how technology can enhance the experience of pupils.

Dr Kristy Turner spoke about "flipping classrooms" with 14-16 year olds, explaining how this inverts the traditional classroom, so that note taking and extensive teacher talk is removed from the classroom and is replaced by note taking by students pre- and post-lesson. Pupils can then enjoy more time in class focusing on experiments and practical activities, whilst filming and making notes at home, which help consolidate their learning. These short films can then be referenced during revision periods. Often the School will make the video and pupils write the notes on the video. Dr Turner, who also works at the University of Manchester, said it had been a hugely positive experience and felt that the note making at home involves more effort on the part of the student than merely taking notes in class.

Mr Teasdale shared his knowledge on how best to use iPads to enhance self-supported learning. He explained how to create courses and upload them using iTunes U and two powerful apps - Explain Everything and Educreations. He said that iPads encourage students to think creatively about ways of demonstrating their knowledge, including through text, hand annotations, videos, images and multiple slides. He encouraged the group to think about the ways in which they could see iPads being

used in their classroom. He also spoke about iBooks where you can zoom in on an image, watch a movie or animation, find something interesting and highlight it, add a note to the text, find out what the "study" function offers, browse the iTunes store and find a book that may be useful. The posting of lessons on iTunes means pupils can catch up on missed work, it allows for differentiation as well as additional and extension work.

Miss Crowther spoke about the apps that she found most useful. For her, the OneDrive app is the best way of transferring files to your iPad. DropBox she found good for transferring files and she told how some staff have set up shared folders with students or members of their department to share resources. She currently accesses individual files through WebDav but the School will shortly move to Cloud Storage. She demonstrated the Showbie app, which allows teachers to directly write on students' work when marking or through using text boxes. Larger items such as Chemistry revision material can be made public or private via iTunes U. The one app that she "could not live without" is iDoceo - a great organiser and mark book. Many teachers, she said, found Keynote was a good app for delivering presentations. Notability allows students to work on worksheets (PDFs work best) and then to send their work back to the teacher.

Dr Kristy Turner offered a practical workshop showing how tablet technology can be used in Chemistry. Utilising the tablet camera and the RGB camera app she conducted research in colorimetry. She explained how the tablet app offers a viable alternative to buying a colorimeter for the department, which can cost around £100.

talked about their experience and much of their work was showcased to the audience.

The E-Learning Conference was organised by Mr Mark Ormerod, Head of Physics in the Boys' Division, who had arranged for each delegate to be given an iPad for the day so that they could use the technology first hand. However,



with another device?" and he said this was something that teachers at the School are still very mindful of. Whilst Mr Britton felt the introduction of e-learning had been an enormous success, he did point out that there would be hurdles to overcome, the first of which is to ensure that the School's Wireless system works - this can take

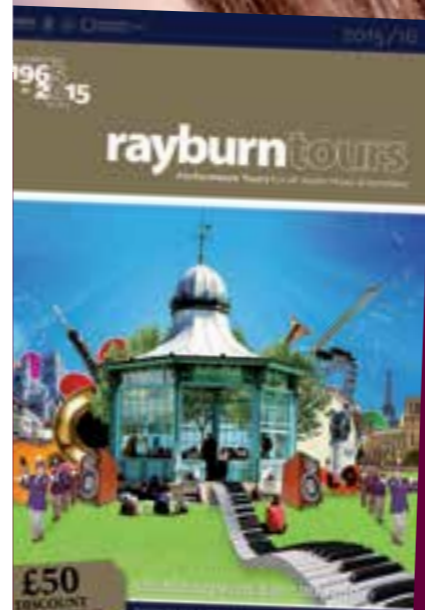


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Profile

In conversation with Heather Hanbury

Heather Hanbury has been Head of Lady Eleanor Holles School, Middlesex, since last September. She was previously Head at Wimbledon High School.



Born: 1960

Married: Roland, no children

Schools and University Attended:

Princess Gardens School, Finaghy
Edinburgh University

Wolfson College, Cambridge

Institute of Education,
London University

First job: 1986, Planning,
Research and Systems

First management job:
1991, Senior consultant, Touche
Ross Management Consultants,

First job in education: 1996,
Geography Teacher, Blackheath
High School GDST

Appointed to current job: 2014

Favourite piece of music: I find
it impossible to select from a
long list which includes Mozart's
Clarinet Concerto, 'Fly me to the
Moon' sung by Frank Sinatra, and
'Bohemian Rhapsody' by Queen.

Favourite food:
Potatoes – so versatile!

Favourite drink:
Fresh orange juice (can't start my
day without one)

Favourite holiday destination: I've
never been to the same place twice,
but my favourite holiday activity is
going on safari

Favourite leisure pastime:
Playing bridge

**Favourite TV or radio programme/
series:** 'The Hour' is the best series
I've seen in a long time, and I am
currently enjoying 'Fortitude'

Suggested epitaph:
She made us laugh

Q You entered teaching in your thirties, having previously worked in management consultancy and voluntary-sector fund raising. Who, or what, inspired you to join the teaching profession?

A I left school and university convinced that I certainly did not wish to become a teacher. In 1995 I was equally convinced that I didn't want to continue in business: I was seeking a career which would give me enjoyment and satisfaction; something to which I could commit years of energy and enthusiasm. An old friend, herself a teacher, convinced me that teaching would tick all those boxes and be hugely rewarding. And she was right!

Q Part of your time in management consultancy involved travelling to Japan on behalf of EU trade negotiations. This must have given you a fascinating insight into how global business is conducted. How can schools best prepare their pupils for the challenges and realities of the commercial world?

A Global business has changed a lot since the early 1990s, when I worked for the EU. I wouldn't dare to imagine what it will be like 10, 20, 30 years from now. However, there are two really valuable things we can instil in our young people to help prepare them for any future career:

Flexibility: grab opportunities as they arise; don't imagine that your first job will define your career forever. Every job you take will enable you to learn more and develop your skills in different directions, don't close doors on yourself, keep on learning.

Resilience: things don't always work out as you hope but this won't matter as long as you take disappointment on the chin and don't give up. Schools can do a great deal to reduce fear of failure and thus build resilience, along with confidence and determination.

Q Lady Eleanor Holles established the school for girls which bears her name in 1710, in the heart of London. Over the next century, pioneering teachers at LEHS helped transform the education of young women. In what ways are you innovating still?

A Innovation goes beyond the traditional activities of teaching and learning in a school. What is it that makes coming into school every day a rewarding, stimulating and enjoyable experience for everyone: students, teachers and support staff alike? This means reviewing all aspects of LEH's day-to-day activities. No school succeeds by continuing to do the same thing, even when this 'thing' is very successful.

We have just begun a major strategic planning review by asking the girls and the staff what they think will improve LEH yet further. Their ideas will feed into all our decision-making over the next few years, and I think this in itself is innovative.

On the curriculum front, and in common with all schools, we are also considering the range of languages we offer, how to shift from ICT to computing, and how to develop further our delivery of STEM subjects.

Q The original LEHS charitable foundation now owns the buildings and land from which the school operates, and LEHS itself runs as a charitable company limited by guarantee. What benefits have such a move delivered? What have you made of the renewed charitable-status debate prompted by the recent suggestion from Labour's Tristram Hunt that business rate relief be removed from charitable independent schools unless they fulfil certain criteria for supporting state sector schools?

A LEH has strong links with its neighbouring schools, most of which are in the maintained sector, through an Independent State School Partnership (ISSP). These links thrive because they benefit all parties; this type of mutually supportive link is more valuable and long-lasting than anything enforced from above. We come up with our own ideas for working together to support students and staff across all the schools. Last term we hosted a Model United Nations Conference to introduce all the schools in our local ISSP to the MUN concept. Over many years we have run joint exam revision courses, music competitions, sports activities and CCF, to name but a few activities.

Q Given that parental recommendation is the most powerful marketing tool of all, how can schools keep their ear to the

ground for any hints of parental dissatisfaction and counteract it before it runs rampant? It seems that reliance on the traditional melee of Parents' Evenings is waning.

A It is important to be open to parental comment and to listen to concerns or complaints with an open mind. It is human nature to resist anyone who criticises you or your school, but I try very hard to bite my tongue and listen carefully: even if I don't agree entirely, they may be making a point which it would be wise to notice. It is also important that parents realise that, just because I listen, doesn't mean I will do (or will be able to do) what they have asked, and this in itself can be a cause of dissatisfaction.

Q Increased incidence of eating disorders and other mental health issues amongst pupils are presenting new demands on school staff. Some schools now employ dedicated counsellors to spot and address such issues before they become serious problems. How is the LEHS pastoral team responding to these challenges?

A We have a school counsellor at LEH, and a school nurse, as well as a strong, many-layered pastoral team. We all rely on girls, parents and each other to notice things. I have in the past worked with senior colleagues to develop extremely strong pastoral processes which supported the girls extremely well at times of stress. Where LEH's processes can be strengthened, they will be.

At the heart of all of this is trust. Girls must trust their teachers to do the right thing: to tell the right people, take the right action and really make a difference to help them or their friend. Parents must trust the school if it ever expresses concerns about their child: I would rather offend or upset parents and be proved wrong, than fear speaking to them in the first place and thus fail to support their child.

Q Staying on a pastoral theme, Lucy Emmerson, Coordinator of the Sex Education Forum recently said that "new research shows just how widespread experiences of relationship abuse are for young people and the disproportionate impact on girls and young women. We know that many

young people leave school without having learnt about consent or discussing what is 'good' or 'bad' in a relationship". Should Sex and Relationships Education be made compulsory in UK schools as some have suggested? How can schools measure the success or otherwise of their current programmes?

A This gives me grave cause for concern and we need to make sure that Sex and Relationships Education keeps up-to-date with issues which face today's teenagers. SRE should be compulsory, but it must also be good and well-delivered, and with a focus on relationships more than on sex. After all, ideally we would have the relationship first. If we focus on respect and equality, and on the importance of each of these at the heart of a relationship, then there is less chance of either party forcing their will on the other.

Q LEHS girls are encouraged to 'become women of integrity and responsible members of society'. In a media-dominated world where vulgarity, selfishness, and rudeness thrive and being a 'celebrity' seems so alluring, how do you go about this encouragement without appearing out-of-date?

A 'Twas ever thus in the world of education! I refer back to my earlier answer on preparing students for the world of global commerce and business and add a third idea: appropriate pride in real achievement. We are always keen to congratulate and reward those in school who have achieved success across as wide a variety of endeavour as we can. Ensuring that our congratulations are always and entirely well-deserved will at least model good behaviour. The role of assembly in today's schools is just as important as it ever was.

And I would remind readers (if they needed reminding!) that it is NOT the role of education to solve all the problems of the world.

Q Heads are expected to be team leaders, marketeers, HR managers, public ambassadors for the independent sector...the list goes on and on. Do the basic essentials of teaching and learning tend to get squeezed out? Do you still find time to teach your subject Geography?

A The things you list here are very important aspects of a Head's job and cannot be ignored or, in most instances, delegated to others. So, to avoid the essentials getting squeezed out, I surround myself with senior colleagues whose job it is to keep their eye very firmly in these areas, and to keep me informed.

I teach all the Year 7 classes for half a term each. I chose Year 7 because it is important that I get a chance to get to know the girls as they arrive, and that they get to know me – and also because this is where I think I will do least damage!

Q Much debate of late about the changes to GCSEs and A-levels, and the scrapping of AS levels. Have you found the resulting uncertainties have unsettled your girls and staff? Do you anticipate a greater desire for qualifications outside government influence?

A I have been working hard with LEH senior and middle managers to prevent anyone feeling unsettled by these changes, and certainly it should not worry parents and students. We are making detailed plans for next year and beyond, and students and parents can trust us to ensure that the teaching and learning, and the exam preparation, will continue at its current high standard. Change is something which all schools and all teachers are used to, and we are skilled at managing this, however irritating it may all be!

Rather than seeing an increase in qualifications which are outside government influence, I would like to see a decrease in qualifications altogether. How much more interesting life and work in school would be if we could focus on learning, and enjoyment of learning, for four or five years before having to resort to a utilitarian focus on exam results.

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 Visibility, visibility, visibility.



Les Miserables stuns audiences



Superstars

A cast of more than 50 pupils from Dauntsey's School, Wiltshire, has successfully staged "Jesus Christ Superstar", arguably the most famous rock opera of all time. With lyrics by Tim Rice and music by Andrew Lloyd Webber, this groundbreaking, seminal production follows the story of the last seven days in the life of Jesus of Nazareth through the eyes of Judas Iscariot.

Over five nights, an energetic and dedicated group of pupils from Year Four to Year Ten presented an intense, gritty and convincing interpretation of this challenging musical. The contemporary setting and imaginative staging 'in the round' created an up-close and personal experience, immersing

the audience in the action and the anguish of the characters.

Behind the scenes, the cast was supported by the School's symphony orchestra, rock band and back-stage crew with 47 more pupils making an essential contribution to the success of the show.

Rikki Jackson, Director of Drama at Dauntsey's School said: "Our production of 'Jesus Christ Superstar' was one of the highlights of the year. The students thoroughly engaged with the less than traditional staging of the show and it was a testament to all that audiences were moved and impressed by what they saw each night."

On the razzle

Kent College Pembury was transported from a cold English winter, to summer in Vienna at the start of the 20th century. With specially designed sets, the most elaborate the school has seen for many years, beautiful Edwardian costumes and a cast of over actresses, this production

of Tom Stoppard's On The Razzle farce had all the wit and panache to banish the winter blues.

The plot revolves around the chase of two naughty grocer's assistants who, following their master's binge with a new mistress, escape to Vienna on a spree. The complexities of Stoppard's script were handled masterfully by the gifted cast who ensured that the audiences were left roaring with laughter.

It was clear that the cast and crew had dedicated a lot of hard work to the production, alongside the direction from Kent College staff. Special recognition and thanks to the school's Head of Drama, Nigel Ashton who designed and sourced the set, as well as producing and directing the show.



Pupils from two Oxfordshire schools - Abingdon and St. Helen's - performed the smash-hit musical Les Miserables over three nights to capacity audiences, receiving wide acclaim and standing ovations each night. Audience members commented on the outstanding talent on show, and the raw emotion with which the company told the highly intense story of Jean Valjean.

The show received incredible feedback - Twitter was buzzing with comments from people in awe of the "West End quality" of the production. Celebrated actor Christopher Biggins tweeted.

"Many Congratulations to everyone, what talent."

Amongst other comments on Twitter -

"Les formidables! Bravissimi"

"Had the privilege of seeing Les Mis at Abingdon last night - absolutely amazing - worthy of a West End production. Tremendous talent."

Members of the audience:

"I was lucky enough to see Les Mis at Abingdon last night. If you can go, do, it was phenomenal."

"Staggeringly brilliant"

"Wow, wow, wow and wow again!"

Team effort

The spring musical and dramatic production of Annie at St Mary's School, Cambridge involved a total of 71 cast members and 56 students backstage, plus 10 students in the band.

Into the breach...

An aspiring young Trent College, Nottinghamshire, musician is proving the old adage if you're good enough you're old enough after stepping into the breach to play the organ at Derby Cathedral after the cathedral's professional Assistant Organist broke his arm.

Trent College Sixth Form and Derby Cathedral Organ Scholar Matthew Gibson, 17, has assumed extra responsibilities as regular organist, Tom Corfield, recovers from his injury.

Matthew found himself preparing music to accompany the choir and congregation at short notice, taking it all in his stride. He also proved an invaluable guide to other organists who helped out, including the cathedral's new Director of Music.

But although Matthew's current role is only temporary, he has grasped the opportunity with both hands and demonstrated his reliability and readiness for such a prominent role in the future.

High note for school choir

In a school where music marks the beginning of every day during morning Chapel, Barnard Castle School, Durham, has been awash with music recently, most notably at St Paul's Cathedral. The School's Chapel and Chamber Choir were thrilled and honoured when they were invited to take Evensong at one of the most prestigious venues in London - and the UK.

There were representatives from throughout the age range at the Prep and Senior School, the youngest pupil being eight years old.

Staff and Students are intertwined in the Choir; rehearsals, practice and development are constant. The forty-eight strong Choir led the regular evening worship in the cathedral for over five hundred people. In addition to the set psalms and responses, the Choir sang a setting of the Magnificat and Nunc Dimittis by Herbert Brewer and an anthem by Joseph Haydn, *Insanae et vanae curae*.

Director of Music, Mr Mark Mawhinney said "Our School Choir are extremely fortunate to regularly perform in notable venues in the North of England including Durham and York Cathedrals, however St Paul's has been the pinnacle. I am delighted for the members of our Choir to have had that opportunity - it is something to treasure for the rest of your life."

During their time in London the Choir also sang Solemn Mass at the church of Our Most Holy Redeemer in Clerkenwell. The choir was accompanied on the organ by Keith Brown, Director of Music at the John Lyon School in Harrow.

The St Paul's event came shortly after an evening's concert at the Gala Theatre in Durham where there were performances from every area of music within the School. There were seventy performers from the Prep School and sixty from the Senior School. There was music from the wind band, string band, brass band and of course singing from the choir.

Barnard Castle Prep School, which is where many of the students acquire their initial interest in music, recently announced the building of its own dedicated Music School. The facilities and focus upon music across both Schools are evolving rapidly.

Headmaster, Mr Alan Stevens said "Barnard Castle School has long had a fine tradition of Choral music, but the Durham and St Paul's events have taken the School to a new level of excellence and we are extremely proud of all of our musicians. The talent that is coming through from the Prep School ensures that our standards will only further improve over the coming years".



Pumping up the musical magic

Young singers from Wisbech Grammar School, Cambridgeshire, preparatory school have helped to swell the sound of a mammoth choir at London's O2 Arena.

Senior pupils at Magdalene House Preparatory School were among 7,000 boys and girls from around the nation performing in one of the largest school choir concerts in the world at Young Voices 2015, and the 36-strong Wisbech choir pitched into an eclectic mix of melodies ranging from The Beatles to Andrew Lloyd Webber.

The annual Young Voices event involves children from across Britain performing in arenas around the country, including London, Birmingham, Manchester and Sheffield, and the Young Voices Foundation aims to inspire a love of music as well as having raised over £1 million for children's charities in the concerts already staged.

The preparatory school's director of music, Marie Cunningham, said the pupils joined in the event because it was a great opportunity to step up on to a bigger stage at one of the United Kingdom's biggest indoor venues.



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Prisoners praise hard-hitting play by pupils

A play about restorative justice devised and performed by three Blundell's School, Devon, pupils at HM Prison Channings Wood was openly praised by prisoners in the audience. The A2 Devised Drama students - Cameron Falinski, Luke Ricketts and Rory Thomas - performed their play 'Crying For You' to an invited audience including 35 prisoners who are currently serving their sentences on The Recovery Community and five prisoners serving life sentences.

Based on a true story, the play was about 14 year old Jacob White who is murdered in a London Park by Michael Stevens, a boy from a rival school. Jacob's grieving father Graham is given the opportunity to meet his son's murderer in prison to try and get some answers to the questions he has. Simon Hughes is the practitioner who facilitates this

Pictured: Restorative justice practitioner and prisoner: the tense moment when practitioner Simon Hughes (played by Rory Thomas) talks to prisoner Michael Stevens (played by Cameron Falinski) about the possibility of meeting the father of his victim.

Boarding comedy

A group of twenty Lower School pupils from Dauntsey's School, Wiltshire, is celebrating a successful production of "Daisy Pulls it Off". Under the direction and leadership of Sixth Former Libby Hollingshead, the School staged three performances of this comedy about life in a 1920s English boarding school. The Lower School boarding house, The Manor, is an impressive Victorian mansion which provided the perfect setting for the play.

Rikki Jackson, Dauntsey's School Director of Drama said, "The standard of performance was very

meeting. The Blundell's students spent many hours researching the subject, looking at past cases and interviewing a prisoner serving a life sentence at HMP Channings Wood, a Category C men's prison near Newton Abbot in Devon.

Amongst the positive comments about the performance was one from a prisoner who said that it had given him a reality check and had motivated him to change his life and to stay on track when he gets out of prison. One of the most important indicators of the impact that the performance had was the number of prisoners who wanted to stay behind to ask more questions, talk to the cast and speak to staff about restorative justice. The project was organised by Blundell's, HMP Channings Wood, EDP Drug and Alcohol Services and Make Amends, a project run by Torbay District Council.

impressive, given the age of the cast and Libby did a wonderful job in directing the production of this very entertaining play. The inspired setting, tremendous lead performances and fast moving action ensured that audiences were treated to a great night of entertainment."



The Wizard of Oz

The Scarborough College, Yorkshire, production of this family show went off with a bang and was just the thing to brighten up a gloomy February evening. The College began with a matinee performance for local schools and were delighted to welcome East Ayton, Seamer and Irton, St Martin's C of E, Wheatcroft, Bempton and Barrowcliff. All the children were provided with a flag for the occasion.



Over seventy students aged 7 to 18 participated, either on or behind the stage and such was the range of talent, some roles were played by different people.

The school production represents the most complex and demanding school event of the Scarborough College calendar involving as it does the good efforts of students, staff and the many parents who make costumes, paint sets and organise refreshments. The performing

arts staff at the College, Bee Galway (director), Sarah Hammond (choreography) were assisted by staff from the English Department and, of course, the Musical Director, Rebecca Leeson and her assistant, Martin Richardson. It is a tribute to everyone that the audience appreciated such an enjoyable and professional show.



Blood Brothers

Girls in the Senior School at Saint Martin's School, West Midlands, have performed Willy Russell's iconic play "Blood Brothers". For three evenings the girls from Years 7 to Upper Sixth captivated the audience with their portrayal of the story of twins separated at birth. The cast put their unique stamp on the play and divided the roles of the main characters, to allow more girls to perform them across all age groups.

The Performing Arts centre at Saint Martin's School was transformed in to a thrust performance space which challenged and stretched the actors and technical crew. This created a dynamic performance space into the auditorium, with the audience on three sides. A quarter of all the Senior School were involved in the

production and many have said it was the best show they have staged so far. They enjoyed exploring the powerful and deep characters of "Blood Brothers" and performing such a gritty British play.

Miss Nicola Edgar, Head of Saint Martin's said "Our talented actors have moved us with their wonderful interpretation of "Blood Brothers" under the direction of our inspirational Head of Drama Mrs Stafford. Well done girls - this play is not an easy one to perform and your portrayal was most credible."

Mrs Jane Parker, Deputy Head said "I was overwhelmed by the absorbing performance. Such impressive characterisation from every one of the cast."

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Boarding bursaries explored



Researchers at the University of Warwick have suggested that less academically able children from disadvantaged circumstances do not benefit from boarding school. Their conclusions were drawn from the study of one new French state boarding school. It would be quite wrong to translate their study to the UK boarding school environment for many reasons, according to Ian Davenport, former head of Blundells School, Devon, and now CEO of the Springboard Foundation which exists to provide bursaries at boarding schools for youngsters from disadvantaged backgrounds...

The UK experience... springboard to success

The SpringBoard Bursary Foundation has now been in existence for two busy and productive years, writes Ian Davenport

The headline news is that from September 2015, over 130 pupils and 40 state and independent boarding schools will be part of the SpringBoard network; this is ahead of our expectations. It has been a very stimulating period indeed for me as CEO. I have travelled the length and breadth of the country and met innumerable impressive and enthusiastic children for whom life, through no fault of their own, has thrown high and often insurmountable barriers before them. Our first cohort of pupils is now preparing for the next stage of their educational career; they have more than made their mark at their boarding schools. The schools, for their part, have been quite brilliant in providing this launch pad.

A key element for us is the programme of training; this year we will draw together representatives from 60 organisations at Christ's Hospital to share experiences and wisdom about boarding opportunities for pupils from disadvantaged backgrounds. Why have we made so much progress? Simply put, because the boarding

schools have been unrelentingly enthusiastic about SpringBoard. The boarding sector faces many difficulties, but the desire to help those, for whom life has dealt a difficult hand, by offering a safe and nurturing environment, unites Heads and governing bodies alike. Since I last wrote about SpringBoard, we have had the results of the objective and independent impact assessment undertaken on our behalf by the highly respected National Foundation for Educational Research (NFER). This piece of research is a longitudinal project and as momentum develops, it will become even more relevant and persuasive. Their first interim report is a powerful affirmation of the work the schools are undertaking. The main elements of their conclusion are:

- The early findings from the impact assessment are overwhelmingly positive; pupils and staff have reported remarkably few negative consequences of pupils moving to boarding schools.
- There are effective working relationships between the partner organisations, original and member schools, pupils and families/carers.
- Providing disadvantaged pupils with a place at a boarding school is leading to the impacts intended for pupils and member schools.
- For pupils, these include (amongst

others) an improved academic experience, broadened horizons and aspirations, and greater confidence and resilience.

• There are promising signs that impacts are 'rippling out' to the home communities of SpringBoard pupils.

• The unique and comprehensive network of support that the SpringBoard model aims to provide appears central to its success.

These findings should be celebrated by the schools, and indeed the sector. They also counter the hypothesis, advanced by researchers at the University of Warwick, that less academically able children from disadvantaged circumstances do not benefit from a boarding environment. Although, to be fair to the researchers, their conclusions were drawn from the study of one new French state boarding school of academic excellence, founded in 2009, in part as a response to the riots in Paris of 2005. The school is only populated by children who come from disadvantaged circumstances. It would be quite wrong to translate their study to the UK boarding school environment for many reasons.

We believe strongly that the success of the SpringBoard pupils is due to the effective pre-admission work carried out by us, the partner organisations and the pupils

themselves. We regularly bring together parents who share their understanding and experience with those parents who are new to the concept of boarding; this has allowed us to develop a collective understanding which informs our work. The partners' forums are triennial; these geographically disparate groups are building relationships and expertise between them. This is a very exciting development. We have a growing number of Virtual School heads championing our model, because they see the benefits for looked-after children.

Whilst the central principle is the provision of life transforming educational experiences, there is a wider agenda for us; many recent reports tell us that social mobility is getting worse, not better. We are, as a society, becoming complacent about the need to offer educational chances to those for whom circumstances are complex. The Social Mobility and Child Poverty Commission Report in 2014 stated: "Education is a key driver of social mobility and reducing educational inequality is central to this goal." Our model encourages our bursary pupils to return to their communities, which they do with enthusiasm and imagination, and act as ambassadors for aspiration, providing the catalyst and encouragement for those around

them to see what they can achieve. The ripple effect is significant. We draw them all together each year in an uplifting fellowship event. Last year over 100 people were treated to an inspirational address by one of the Advisory Board members, Damon Buffini, at the event at the Teach First offices here in London. He took this opportunity to encourage them to make a difference, to their families, their friends and their communities. The NFER impact assessment adds powerful evidence to support our views that the SpringBoard model has a wider reach.

In conclusion, I am pleased to report that a considerable amount has been achieved, this being due to the enthusiasm shown by the boarding community and the partner organisations. Boarding numbers have dropped significantly over the past 25 years; some ask what the relevance of boarding in today's world is? It is obvious that the boarding community can feel proud that the excellence of their education is being made available to those for whom life has not been easy, but more than this, they can also demonstrate, through the recent NFER research, that they are influencing social mobility through the "ripple" effect. This, in part, but a significant part, is why boarding is relevant today.



Tour of the Universe

Professor Dame Jocelyn Bell Burnell, gave the first Foundation Lecture of the year at Stamford High School, Lincolnshire. She spoke about the creation of the universe, and how the chemicals we rely on to survive, came into being.

Professor Bell Burnell is Visiting Professor of Astrophysics at the University of Oxford, Fellow of Mansfield College and has served as President of both the Royal Astronomical Society and the Institute of Physics.

A keen advocate of raising the profile of women in science, she spent the afternoon in the Ancaster Studio with SHS

physicists, talking about Pluto and describing how and why it was reclassified as a Dwarf Planet. Having become interested in astronomy as a teenager herself, she is especially keen to inspire young women to follow in her footsteps. She worked on the Nobel Prize winning discovery of pulsars as a postgraduate student in Cambridge and last year was the first woman appointed President of the Royal Society of Edinburgh.

Pictured: Stephen Roberts (Principal of Stamford Endowed Schools), Ella Ball (Physics Prefect), Dyl Powell (Head of Stamford High School), Professor Dame Jocelyn Bell Burnell, Geoff Harman (Head of Science) and Dan Sproul (Foundation Representative)

French research shows a mixed picture

Sending disadvantaged children to boarding school does not automatically lead to an improvement in their academic performance, an economist from the University of Warwick has suggested.

Dr Clement de Chaisemartin's investigation found that while stronger students benefit from excellent study conditions, the effects of being away from home prevent weaker children from thriving.

The disruption of boarding has a negative impact on these pupils, who reported lower levels of wellbeing to researchers – a likely explanation for their lack of academic progress.

His results have been published in a working paper, Ready for boarding?

The effects of a boarding school for disadvantaged students, by the University of Warwick's Department of Economics.

A number of programmes have recently been implemented in the US, in France, and in the UK to provide places at boarding schools for disadvantaged children. "Policy makers seem to believe that sending disadvantaged students away from home environments often not conducive to scholastic progress will necessarily increase their academic performance. Our investigation shows it's not quite as straightforward as that," said Dr de Chaisemartin.

Together with fellow scholars Luc Behaghel and Marc Gurgand, from

the Paris School of Economics, he followed 395 children from low-performing French schools, who all applied for places at one of the country's internats d'excellence, or 'boarding schools of excellence', in Paris – which teaches students from poor families for free.

As there were more applicants than seats, a lottery was conducted to determine which applicants got admitted to the boarding school. There were 258 successful applicants or lottery 'winners' while the other 137 lottery 'losers' continued at regular schools, acting as a control group for the study. At the end of each academic year the different groups were given cognitive and non-cognitive tests.

"After the first year, the test scores were very similar for both groups, however after two years the boarders outperformed the lottery losers who had stayed in regular schools on the maths test, with a sizeable difference in performance," explained Dr de Chaisemartin. "But we found this positive effect was mostly seen in students who were already doing well in maths before they started boarding. The students who were weaker to begin with did not seem to benefit from being there – even after two years there were no test score gains among them."

The study found that boarders experienced substantially better study conditions, benefited from smaller classes and reported

much lower levels of classroom disruption. Students also praised the engagement of their teachers. But Dr de Chaisemartin and his team identified concerns about the wellbeing of students at the boarding school. He added: "It's clearly a huge upheaval for children to move away from their friends and family to a place where they face higher academic demands. That's probably why the test results after the first year don't seem to show much of a difference when compared to children at regular schools – because they need this time to adapt."

"One year after they had entered the boarding school, the general well-being of boarders was lower

than that of lottery losers. After two years, there were no differences anymore. The initial negative shock was larger for weaker pupils, while the recovery was faster for the stronger ones. Our theory is that the stronger pupils, once they've adjusted to their new environment, tend to excel in the boarding school. Adjusting is harder for weaker students, and that might be the reason why they do not make academic progress. "Overall, boarding seems to be a disruptive form of schooling and it doesn't automatically lead to better academic performance. Once they've adjusted, stronger students make substantial progress, but for weaker students boarding school might not be a suitable approach.



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Attention! How experience in the services influences school leadership

Mark Mortimer, Head, Warminster School, Wiltshire:



I count myself very lucky to have attended the Royal Military Academy Sandhurst after

leaving university. I then spent eight years as an officer in the Light Infantry regiment. This was the army of the 1990s and my service included two operational tours of South Armagh, as well as six months in Bosnia in 1995-96.

I should make it clear that I believe that the army could learn much from schools and other organisations. However, in terms of how my military experience has influenced me as a person and now as a headmaster...

What I think the army develops in its officers is a toolbox of skills and an approach that helps tackle difficulties in almost any situation. Written in the front of every army officer's Tactical Aide Memoire is

Matthew Jamieson, Assistant Head (Boarding) Brighton College, Sussex:



As someone who has served in the Scots Guards before becoming a teacher, I am certain that it

has been a 'double-edged sword' as we would say in the Army. That is to say, the benefits are often close to the drawbacks. My military training taught me that clear and swift decision-making is crucial to succeed in rapidly-evolving situations. Indeed, when under fire, to dither is the worst thing an officer could do. Whilst the decisiveness this has created in me is beneficial once decisions are made, quick decisions in schools are often not required. It has taken some time

a quotation from von Moltke the Elder, the 19th century Prussian field marshal, 'No plan survives contact with the enemy'. In other words, things rarely play out as intended; what matters is how one reacts, exercises initiative, adapts and improvises while under pressure. This is a great lesson for leadership and also entirely suited to the fluid, let-go world of the 21st century – which is not a place for tidy minds, as Sir Martin Sorrell recently said.

Selfless commitment, integrity, self-discipline, loyalty, moral courage, respect for others. These are six of the British Army's stated values. It is not the only organisation to espouse such values – plenty of schools do likewise – but they are essential to the army's effectiveness. An infantry unit is pretty close-knit. It is a community of practice in which everyone is encouraged to share beliefs and values, to work together and in the interests of others. A clear vision, or collective purpose, in which every soldier knows his role and responsibility, is

for me to have the patience to learn this thoroughly. Within the pastoral sphere of management there are often many factors to be weighed up and the outcome of my decisions will rarely need to be reached within a tight time-frame. Consultation and collegiality is a strength of the profession and I have benefitted from working within an exceptional Senior Management Team where residual experience has enhanced many of the moves I have made at Brighton College.

It is interesting to hear about the idea that ex-military personnel are well-equipped to instil traditional values in the pupils in our care. I would beg to differ. The training we all receive on entering a profession we have all selected makes us absorb and accept authority more readily than in other jobs. While I

A number of independent school heads and senior staff have served in the military. What does such experience add to the way they manage schools and staff, and what lessons if any can be learnt from the military about instilling in students traditional personal attributes of self-discipline, loyalty, organisation and teamwork?

Reflections from three ex-military personnel now serving in the sector...

also vital; such unity – camaraderie – is also a very powerful motivator of individual performance. Mutual trust and loyalty (both up and down) are other key components. These values are constantly reinforced and authentically exemplified and emphasised.

I believe that this template is as appropriate for a school as in any other organisation. It is about human behaviour, getting the best out of people as individuals, but also as a team, developing a sense of the duty of service, but also resilience, determination, compassion and empathy.

A common misconception is that the army works solely on blind obedience, firm discipline and a rigid, hierarchical command structure. In fact, the army believes strongly in distributed leadership and in identifying and developing leaders and then, crucially, trusting them to do their job. Again, this works well in a school: establish and hone a convincing vision that gives meaning

would never say this is unthinking, I do believe it starkly contrasts with the challenges presented by a recalcitrant 15 year-old. They do not have a common background to us and the task of winning them over is completely different in the skills it tests. This is the same for fellow staff. As a manager of individuals with many line-managers, I may have an influence in only one area of their multi-faceted roles. I need to encourage and motivate them to perform at their best for me when financial incentives (or physical disincentives) are not available to assist in the task. The military comes into its own here. A soldier lives, sleeps, eats and breathes his profession and a good leader in education often has to do the same. Setting an example for others to follow and giving something of yourself to a role are

to the work of everyone and then develop leaders at all levels who are trusted to make decisions and have the confidence to do so because they understand the context and how their course of action might support the vision. Empower staff and encourage the use of initiative and calculated risk-taking. Give people tasks that clarify the aim and why, but not what to do and how.

Most of these lessons are as applicable to pupils as to staff. The world beyond school is increasingly ad-hoc and changing rapidly in all sorts of ways. There are lots of problems in it; the need for leaders and citizens of good character, strong values and the ability to think on their feet and with flexibility has never been more pressing.

Finally, on a personal note, I am also grateful for the sense of perspective my army career has given me. As a headmaster, I will never have the responsibility I had as a 24 year old platoon commander in South Armagh.

things that all good leaders will try to do and the Army taught me this in spades. I am only too aware that I fall short of the mark regularly, but the Sandhurst principle of 'Serve to Lead' still drives me forward.

The best part of being in the Army is the best part of being in teaching; spending time with other people and getting to know them and trying to help them. Bonds are built and trust is created and the fact that everything we do can be boiled down to seeking to help that person is a worthy reason to get up each morning. In the infantry, pastoral care is the core business and running a boarding house or managing a team of staff provides many similar opportunities to use the experiences gained in a battalion. The ex-Army cliché of a barking Sergeant could not be further from the truth.

Richard Brown, Head, Dorset House School, Sussex:



'Why don't you become a teacher,' my father in law proffered, 'you could then use the long holidays for your expeditions and travel writing whilst carving out a second career?'

It was very good advice especially as I had decided, after six years in the Royal Dragoon Guards, that it was time to do something different with my life. I also felt that my father in law, an ex-Colonel in the Marines, was worried that I was about to marry his daughter and be penniless at the same time!

I completed my PGCE in English (Secondary) at the Roehampton Institute. My initial placement was the Ursuline High School in Wimbledon, an all girls' school which my course directors had carefully selected as my own educational background had been very male – all boys prep school, senior school and then the army. I think that they rather enjoyed seeing me initially flounder amongst teenage girls who could see an inexperienced trainee teacher a mile off whilst trying to teach them the prejudice of 1930's America in 'Of Mice and Men'. I soon learnt that some of my skills acquired in the army became very useful particularly being fair and consistent, communicating clearly and being organised.

My first teaching job was at the Edinburgh Academy and I will always be thankful to John Light, The Rector, who saw that I could offer a lot to his school and at a cheap price – much less pay than a Captain in the army! In the three years that I was in Scotland, I was involved in everything: taught English to A Level, Higher, and

GCSE; directed the school play; coached hockey, cricket and rugby; ran the army section of the CCF; did the odd boarding duty; set up a film club and even led an expedition to Venezuela. It was hard work but so rewarding! However, I never felt that my first Head of English really trusted me with his A level class as was made abundantly clear when we team-taught Chaucer's 'A Knight's Tale' and he only wanted me to discuss Medieval warfare – what about the language?

I then moved to Pangbourne College in Berkshire as a Housemaster but I was still involved in teaching English, coaching games and taking expeditions. The skills that I learnt at Sandhurst and in the army were key in making my new role a success. The importance of being a good role model, leading by example, running a tight ship and also being fair especially when running a boarding house of fifty 13-18 year old boys. I spent eight years at Pangbourne and I loved the camaraderie of the common room as well as, hopefully, making a difference to the pupils that I both taught and looked after as Housemaster.

It was in 2008 that I was appointed as Headmaster of a prep school in West Sussex called Dorset House. The key to running a prep school is that you must know how to get the best out of people whilst establishing a sense of common purpose or vision, learn quickly and also have the ability not to be bogged down in the minutiae – the skyscraper analogy springs to mind, rooted in the community but able to see beyond. I know that my time in the army taught me how to deal with pressure and how to multi task. This held me in good stead with the demands of Headship especially when trying to meet the expectations of the modern parent!

New books on sale

Teacher makes it two

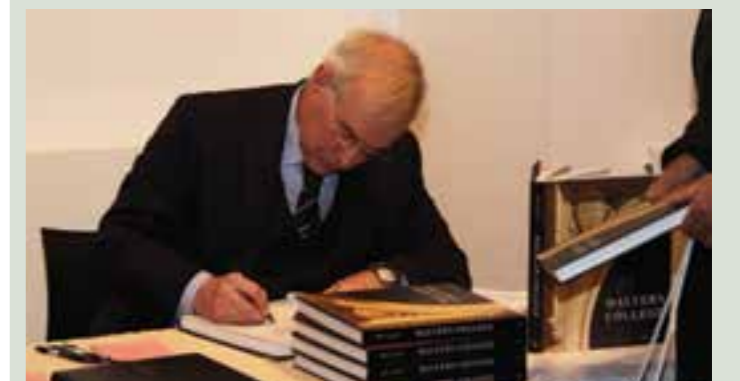


English teacher Mr Sam Lenton from St Swithun's School, Hampshire, has just published his second book. The fictional thriller called A Right to Know, deals with a widower's determination to uncover the truth about his wife's supposed accidental death and is loosely based on the recent phone hacking scandal. Mr Lenton began writing the novel in 2012, shortly after the release of his first book Accidental Crime. He has self-published both books which are available through Amazon, the

online retailer. From a scriptwriting background at university Mr Lenton has also written scripts which have been performed both in Cambridge and in his local area of Southampton. Sixth-form pupil Harriet Rose, who has recently read A Right to Know said "The novel excels as an energetic mix of wit, tension and expert characterisation as the lines between truth and paranoia, and integrity and corruption, become increasingly blurred."

Photo: Mr Sam Lenton with Harriet Rose and other St Swithun's sixth form pupils

College history



Malvern College has launched its 150th Anniversary Portrait – a history of its 150 years. Roy Allen, the author, was Head of History at the school and at the heart of College life for three decades, and has included in the book, anecdotes and reminiscences that bring the school's history to life. The book was launched in Malvern's 150th anniversary year with a Reception and a series of readings from the book given by actor Ian Lindsay, who is closely linked with the College as the son

of the former Headmaster Donald Lindsay (1953 – 71). Ian Lindsay has had a long and distinguished career in the theatre performing at the RSC, the Barbican and the Bristol Old Vic, and on television in productions such as: Brendon Cryer in 'Doctors', Uncle Bert in 'Coronation Street', Bernard Gadd in 'Peak Practice', Mr Collis in 'Hornblower' and George in 'Men Behaving Badly'. For further information and details of how to order the book please see the Malvern College website: www.malverncollege.org.uk/150thBook email: bookorders@malcol.org or telephone: 01684 581681

Official re-opening of Hall

Bromsgrove School's Sixth Form Boarding House was officially re-opened, after 12-months of refurbishment, in the presence of Janice Boswell, Bromsgrove District Councillor and Robin Shaw, Vice-Chairman of the Housman Society last weekend.

The School welcomed back over 70 former pupils, current and former staff and friends of the School to the re-opening lunch at Housman Hall. The Headmaster, Peter Clague welcomed guests to the newly refurbished House and Head

Girl, Emily Collie, who won the Housman Society Cup in 2013, read the Housman Verse. After lunch, current pupils showed guests around the House including the newly built bedroom wings and landscaped grounds.

Named after Poet and former Bromsgrove School pupil A. E. Housman, who lived in the house during the 1860s, Housman Hall is now home to over 100 Sixth Form boarders from the UK and around the world



Advertorial Feature



A simple solution to new school buildings

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Elements Europe's design team uses a combination of AutoCAD Revit and Tekla Structures to model the architectural and structural elements of its buildings. This software creates and manages 3D structural models to guide the team, enabling the creation and management of the whole process from conceptual designs to the fabrication, erection, construction and future maintenance of buildings.

Tekla Structures/Computer Aided Manufacturing (CAM) software uses 3D models and assemblies created in our CAD software to

generate tool paths that drive our CNC machines to deliver extreme precision in our manufacturing process.

Elements Europe is a part of The Pickstock Group of companies, an organisation with revenues in excess of £200 million. Its in depth knowledge of construction is born from over 30 years' experience within the group. Elements Europe delivers innovative solutions to a plethora of sectors. Now Education is high on the agenda, delivering innovative and sustainable buildings.

New £5 million school

Mrs Abila Pointing MBE DL, the High Sheriff of Merseyside, officially opened a multi-million pound redevelopment at Merchant Taylors' Primary School. The two year, two-phase project incorporates a new large hall and kitchens, several classrooms, resource rooms, practice

rooms and a dedicated library as well as a fully equipped medical room and other bespoke rooms for specialist teaching of IT, art, music and drama. Reception pupils are now fully settled into their purpose built early years' classrooms and outdoor undercover play areas.



Designs for sports centre unveiled

The designs of a new £10m state-of-the-art sports centre under construction at Latymer Upper School, West London, have been unveiled.

A new six-lane swimming pool with a floating floor, to enable training in faster conditions as well as teaching and community use, is being built alongside the

refurbished sports hall. The sports hall will boast a fitness gym and three large multi-purpose studios.

The community was heavily involved throughout the design process and the new pool will be open to local primary school children and swimming clubs once complete.

Rollalong - Top of the class in modular construction



Do you have a requirement for a new school building or additional classroom space? It can seem like you have an overwhelming task ahead. This is why the Rollalong Education team will be exhibiting at The Academies show next month. Their experts will be there to talk you through best practice and the steps to follow to ensure your next project is a success.

The list of Rollalong services extend beyond design and build; with many clients opting for assistance with planning applications, building regulations and contract administration. At the exhibition they will be

showcasing their recent projects and demonstrating that modular construction is far more versatile than people think.

Rollalong have an exemplary track record of delivering new schools, extensions and standalone classroom buildings by using a combination of offsite manufacturing techniques and traditional in-situ construction. The benefits of this approach include minimal school disruption, as well as cost and programme certainty.

Rollalong will be exhibiting at The Academies Show, ExCeL, London on 29th April 2015. Visit them on Stand 366.

Tel: 01202 824541 www.rollalong.co.uk

Prince opens building

Family and friends of Box Hill School, Surrey, came together for the grand opening of the Winthrop Young Building.

The new multi-million pound Sixth Form Centre and classroom block was opened by His Royal Highness Crown Prince Pavlos of Greece, son of school patron, King Constantine. Amongst other distinguished guests was Mrs Sophie Weidlich, who is the daughter of the late Jocelin Winthrop-Young, founder of the Round Square association of schools and after whom the new building is named.

They started with a tour of the classroom block, which houses the Maths and English Departments, before continuing to the ICT suite where there are 22 Windows 8 touch screen computers.

The tour party then went on to the Sixth Form Centre which includes a large 'Independent Learning Centre', a fully stocked careers office as well as a common room of over 1,000 square foot, where pupils are able to study and relax as well as watch live streams from the RSC and National Opera on a 90 inch HD screen!



Pictured: Chairman of Governors Mr John Banfield, Mrs Sophie Weidlich, HRH Crown Prince Pavlos of Greece and Headmaster Mr Cory Lowde revealing the commemorative brass plaque to the reception party.

Harrogate Grammar 'lessens' its environmental impact

In replacing ageing boiler plant, Harrogate Grammar School has taken the opportunity to install a Hoval STU biomass boiler, backed by two UltraGas gas-fired condensing boilers.

The new heating system was specified and installed by G&H Sustainability, which selected Hoval boilers because of their proven quality and reliability. The system comprises a 195kW STU wood pellet biomass boiler, two 350kW UltraGas condensing boilers and a silo for storing the locally sourced wood pellets. To facilitate installation Hoval supplied the STU boiler in a 'plug and play' skid-mount configuration.

"The system is configured with the STU as the lead boiler, backed up by the UltraGas boilers when required," explained G & H Sustainability's Andrew Hudson. "We expect the biomass boiler to meet around 80% of the space heating and hot water requirements throughout the year," he added.

www.hoval.co.uk



In implementing a biomass-led heating system, Harrogate Grammar School is eligible for additional revenue through the government's Renewable Heat Incentive.

What Price for a Lifetime of Choice?



Pupils suffering serious, life-changing injuries should not have to rely solely on liability insurance claims, which are so often beset by uncertainty and delay, to secure their financial future. They should have access to personal accident insurance to provide monetary assistance to deal with the life-changing events that confront them. Jon Taylor, head of education, at Marsh explains.

A serious injury to a pupil while at school is every school's worst nightmare. Sadly, however, accidents leading to serious, life-changing injury do happen – despite every school's best efforts to provide a safe environment for every pupil.

No matter how extensive the risk assessment, nor how comprehensive the health and safety policy, accidents will happen. Yes, there has to be a focus on prevention, but what about making a provision for life after an accident?

Ask yourself, if the lifetime cost of caring for a severely disabled child is likely to exceed £1 million, should a school put in place an insurance scheme to ensure these costs can be met and the child's future secured?

You may well argue that public liability insurance cover is there to protect the school against such an eventuality. To an extent you'd be right, but claims centred on liability are rarely straightforward.

Is Public Liability Cover Enough?

Precisely where a school's responsibility begins and ends can be a grey area. Take a traffic accident that happens in or around the school entrance – it might be difficult to say with certainty who

was "in charge" at the time of the incident. In that scenario, a school (via its insurers and advisers) may successfully argue that it was not to blame and avoid liability – but is it a pyrrhic "victory" when you consider the hardships that are likely to ensue for the injured pupil?

That is not to say that public liability insurance is not important. It most certainly is, and every school should be adequately protected against occasions when accidents do occur and where some blame might attach.

However, we know from evidence gathered over many years that a great many disabling injuries are sustained not as a result of the negligence of a school or third party, but through sheer bad luck. In other words, the pupil has been injured as a result of a complete accident. These are the circumstances against which many pupils are simply not protected at all.

Insure the Disability

Many independent schools are operating personal accident insurance schemes to ensure that when accidents do happen pupils are protected. Personal accident schemes provide access to financial protection regardless of any blame or fault, as personal accident insurers pay out on medical evidence rather than circumstantial evidence.

In Loco Parentis

In the end, of course, schools have no legal obligation to insure pupils against accidents, just as parents are not obliged to insure their own children.

However, should schools ignore the fact that the majority of spinal cord injuries and other serious paralysing injuries occur to young people?

It could be argued that independent schools are best placed to offer that comprehensive protection for their pupils via personal accident insurance. After all, premiums for personal accident policies are generally paid by parents via the school fee and amount to no more than £10 per term for a £2million maximum benefit. Prudent parents wishing to buy this type of cover as individuals will simply be unable to match these group rate premiums.

When you measure those few pounds against the lifetime cost of caring for a disabled child – and the immeasurable value of giving that child the chance to overcome disability, to lead a life full of fulfilling choices – there can surely be no argument.

For further information regarding personal accident insurance for pupils, please visit uk.marsh.com/education or join the Marsh UK Education Forum on LinkedIn.

Spinal Cord Injuries: The Facts

- The frequency of spinal cord injuries is highest in younger males.
- Two thirds of spinal cord injuries are caused by sporting and road traffic accidents.
- The most common sporting accidents that result in a spinal cord injury are diving, rugby, winter sports, gymnastics and horse riding.
- The lifetime cost of caring for a severely disabled child is likely to exceed £1 million.

Spinal Injuries Association Impact record and Financial Statement 2010/11. Spinal Injury Network – www.spinal-injury.net

Economic Affairs conference

St Swithun's School, Hampshire, hosted an Institute of Economic Affairs A level Economics Conference earlier this month (March).

22 of the school's sixth-form economists were joined for the day by South Downs College and Sherfield School, Hampshire.

Grant Tucker, education outreach officer of the IEA, chaired the conference. The IEA is a UK free-market think-tank, founded in 1955 that promotes the intellectual case for a free economy, low taxes, freedom in education, health and welfare and lower levels of regulation in the context of the current economic challenges facing Britain and the wider global environment.

Speakers at the conference included Dr Steve Davies, Education Director at the IEA, Dr Lynne Kiesling, senior lecturer in the Department of Economics at Northwestern University, Illinois and Ewan Stewart from Walbrook Economics, independent consultants, London.

Dr Davies spoke to the students about globalisation and Britain's future trading partners, giving a unique perspective of economic history in the context of today's global economy. In addition, Dr Davies concluded the day with a short talk on the importance and role of the economist in providing research and analysis that has contributed to the increase in overall living standards of world economies.

Dr Lynne Kiesling, one of few female economists, spoke about the conflict between the energy markets and the wider ecological environment including the role of property rights in a free market economy.

Ewan Stewart spoke about the current state of the UK, US and EU economies in the context of the credit crunch and recent return to growth.

Conference organiser, Mrs Jacqueline Campbell, head of economics at St Swithun's said "The students were fully engaged for the four hours of lectures and left the day with many important and relevant talking points in the lead up to exams."

Pictured: Dr Steve Davies, Mr Grant Tucker and Mr Ewan Stewart with St Swithun's sixth-form economists



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The new charities SORP 2015



Henry Briggs, senior partner of the Birmingham office of Haines Watts, Chartered Accountants, and a former school governor, looks at how the new Charities SORP (Statements of Recommended Practice) will affect independent schools.

Like many changes that are announced well in advance, when they are finally implemented they have a habit of suddenly catching those affected by surprise. In the case of the Charities SORP (Statements of Recommended Practice) 2015, schools that are either registered or exempt charities will need to adhere to the new regulations. However, they could be forgiven for being caught unawares, as not one but two new Charities SORPs were issued late last year and came into force for financial statements for years commencing on, or after 1st January 2015.

This means that schools with year ends on 31st August are already in a year for which the figures will need to comply when shown as comparatives in their 2016 accounts. Before doing that, it is necessary to decide under which SORP they will be reporting.

Larger Charities will be required to report under the full SORP, known as the FRS 102 SORP, but a 'FRSSE' (Financial Reporting Standard for Smaller Entities) SORP allows smaller charities to report under a second, less demanding standard. If a school falls below two of three size criteria, then they can opt to report under the smaller charities FRSSE SORP, which is less onerous. The three criteria are: Gross income of less than £6.5m; Total assets of less than £3.26m and less than 50 employees.

At the same time as issuing the new SORPs, a major consultation has been launched by the Financial Reporting Council that would incorporate the allowances for smaller charities into just one SORP (as originally anticipated) – meaning

the requirements might soon be obsolete. This all seems unnecessarily complicated, but we can attribute the complications to our neighbours. Although new SORPs were due to be introduced every five years and the last one was in 2005, a subsequent one was delayed to comply with the introduction of new International Financial Reporting Standards and it was envisaged only one SORP would be issued.

But the EU issued an accounting directive for smaller entities and the Scots were unhappy that a single SORP covered and complied with this aspect, so for now we have two. What's more, new proposals could mean that those regulations will soon be superseded. All of this needs to be taken into account when deciding which SORP to adopt for a smaller charity that has the option. Larger ones (and Academies) have no choice and must adopt the FRS 102 SORP.

If the choices and background are confusing, at least the actual changes brought about are relatively straightforward by comparison, though requiring some consideration.

Much of the new requirements are explanations in the Trustees' report – of reserves policy or its absence; of any social investment policies; the financial effects of significant events; the principal risks and uncertainties and plans for managing them and arrangements and policies for setting the pay of key personnel.

The layout of the Statement of Financial Activities ('SOFA') has been changed to include less headings and simpler terms; though some

more detail for comparative funds, whilst required, can be assigned to the notes. There is variation in this detail required between the larger and smaller charities.

The main areas where the new requirements make a difference, other than in the detail in the financial statements, are in the reporting of reserves and the trustees' policy regarding them; related parties; conflicts of interest and setting executive pay. Accounting policies for recognising income, such as donations and legacies, may need to change to comply, as will recognition of forward expenditure and grant commitments. For fee paying schools that offer an advance fees payment option, this will be affected. Other areas that will need consideration are Investment properties, for which there is a 'one off' opportunity to revalue; holiday pay, which now needs to be accrued; multi employer pension scheme deficits where forward recoupment has been set; and Heritage assets.

For schools with Endowment Funds, the recent changes allowing an option to adopt a total return on investments approach can be incorporated into the accounts; but this is a whole area in itself and only relevant to those schools that have separate Endowment Funds.

As is often the case with attempted simplification, the area has become more complex, because although the new changes that come into effect in 2015 are relatively straightforward, they may be subject to further change before long. It is important, though, that Trustees and Bursars look at how they will affect their schools now.



Perfect score

A team of four boys from King Edward's School, Birmingham has jointly won the National Final of the Senior Team Maths Challenge with a perfect score.

Over 1,000 school teams took part in the national competition and 80 went through to the National Finals, which were held at the Royal Horticultural Halls in London last month (February). The team of Harrison Green and Clement Chan in Year 13 and Jeremy Ho and Vidy Reddy in Year 12 scored a perfect score of 176 points to jointly win the competition with two other teams, from Harrow School and Hampton School, who also scored perfect scores.

Tim Cross, Maths Teacher and coach of the team, said: "To reach the National Finals of this competition is a fantastic accomplishment. To go on and win the competition by answering every question correctly is incredible and I am very proud indeed of these four boys."

John Claughton, Chief Master of King Edward's School, said: "We have a great mathematical tradition here and our most famous mathematician is Richard Borchers, who won the Fields Medal, the mathematical equivalent of the Nobel Prize. These boys are the heir to that tradition and Harrison and Clement have recently received offers to study Maths at Oxford and Cambridge respectively."

The Senior Team Maths Challenge is a national competition jointly organised by the United Kingdom Mathematics Trust and the Further Maths Support Programme. Over 1,000 school teams from across the UK compete in a number of maths challenges against the clock at regional rounds with the top 80 teams progressing to the National Finals.

New Design and Technology facility

Dame Allan's Schools in Newcastle upon Tyne has been awarded a £250,000 grant to help fund a £500,000 project. The funding comes from the Reece Foundation which promotes the improvement of education in engineering, technology and related subjects. The donation will enable the Schools to develop a new state of the art Design and Technology teaching facility, creating new educational experiences and career opportunities for students. The new facility will help students from across the region. A number of link primary schools will also use the advanced facilities which will be fully fitted out with the latest equipment including 3D printers and sophisticated software. This will build on the Schools' existing master class programme.

Dr J R Hind, Principal at Dame

Allan's Schools, said: "We are thrilled that the Reece Foundation has awarded us this grant. It means that young people in the region will benefit from fantastic facilities. "We are committed to providing the best teaching and resources possible for students and the money will enable us to offer even better facilities to provide a first rate education for our young people. "Dr Reece who established the Reece Foundation is still an inspirational figure in the North East and we are honoured to have received the support of his Foundation."

Anne Reece, the Foundation's Chair of Trustees commented: "The Foundation is very pleased to be supporting this development at Dame Allan's and I hope we can make rapid progress on establishing an engineering and technology centre which will inspire many pupils."



Work is due to start on the building in the coming months with a view to opening the new facility in September 2015. Dame Allan's Schools are a group of independent schools in Newcastle upon Tyne. The schools were founded in 1705 with the girls' school believed to

be one of the oldest independent girls' schools in the country. The schools are pioneering in their offering of the 'diamond model' of education, meaning students receive the academic benefits of single sex education, with the social advantages of co-education.

Pictured: (L-R) Rick Cronk (parent who helped secure the grant); vice-chair Brian Adcock; development director Jane Cluble; head Dr Hind

Disability discrimination – A weighty issue



The obesity epidemic is rarely out of the news; with dire warnings of the burden that it will place on the NHS and, in particular, the dangers that it poses to a generation of school children more used to computer games than the games field.

There was much publicity recently over a European Court case that tackled the issue of whether obesity can be viewed as a disability, and, if so, the extent to which employers might have to make adjustments to the workplace to accommodate overweight staff.

The case centred around a kindergarten teacher in Denmark. Mr Kaltoft was severely overweight, never dropping below 26 stone. It was reported that,

due to his size, he was unable to bend down, for example to tie children's shoelaces. The school does not appear to have tackled this, rather obvious, capability issue. However, later in his employment, Mr Kaltoft was made redundant. His claim was that the redundancy was a sham and was used simply as a device to get rid of him. He claimed that the real reason for the dismissal was that he did not fit with the image of the school and that this constituted disability discrimination; his disability being his weight.

He asked the Court to find that obesity was a disability. The Court agreed with him finding that severe obesity could constitute a disability, if it could

be shown that the condition adversely affected Mr Kaltoft's professional life.

The impact of this decision may not be as far reaching as some fear. Many severely overweight people may suffer from conditions connected to their weight that would, in and of themselves, already be protected under disability discrimination legislation, for example diabetes, lack of mobility or perhaps, for some, mental health issues.

Given the nation's expanding waistlines, however, this decision has the potential to add another headache for employers as they grapple with what might constitute a reasonable adjustment to accommodate the severely overweight in the

workplace. Just as the NHS has had to find money for larger trollies and beds, schools may find themselves having to purchase larger desks and reinforced chairs for some teachers and pupils, or car parking closer to the entrance to the school for those with mobility problems.

Most schools will have healthy eating programmes for their pupils and all pupils are required to undertake a certain amount of physical activity during the school week, with regular sporting activities put on at the weekend. Enlightened schools might also want to think about expanding some of these initiatives to their staff also.

Report by Donald MacKinnon, Director of Legal Services at Law At Work. 0141 271 5555

UK pupils step into shoes of world leaders to help get 58 million children into school

2015 is an important year – world leaders will gather this September in New York to decide how to tackle global poverty over the next 15 years. The Send My Friend to School campaign has launched a new free resource pack to help UK pupils speak out for every child's right to education and make sure world leaders commit to seeing the last child out of school. The campaign asks young people to 'step into the shoes of world leaders' and tell their local MPs how they would deliver a better future for the world's children.

In 2000 world leaders promised universal primary education by 2015, but 58 million children are still out of school and it's girls, children in conflict areas and children with disabilities that are missing out most. At the current rate of progress it will be 2086 before every child worldwide gets an education.

There has been some great progress – millions of young people around the world have spoken out and 50 million more children have enrolled in primary school. Some countries have done really well; Rwanda now has 99% of children in school and Vietnam

has one teacher for every 19 primary students. However, other countries are far off reaching the target; Nigeria has over 10 million children out of school and an average of 100 pupils in every classroom.

Sefiyat, 10, lives in the Kafuwa Community, Nigeria, doesn't go to school, she says: "I feel lonely at home. If I get the chance I would like to be a doctor and touch people's lives... I sometimes wonder if I don't go to school what my future will be?"

The new Send My Friend free resource pack, suitable for KS1 – 4, includes:

- A DVD of the 2015 campaign film, plus other films
- x4 A2 colour posters with stories of children plus infographics
- a sheet of x35 stickers
- a Teachers' Guide with instructions on how to run the campaign in school

In addition, there is a range of classroom activities, factsheets and other learning resources available at www.sendmyfriend.org to teach about global education issues and to help pupils become active global citizens.

The campaign is asking young people in the UK to create a 3D figure of them, as a world leader, and tell politicians what needs to be done. Using the templates, in the free campaign pack, young people are invited to build, and then cover their world leader figure with a 'If I were a world leader...' message. The 3D figures will be delivered to their MPs and they in turn will be asked to deliver the world leader figures to No10 to remind the UK government of their promise of universal primary education.

Taahra Ghazi, Head of Campaigns for the Send My Friend to School campaign said:

"Last year over 4,300 schools got involved and spoke out for every child's right to go to school. Young people in the UK are very passionate about this issue and we are expecting MPs to be inundated with thousands of these 3D figures! Many MPs will also visit schools to hear from pupils who are determined that world leaders should keep their promise to get all children into primary school by 2015."

Sign up now for a free schools pack to teach about this



important global issue www.sendmyfriend.org

The campaign is backed by ActionAid UK, Action on Disability and Development, Association of Teachers and Lecturers (ATL), CAFOD, CAMFED, CBM, Christian Aid, Consortium for Street Children, Comic Relief, Deaf Child Worldwide, Handicap International UK, Link Community Development, National Association of Schoolmasters Union of Women Teachers (NASUWT), National Union of Teachers (NUT), Oxfam GB, Plan UK, RESULTS UK, Save the Children UK, Sense International, Sightsavers, Steve Sinnott Foundation, University and College Union, Voluntary Service Overseas.

Intelligent lockers improve student experience

Traka asset management lockers are helping the University of Bath lend laptops and consoles to students at any time of the day and night.

The university wanted to help its students gain access to laptops and games consoles as and when they required them. The Traka laptop lockers enable students to loan equipment 24 hours a day, without having a member of staff monitor the process. This is invaluable to students who require access to equipment at times when staff may not be working, allowing access at any time day or night.

The university has recognised the need to increase the number of students, reduce withdrawal rates and aid student progression, by providing an exciting and high quality environment for them. The University of Bath came first for student satisfaction in the National Students Survey in 2013 and 2014 and second in the Times Higher



Education Student Experience Survey last year thanks to the many initiatives they have put in place.

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 university 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.

www.traka.com

Bright Prospects for Metro Dome Litter Bins



Leafield Environmental is launching a new, economy, Dome Top Metro litter bin, that it claims is ideal for schools, colleges, commercial, businesses and leisure use. Combining contemporary design with rugged practicality and great value, the Dome Top version will prove a useful addition to the Metro bin range.

The black bin body, with its 'tidyman' logo and integral ballast, is manufactured from 100% recycled polyethylene and the bright eye catching lids come in red, lime green, grey, blue and dark green to suit your preference.

Used with a plastic sack and the internal sack retention device the bin has a capacity of 120 litres and 100 litres when used with an internal liner.

The lift-off, dome shaped lid deters users from putting items on the top. Double apertures provide easy 'walk by' access and the lid is easily removed for emptying. Secure locking and stubber plate are optional.

Despite its economy price point, this high durability, Dome Top Metro bin will give many years of useful service.

Tel: 01225 816541
www.leafieldrecycle.com

Rugby stars at 'world in union' dinner



Pictured: Some of Trent College's Twickenham heroes meet the star guests, Back Row (L-R) George Chuter, Phil de Glanville, Will Allman. Front Row (L-R) James Benstead, John Inverdale, Sophie Hemming, Bill Penty (Head of Trent College), Jack Dickinson. Photo: Brian Pickering/Trent College

Trent College, Nottinghamshire, kicked off Rugby World Cup year in style as international stars Phil de Glanville, Sophie Hemming and George Chuter joined renowned broadcaster John Inverdale for the 'World In Union' annual sporting dinner.

Former England captain de Glanville, 2014 Women's World Cup winner Hemmings, Leicester Tigers legend and 2007 World Cup finalist Chuter provided fascinating anecdotes and insights from their successful yet varied careers as England prepares to host the Rugby World Cup carnival in September.

The trio were also on hand to pass on tips and advice to Trent College's own up and coming rugby stars, some of whom tasted Twickenham glory themselves in the U18 Natwest Vase last March, in a post-dinner Q&A with BBC Sport's Inverdale.

Trent College's annual sporting dinner is always one of the most popular dates on the school's calendar with recent events welcoming stars from across the worlds of sport including England and Nottinghamshire cricketer Stuart Broad, Olympic swimming sensation Rebecca Adlington, London 2012 rowing heroine Katherine Grainger and England and British Lions centre Manu Tuilagi.



Meru Networks, a leader in intelligent Wi-Fi networking, has announced that Bradfield College has completed the first phase of its deployment of Meru Education-grade 802.11ac wireless technology throughout the school's extensive site in Berkshire. The network will support up to 3,000 staff and student devices.

Bradfield selected Meru's Gigabit Wi-Fi when its existing network failed to deliver seamless coverage across the school's mix of traditional and modern facilities

and was unable to deliver sufficient capacity to meet the demands of more than 1,000 pupils, staff and contractors, which interrupted learning.

"Our previous Wi-Fi network caused some frustration with coverage dropping in and out depending on where you were in the school, and was particularly problematic in some of our older buildings, which date back over 150 years and have solid walls," explains Trevor Benstock, Director of IT Services, Bradfield College. "The number of devices

Meru Gigabit Wi-Fi supports high densities of mobile devices

connecting to the network was also causing us headaches, with staff and pupils using up to three devices each, often simultaneously. That's potentially thousands of devices all logging on at once."

The school's IT team worked alongside Meru to deploy more than 200 Meru AP832 802.11ac access points, with up to 10 in some buildings, and two main controllers. Phase 1 of the project has seen the Meru Wi-Fi installed in all of the primary buildings used for teaching and some of the boarding houses.

The network is also being used to support Firefly, the school's Virtual Learning Environment (VLE), which enables students and teachers to organise their homework and create and access resources from anywhere. Phase II will include external wireless access covering the playing fields and the school's recently renovated Greek Theatre, which plays host to performances during the summer term. In the future, the IT department will look at integrating the Wi-Fi with other systems such as CCTV.

www.merunetworks.com

The Digest

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Heads Hunted

Among the upcoming head and principal appointments:

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- Ffynone House School Swansea
- Quinton House School Northamptonshire
- St. Philip's School London

Sherrardswood School Hertfordshire

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

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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Key Partners:
Commercial – Jeff Rice
Editorial – Kimble Earl
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Direct Lines & email addresses:
Editorial, Accounts, Distribution: 01491 671998
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Advertisement Sales: 01235 838560
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Eight Farlington School, Sussex, students from Years 11 and 12 have embarked on a 10-week course to learn the basics of climbing and gain a Level 1 Climbing Certificate. They will use the bouldering wall, learn to tie knots, safely belay one another and climb a range of routes.

Farlington's John Dwyer said: "Indoor climbing offers both mental and physical exercise. The mind benefits from the problem-solving this sport demands, and increases mental control along with improved climbing skills. As an exercise, it offers endurance and strength training, using both fast and slow twitch muscles. It engages and works all muscle groups simultaneously, while using and improving balance and coordination.

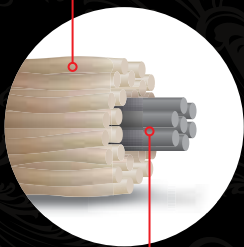
Schools featured in this issue include:

- | | | |
|-----------------------|---|------------------------------|
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| Barnard Castle School | Haberdashers' Monmouth School for Girls | Saint Martin's School |
| Blundell's School | Kent College | Scarborough College |
| Bolton School | Kilgraston School | Sheffield High School |
| Box Hill School | King Alfred School | Solihull School |
| Bradfield College | King Edward's School | St. Gabriel's School |
| Brighton College | King's School | St. Helen's School |
| Bromsgrove School | Lady Eleanor Holles School | St. Hilda's School |
| Caterham School | Latymer Upper School | St. Mary's School |
| City of London School | Leicester High School for Girls | St. Swithun's School |
| Cranleigh School | Lockers Park School | Stamford High School |
| Dame Allan's Schools | LVS Ascot | Stoodley Knowle School |
| Dauntsey's School | Malvern College | Trent College |
| Dorset House School | Manchester High School for Girls | Wakefield Girls' High School |
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