

The Independent Schools Magazine



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

...the professional journal for Management & Staff



CAREFREE SCHOOL MINIBUS OWNERSHIP

Choose from our complete range of versatile
9 - 17 Seat School Minibuses

- Finance Plans To Suit All Budgets
- Nationwide Service & Support
- D1 and B Licence Minibuses
- New & Pre-Owned Available
- Driver Assist Options

Call today to arrange a quotation
or free demonstration

01202 091618

redkite-minibuses.com
sales@redkite-minibuses.com



NATIONWIDE SUPPLIERS OF PEUGEOT (RECOMMENDED),
FORD & VAUXHALL

In this issue...



Fascination...

Dauntsey's School, Wiltshire, welcomed journalist, TV presenter and former cabinet minister, Michael Portillo, as part of the School's Mercers' Lecture series. Michael presented his lecture to an audience of 900 pupils, staff and members of the local community, talking about his life in politics and, more recently, in the media.

Born to a Spanish civil war refugee and a Scottish mother, Michael gained fame at an early age as the face of Ribena. After studying history at Cambridge, he entered politics in 1984, serving in Margaret Thatcher's government.

Michael held a variety of ministerial positions and was seen by many as the natural successor to Thatcher until a shock result in the 1997 election saw him voted out of office in what is now known as the 'Portillo Moment'. Michael gave many entertaining insights to his time in cabinet and enlightening behind-the-scenes tales of the Iron Lady herself.

Since leaving politics, Michael has reinvented himself as a media presence both in political discussion programmes and documentaries. The audience was fascinated as he related stories of how chance encounters, along with his passion for steam trains, fuelled his second career in television.

Cover background

Transformation...

Abingdon Prep School, Oxfordshire, has received planning permission for a new building to house a Music School, a second science lab, purpose-built spaces for CDT and four additional classrooms for Years 6 and 7.

The new building will also create space to transform many of the School's existing facilities, including a major change to the library which will more than double in size and undergo complete refurbishment becoming a bright, modern new learning space with teaching, break out and quiet reading areas. There will be a new multi-use hall for the younger years and much improved facilities for Computing, Drama and Learning Support.

Head Craig Williams said work is due to begin at the start of this year's summer holiday.

Teachers' Pension Scheme – latest news & views

Pages 42 – 44

05 Managing Mental Health

why supervision is key

06 Powering Pupil Performance Through Diet

academic & sporting benefits explored

07 Grit or Grades

developing resilience

20 Eating Disorders

new support concept

24 Profile

in conversation with Edward Hayter

28 Pedagogical Reading Groups

the 'Why' and the 'How'

40 Changing Face of Governorship

how the role has ~ and is ~ developing

Plus

08 Pen-pal scheme links pupils with alumni

10 Staff accommodation – new pitfalls to avoid

11 Teaching & Learning Conference invitation

12 Junior Duke Award comes home

16 Eco-awareness takes hold

18 Summer date for female entrepreneurship programme

26 Boys – but only one day a week!

30 Developing reading skills

32 New financial year brings new employment rules

34 Music, Drama & Dance Focus Feature

38 Bursar~treasurer relationship explored

39 Partnerships celebrated in Parliament

45 Changing Faces, Changing Places; Heads Hunted

47 Contact Us; Editorial Advisory Board; free e-mag offer

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

Covid 19 and your school

The Independent Schools Council Digital Strategy Group has established an ad hoc working group to update school leaders with emerging advice and practice – providing best advice with practical steps to combat the Covid 19 virus and begin to think about the challenges and issues around enabling students to continue learning should an education institution face closure.

The basic message is: "It is essential for schools to initiate sensible conversations about a potential closure situation as soon as possible. Be pragmatic and continue to plan strategically for potential eventualities. It is important to think through and seek advice on how to maximise learning opportunities for pupils".

For guidance:

<https://iscdigital.co.uk/coronavirus-continuing-learning>

For general information about coronavirus:

<https://www.isc.co.uk/sector-info/coronavirus-information-for-schools>



MP's masterclass

Barnard Castle School students have received a political masterclass by their newly elected MP, during a visit to the school.

Dehenna Davison, MP for Bishop Auckland, observed a Politics lesson at Barnard Castle School and was invited to speak to Sixth Form students who are studying the subject at A Level. Ms Davison also met with Headmaster, Tony Jackson and was given a tour of the school.

Following her successful election campaign in December 2019, when she was overwhelmingly elected as the first Conservative Party Member of Parliament for Bishop Auckland, Ms Davison became one of the youngest MPs, and was recently selected as a member of the Home Affairs Select Committee.

Ms Davison said: "It was such a pleasure to visit Barney school and meet so many enthusiastic

students. They certainly asked some difficult questions, but showed brilliant insight into some of the challenges facing young people today.

"Barnard Castle School is so important to the town, not only as the second biggest employer, but also as valued members of the community. I look forward to working with them more closely in the years ahead."

Headmaster Tony Jackson added: "Our students took a great deal away from the experience, finding Ms Davison's fresh and contemporary approach to her role both engaging and inspiring. I hope Ms Davison will become a regular visitor to Barney and I'd like to wish her all the very best in her new position on the Home Affairs Select Committee and as our Member of Parliament."

Pictured: Dehenna Davison MP with Tony Jackson, Headmaster at Barnard Castle School

Lexden winner

Wendy Flint, Head of Sixth Form at Kingsley School, Devon, and Kathryn Makepeace, Head of English travelled to London for the presentation of the Independent Schools Association (ISA) Lexden Prize to Head Girl Megan Wray.

The Lexden prize celebrates the achievement of sixth formers; achievement and education are considered in the broadest sense, definitely not just academic.

The entry process has three parts: a short nomination from the ISA Member, a personal statement by

the nominee and a sample piece of assessed written work.

Megan was greeted at the House of Lords by Neil Roskilly (ISA CEO) and Lord Lexden and was given a tour of the building.

Head of Sixth Form, Mrs Wendy Flint said: "We were then treated to a seat in the gallery above the Chambers where the Peers were debating various questions. We all agreed that this was absolutely fascinating! After this, we moved to a private room where the official presentation took place. I think it was at this stage that

England rugby stars inspire next generation

Abingdon School, Oxfordshire, sixth former and England Rugby Under 18 Fly Half, Charlie Atkinson, was among the Abingdon School boys and students from other local schools, who welcomed the England team to Abingdon School last month (February) to train ahead of their remaining Six Nations' matches.

Speaking about meeting the players who have inspired him, Charlie, who also plays Fly Half for Wasps Academy, said,

"Having the opportunity to watch England train up close at my own school was extremely inspiring and motivating for myself and other pupils. It also showed me the step up required in skills and game management for me to reach a similar level and I hope to meet them again in the future."

Charlie joined Abingdon at age 11 and has progressed through the pathway the School has in place for talented players. This



Pictured: (top right) Fly Halves - George Ford (England) & Charlie Atkinson (England U18 & Abingdon School) and (above) Headmaster Michael Windsor meets Eddie Jones



pathway, working together with club academies, has produced several successful professional and national team rugby players in recent years.

Headmaster, Michael Windsor, met England Head Coach, Eddie Jones, and thanked him for the time his squad took to talk to spectators after their training. Mr Windsor said, "It was a great privilege and a pleasure to be able to welcome the England team to Abingdon. Many students took the opportunity to come out and see the team train and I am sure they will have been inspired by the focus, skill and commitment that was on display today. I very much enjoyed meeting Eddie Jones, who is such a dynamic and charismatic leader".

Megan started to realise what an amazing achievement it was for her to win."

Finally, Megan and her two teachers went to the tea-room where they were treated to a delicious afternoon tea and were able to have informal discussions about the award, the House of Lords, and the day in general.

Mrs Flint added: "Everyone made us feel very welcome and we all left feeling extremely privileged. Well done Megan!"

Kingsley Headmaster, Mr Pete Last (pictured with Megan) said:

"We are absolutely delighted for Megan and very proud of her."



Managing mental health in school – why supervision has to be on our radar

In two decades from now, schools will be amazed that supervision wasn't automatically part of the package for those with the privilege of supporting young people with mental health concerns, suggests Lara Péchard, Headteacher at St Margaret's School, Hertfordshire...



Over the last decade, pastoral work in schools has changed significantly and continues to evolve year on year. In the majority of cases, most teachers will have joined the profession without having had any training in mental health at all, nor would they have anticipated a need to possess specialist knowledge in this area. In truth, most teachers will have picked up varying skills in this area simply via on-the-job training.

Schools back in the noughties and earlier, managed pastoral issues in-house with the infrequent use of outsourced experts, which would usually have been managed by the family outside of school. To put this into context this was also a time when schools didn't get involved in online safety issues. Today many schools will have a network of counsellors and clinical psychologists to draw upon. It is also becoming more common for schools to engage pupils, parents and staff in all kinds of therapy, while often picking up the bill themselves.

With a rising number of mental health concerns affecting the young, support has undoubtedly struggled to keep up and at this stage it is not clear whether it can, or indeed ever should, meet demand. Most schools are of course deeply committed to supporting young people in crisis but the truth is, as a sector we needed to get much better at dealing with mental health issues, especially those impacting young people today. For schools though, the problem is that this burden has fallen mostly on them.

The dangers of getting 'over-involved'

There is a danger for schools and well-intentioned teachers to get over-involved in dealing with mental health issues at school, without the proper training or support. Most heads today will have certainly seen both extremes, whether that is a

teacher who is petrified about the prospect of a child self-harming in their lesson and feels uncomfortable teaching them, to a younger teacher who has allowed themselves to get too close to a suicidal child, and then faces panic and uncertainty about how to safeguard that child – the scenarios are diverse and complex. In situations like these subsequent training and support may serve to reassure staff, but only to an extent. The likelihood is, they will understandably continue to feel uneasy. Given the explosion of mental health issues there is also an increasing likelihood that teachers will find themselves in challenging situations with vulnerable children. For some there is a natural tendency to want to lean into the child, offering more support psychologically than is wise; hardly surprising given the vocational nature of the job.

Today, parents are choosing schools that are academically strong and can also provide an army of pastoral staff to deal with all eventualities. Schools now have a legal obligation to provide an identifiable member of staff as a mental health champion for pupils to be directed towards. Good schools will train up their staff, investing in strong options such as Mental Health First Aid or any MIND course.

Using experienced colleagues to provide regular updates on how to deal with eating disorders, self-harm and suicide prevention and drip-feeding these across the year can also boost the confidence of a teaching team. Using anonymised real-life case studies and having time to chat these through is stellar and affordable training, which can help bring on even the least confident. An effective welfare officer will help to siphon off the acute cases and will naturally provide staff with much needed support.

Involvement can be 'thankless', even tragic

Schools with the resources and a spot of luck might be able to appoint a paediatric nurse with a natural disposition for supporting the child and family and the courageous conversations that this often requires. However, for many schools this mental health champion will be a teacher with a timetable, albeit it a reduced one. Often those interested in this kind of role have been flipped from teaching into a mental health role as they have really enjoyed a pastoral case or two and shown themselves to be effective.

Clearly, no school should consider an appointment to this role for anyone without the heart and the stomach for the work. It can be the most rewarding of work but also thankless and at worst, tragic. Perhaps most difficult of all is that schools are often blamed. Blamed by teachers for allowing a child with complex needs back into the classroom and blamed by the parent who doesn't enjoy the prospect that their parenting has gone wrong somewhere along the line.

When things work at their best the struggling child will be picked up by a teacher and channelled to the mental health lead and they will either work their magic or move them on to another level of support. However, often things get more critical very quickly and without warning. Schools that have suffered a pupil suicide can help share some important if not difficult lessons. Ultimately appointing one mental health lead is not sufficient as all staff have to be trained in spotting mental health concerns as part of their safeguarding and pastoral training; not easy on the first day of the academic year or your teaching career, which will be the case for some.

Risk of deterring emerging teaching talent

There is no doubt that these expectations will deter emerging talent from joining the profession and for some, the increasing demands on teachers in this area and the inability to safeguard it happening in their classroom, makes retirement even more appealing.

Importantly, pastoral staff need the time to manage and reflect on the difficult issues that come across their desk and this is where supervision comes in. Supervision is a type of professional counselling where teachers and staff talk through cases and their experience of them with a qualified mental health professional. Some schools are lucky enough to have supervision with a clinical psychologist or other expert.

Lack of 'supervision' feels unsafe

Right now, mental health support in a school without supervision feels unsafe, for both the members of staff and the school itself. Supervision has to be on every school's radar, it is costly in time and money but we owe it to our frontline to look after them. In time, schools will be training supervision skills to their own staff and in this way the benefits will trickle down.

The truth is, all heads should have supervision as mandatory just as it is for the counsellor. Through supervision, heads will also have an important outlet and with it they will improve in setting the right emotional tone and language for their school. The likelihood is, in two decades from now, schools will be amazed that supervision wasn't automatically part of the package for those with the privilege of supporting young people with mental health concerns. As a sector we should have faith in this kind of investment as it will deliver the greatest rewards long term.

Powering Pupil Performance through diet

“This is going to help my body recover after sprint training,” says Ryan Apps as he wolfs down a bowl of overnight oats and reaches for a smoothie.

“I’ve tried a range of different dishes in the last few weeks and I think they have made a huge impact on my ability to push myself harder and faster. I feel more energetic and focused. It’s been a tangible lesson in what nutrition can actually do in terms of performance.”

The 18-year-old, an award-winning athlete who came third in the East of England for the 100m last year, is among dozens of boys exploring this issue thanks to Bedford School’s new Powering Performance meals, part of a pilot programme created by culinary team Independents by Sodexo.

The pilot – which has now been in place for two months – has been highly praised by the school’s catering manager William Hackett.

“All our boys – particularly those in our Sports Performance Group – already learn about the benefits of eating certain proteins and complex carbohydrates on their ability to strengthen their bodies or aid muscle recovery,” he said. “This has formed an extension of that allowing them to put the theory into practice.

“We are noticing that many boys are opting for the special menu choices and are informing us that they feel differently as a result.”

But while the move has been hailed a huge success by boys and teachers at the school, how big a role does food actually have on our mental and physical capacity?

Bedford School has become one of the first in the country to trial a range of recipes designed to improve academic and sporting prowess. Is there any merit to a menu overhaul in terms of pupils’ performance...

During the past 20 years there have been great developments in the scientific understanding of the role of nutrition.

So much so that the diets of our elite athletes have been extensively scrutinised.

Triple Olympic medallist Mo Farah for example, explained that to get the best out of a race, he spaces out small meals throughout the day consisting of pasta, chicken, rice, tuna and salad.

Meanwhile, England manager Gareth Southgate insists that during a match his players snack on beef jerky, a high-quality protein that provides the body with essential amino acids.

Nino Severino, former British Number One and Olympic tennis coach, said nutrition “impacts everything from a player’s endurance levels and speed to their recovery and sleep patterns.”

“Every athlete strives for an edge over the competition,” he added. “That edge usually comes in the form of what is served to them on a plate. The same can be said of mental capacity. Food is fuel at the end of the day and what Bedford School has introduced is game changing for the boys in their care.”

Bedford School’s Powering Performance menu draws on scientific research and extensive

studies linking specific foods to academic prowess, sporting ability, concentration and energy levels.

Focus meals – beneficial during exam periods – include ingredients designed to sharpen the mind such as quinoa while strengthen meals are designed to fortify and include high protein ingredients like tuna, eggs and chicken which are key for muscle development.

Sustain meals are designed to energise and include ingredients such as spinach which is high in iron while recovery meals will be high in vitamins and minerals such as magnesium.



Sam Baldock, Deputy Head Academic at Bedford School, (pictured) said: “We are proud to be a school

that brings out the very best in our boys – whatever their talents, skills and capabilities – as well as a school that leads the way on new initiatives to boost our boys’ performance.

“Making positive food choices is a key component of success in the classroom, concert hall, stage or sports field – so we are thrilled to be trialling this exciting concept.

“We really hope to inspire other schools to follow in our footsteps.”

Flavour of Japan



Pupils from Ashville Prep School, Yorkshire, have experienced a taste of the Far East during a masterclass in the art of sushi making.

The Year 6 boys and girls – who are undertaking a “Healthy Me” project – swapped pens for chopsticks during a Sushi making demonstration by Ashville’s Executive Chef Neil Longthorn.

‘Sushi’, which means sour in Japanese and refers back to the food’s origins of being preserved in salt – is a combination of rice and a variety of ingredients including vegetables and seafood, tightly wrapped in seaweed.

Chef Neil (pictured above with

pupils) explained the origin of sushi before taking his audience through a step by step process of how to make a perfect dish. Two of the keys to creating Sushi, that wouldn’t look out of place in a top high street chain, is a Sushi mat and the all-important rice.

The ingredients Neil used for his dishes were: Sushi rice, finely chopped vegetables, including carrots, tuna and prawns.

Simon Asker, Director of Ashville Prep School, said: “The ‘Healthy Me’ project is aimed at introducing our pupils to a variety of different foods that are nutritional and a welcome alternative to unhealthy options”.

Unique lunch scheme praised



Pupils and teachers from Beech Grove School, Kent, have been praised by Ofsted for

their innovative extra-curricular programme titled “Navigating our World”. Alongside learning about personal finance, online safety and how to apply to university, sixth form students are given the unique opportunity to go out to lunch with leading figures in business, enterprise and the charity sectors.

Since “Navigating our World” was piloted in September 2019,

23 students have had lunch with representatives from charities such as Save the Children, as well as lawyers, architects and employees of the political think tank The Centre for Social Justice.

The school’s head, Tim Maas, pictured, said: “With the support of parents and others in the local community, the programme has helped us to equip our students with the skills and confidence to communicate more effectively with people from various sectors, while exposing them to a variety of career choices.”

Grit or Grades?



History is littered with stories from hugely successful people who have developed a resilience to cope with initial failure. Mark Zacharias considers what today's students and staff can learn from such examples..

Regarded by most as the NBA's greatest all-time player, Michael Jordan won six titles with the Chicago Bulls, and despite ending his playing career over 15 years ago, has a current estimated net worth of over \$2 billion. Perhaps somewhat perversely, he is also a vocal advocate for the power of failure, famously asserting that: "I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed."

Take James Dyson, for example, and his acclaimed invention – the dual cyclone vacuum cleaner. In an interview with The Times, Dyson revealed that it had taken 5,126 prototypes to create a working device. He told the journalist that, "this was my advantage. I had the resilience to keep going when others might have given up. In fact, I wanted to fail fast, the quicker to learn. Failure is indispensable to success."

So how do these anecdotes pertain to today's students, desperate to do well but perhaps fretting about what will happen if they flop? Or to the well-meaning parents who tell us that they don't want their children to be challenged as they 'just want them to be happy'? Or to the teachers who avoid discomforting their pupils for fear that they will only add to their anxiety? Our instinct may be to protect our children from the things that are causing anxiety, but according to Dr Lisa Damour, an American clinical psychologist and author specialising in the development of teenage girls and young women, this would be a grave mistake on our part. "Dodging a perceived threat actually feels good – in fact, avoidance works like an

incredibly powerful and fast-acting drug," Damour says. "They [young people] will be relieved in the medium term, but they will be robbed of the feeling that they could have managed the situation."

Put simply, I would argue that we all – by which I mean teaching staff, school leadership, our students, their parents, inspectors, and the government themselves – need to be better at recognising that grit matters as much as grades, and that difficulty and even the possibility of failure, are prerequisites for effective learning.

In the world of education, where 'success' can too often be defined by the letters or numbers that are awarded at the end of courses, risk (and its necessary bedfellow, failure) is to be avoided at all cost. As The Atlantic reported in 2014, the grading system with which we are so familiar can "undermine learning and creativity, reward cheating, damage students' peer relationships and trust in their teachers, encourage students to avoid challenging work, and teach students to value grades over knowledge." Perhaps it is time to reappraise our values and ask ourselves whether our current (and long-standing) approach to education is actually fully preparing our charges for the world that lies beyond the walls of the Endowed Schools.

There is, sadly, a growing sense that students today are more risk-averse than in the past. Researchers at Bath University have labelled this "the curse of perfectionism", and cite evidence that shows it has been growing for more than a decade. The Times Higher Education Global University Employability Ranking 2017 published the 'wish list' of leading recruiters in terms of the skills that graduates would need to succeed

in the digital age. Two of the most desired character traits were 'resilience' and 'initiative', but the report shows that the gap between what employers want and what they believe they actually get is huge. The Guardian recently noted that three-quarters of human resources professionals are now using psychometric tests of skills, character and potential rather than just scrutinising CVs; indeed, the Institute of Student Employers says almost a fifth of its members are testing strengths and attitudes only, not achievements. But school students can too readily become nervous about being judged – which is perhaps unsurprising, given what they perceive to be at stake. Teachers of discursive subjects will attest to the problem of teaching children who will persistently avoid answering questions in case they get things wrong, or who don't like to admit they don't understand something because they are afraid they might look 'silly'. Instead of realising that asking questions is the only way to learn, they prefer to make no mistakes at all – and by doing so make the greatest mistake of all.

Why is this such a concern? We can probably all sense that the pace of change around us is quickening all the time. Children face careers where they will have an average of 15 jobs, the majority of which haven't yet been invented, and in such a world, the willingness to take risks and to be resilient to the failures that are inevitable in life is surely crucial.

A recently-published paper in the Journal of Social Psychological and Personality Science asserted that tenacity – a willingness to practise weaknesses and persevere when confronted by challenges – was, remarkably, a better predictor of success than IQ. Talent, it would seem, is only

the starting point: it is what we do with our talents, and how we develop them, that makes the difference. As Angela Lee Duckworth, the psychologist who led the research, put it: "The thing that was revelatory to me was not that effort matters – everybody knows that effort matters. What was revelatory to me was how much it matters." (Incidentally, her TED talk on 'Grit: The Power of Passion and Perseverance' has nearly 20 million views and is well worth watching.) The problem, however, is this: any student who is prepared to delve into the murky world of uncertainty and take risks has to then accept the possibility that things might go wrong – that they might well make mistakes and, heaven forbid, 'be wrong'. And yet such failures would not be reasons to give up; they should instead be embraced as opportunities to learn, to improve and ultimately, to succeed.

The final words here go again to Matthew Syed, author of *You Are Awesome: Find Your Confidence and Dare to be Brilliant at (Almost) Anything*, who has perfectly summarised the point I am trying to make. He says that, "lives are seldom destroyed by giving it a go and messing up; the silent killer of aspiration is the inability to even try. This is not to champion failing for the sake of it. It is not a philosophy of defeatism. On the contrary, it is strategic failure, the surest pathway to growth. Children who understand these truths are far more likely to feel liberated from anxiety and to embrace fresh challenges. We may have different talents, different passions, different approaches to life. But the thing that most often holds us back is not a deficit of ability, but our own, self-limiting beliefs."

Pictured: Mark Zacharias is Head of English, and Head of Seniors Scholars & Oxbridge Applications, at Stamford High School, Lincolnshire

Pupils become pen-pals with elderly alumni

Loneliness is one of the major issues faced by the elderly in today's society. Pupils from the Royal Hospital School (RHS) in Suffolk decided to do something about this and have become pen-pals to scores of elderly people who are all former pupils...



Traditionally, boarding school pupils used to write letters home to their family every Sunday

before the days of emails and mobiles put paid to this method of communication. Following a visit to a 90-year-old former student, RHS realised encouraging him to reminisce about his school days had given him a huge boost as well as a genuine source of interest and

inspiration to the pupils. Thanks to this visit, the Letter's Home Scheme was created, and pupils of all ages began writing to alumni on milestone birthdays from 80 upwards.

It was the response from the alumni that surprised everyone, as RHS Headmaster Simon Lockyer (pictured left) explains:

"We began receiving back these lovely handwritten letters from our alumni. They were filled

with anecdotes about their schooldays and accompanied by much-cherished photographs. We also learnt facts about RHS that would have otherwise gone undocumented".

The pupils started writing regularly and soon an amazing pen-pal scheme was created. The pupils also make Christmas cards and special gifts to send to the older alumni who claim the pupils' letters have given them a new lease of life.



Andy Redwood, Vice President of the Alumni Association which has championed the scheme: "Many of the elderly alumni of the Royal Hospital School have a great affection for their old School but often poor health, distance or issues prevent them from being able to connect. It is nice to see this initiative, not only working but bringing a little bit of joy into people's lives. A big thank you to the pupils – the School may have changed over the years but the ethos and 'be bothered' good manners continue".

Q&A with RHS's Sara Stewart about the Pen Pals scheme:

Q. Do pupils volunteer for this?

A. Service to others and the community is part and parcel of what it means to be an RHS pupil. Pupils take a proactive interest in these types of activities. Letters Home has special resonance as pupils take great pride in their Houses – as do the alumni that went before them.

Q. Does anyone check out what they are saying?

A. Pupils focus initially on birthday wishes and presents. When alumni write back, House Staff work with the Head of House and other pupils to send a response.

Q. How do you find the alumni who might like such contact?

A. Our alumni office and our alumni association maintain an alumni database with a report notifying us of 80, 90 and 100 birthdays of living alumni. We

have found that the majority of alumni proactively enter into correspondence after receiving a card. In effect, it is they who are sending 'letters home' to their old School.

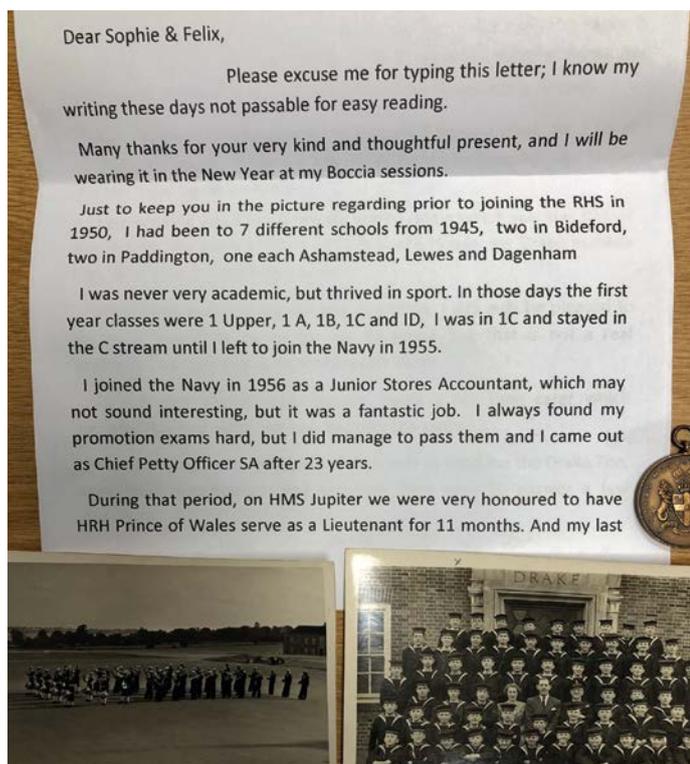
Q. When did the LHS start; how many writers and recipients are now involved.

A. Letters Home was initiated in October with pupils initially writing to around 20 elderly

former pupils on milestone birthdays. This term they will reach out to more than 30 former pupils.

Q. Is there a member of staff who champions the scheme?

A. All of our eleven Houses participate and the House Staff have been enthusiastic as it provides some wonderful insights into how the house has changed but some continuing themes.



How alumni responded:

"I would like to thank years 8 to 12 for their kind greetings. It is a lovely tribute from them, which is very much appreciated" Barry Dunmow (Collingwood House 1945). Barry joined HMS Vanguard at the age of 16 on the Royal Tour to South Africa with George VI, the Queen Mum, and accompanied the two princesses.

"Thank you. Thank you. Thank you. I could have never have imagined such a thoughtful response from your staff and students. It stimulated a great conversation and evoked many good memories of the School and Gordon's career. It has been a long time since we have seen him smile". The widow of Gordon McCoombe OBE (St.

Vincent House 1944). Gordon passed away in November. Gordon joined the Fleet Air Arm, a career culminating in an OBE for services to the aeronautical industry and becoming President of the Royal Aeronautical Society.

"It was a great gesture and certainly made my birthday that little bit more special. When the weather improves I may come down and visit the School I left nearly 65 years ago" Geoffrey Hay (Cornwallis House 1956).

"My wife and I hope that the grounding at the School will help you all find your chosen path in the future" Peter Markham (Cornwallis House 1951).

Showcase school

Giggleswick School, Yorkshire, has been named a Microsoft Showcase School – one of just 18 schools in the UK and 241 worldwide to be chosen for the accolade by the global digital giant.

The school earned the listing thanks to its use of technology in transforming the way it teaches and changing its culture of learning.

Said John Hamilton, director of digital strategy at Giggleswick (pictured): “Our use of Microsoft Teams as an online homework diary and general planner has earned us our place on the scheme. In addition, we run a policy of one-to-one devices, where everyone from year six upwards has a laptop, iPad or other device. We are continuing to develop the use of technology to support learning and school life.”

As a Microsoft Showcase School, Giggleswick has access to a global community of teachers. Mr Hamilton takes part in regular



discussions and networking, plus ‘how to’ advice, blogs and other resources.

He said: “We share what we do and learn from others. I have also become a Microsoft Innovation Educator Expert where I share best practice online and in person with other schools.

“Giggleswick embraces digital technology to ensure the best possible outcomes for its students and we are delighted and proud that Microsoft has recognised this.”

Rudi takes the helm

The Independent Schools Association has announced the appointment of Rudi Elliott Lockhart to the position of Chief Executive Officer. Rudi joins in August 2020, before taking over as CEO in September.

Rudi has been the Chief Executive of the Religious Education Council of England and Wales (REC) since 2015. Previously he spent seven years at the Independent

Schools Council, where he was Deputy General Secretary and ran the research department. He has undertaken research at Cambridge University in medieval history and at the UCL Institute of Education on the role of religion in independent schools with a particular focus on the experience of Jewish pupils in the 1960s and 1970s.

Current CEO Neil Roskilly is retiring.

Co-ed transition

Kent College Preparatory School in Pembury is to accept boys into its Nursery from September this year, as part of a gradual transition for the Prep School to become fully co-educational by September 2027. The Prep School is currently all-girls from 3 to 11 years.

In September 2020 boys will be able to join the Nursery in the term they turn 3.

From September 2021 boys in Nursery will be able to move into Reception and, subject to places being available, the Prep School will accept applications from new boys into Reception, as well as Nursery.

There will be no boys in any other year groups.

In September 2022, as boys transition from Reception to Year 1, subject to places being available, the Prep School will accept applications from new boys into Year 1 as well as Reception and Nursery. There will be no boys in any other year groups.

This will continue year by year until the school is a fully co-educational prep school in September 2027.

Kent College Senior School (for girls 11-18) will remain an all-girls school.

Gold Standard Testing for International Pupil Admissions

We are Password

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

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

We are Partners

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

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

We are Global

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

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

We are Growing

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

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

password

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

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

For more information, email: contact@englishlanguagetesting.co.uk or visit our website: www.englishlanguagetesting.co.uk



Changes to laws on residential lettings are catching out schools with staff accommodation

Pictured: Hannah Seton is associate director at Savills, HSeton@savills.com / 01865 269 165



Many independent schools are landlords to staff or third parties who occupy free or subsidised housing. However, the case of one school -which was caught out not once but twice due to regulatory changes – has highlighted that some aren't aware of their responsibilities.

A report by Hannah Seton of Savills..

There are two areas of legislation which may be hard to navigate: changes to laws governing tenancy agreements and energy performance.

First are changes to Energy Performance Certificates (EPCs) under Minimum Energy Efficiency Standards (MEES), part of the Energy Act 2011.

Local Authorities (LAs) are responsible for enforcing compliance with MEES and can impose penalties. This is a potential source of income to them, but some are more aware of the regulations than others. We know of cases where failure to comply has been used as a way of carrying out a property inspection under the Housing Health and Safety Rating System in the Housing Act 2004, followed by notices being served to undertake work, or face further financial penalties.

Unless explicitly exempt under the rules, from 1 April 2018 any property rented out on a qualifying tenancy, including new lets and renewals, must have had a minimum EPC rating of E. But from 1 April this year the law also applies to all tenancies let since 1 October 2008, with penalties of up to £5,000 per property.

We know an independent school that was served a compliance

notice by its LA for letting a property on an EPC F rating, with the school given one month to respond supplying the information requested. Failure to respond would have incurred a fine and, if then found to be in breach of the regulations, a penalty of £2,000 plus costs. Luckily, the school got advice, and we found that staff occupied the property under a Service Occupancy licence as part of their employment. As Service Occupancies are excluded from MEES the LA withdrew. But this was a wake-up call: a review found several school properties let on Annual Assured Shorthold Tenancies (which are included in the legislation) that were non-compliant. The school has now rectified this.

Do you let any properties on Assured Shorthold Tenancies (AST) using a template tenancy agreement that's a few years old? If so, the law's changed a lot recently.

Under the Deregulation Act, landlords must issue all tenants granted an AST with the current How to Rent Guide. This notifies tenants what to expect throughout their tenancy and the documentation they must receive, including a gas safety certificate and deposit paperwork

(if applicable), and the EPC. The guide tells tenants that if their tenancy started or was renewed after 1 October 2015 they can't be evicted via a Section 21 notice (a no fault eviction) if these documents haven't been provided. If you think you may need to gain possession of a property it's therefore imperative that tenants have the correct documentation.

Since 1 February 2016 all private landlords must check that new residential tenants aged 18+ have the right to be in and reside in the UK before renting their property under the Immigration Act 2016. If you've agreed any tenancies since then it's best to review if checks were carried out. If tenants are employed directly by your school it's likely that you already have copies of their documentation, but it's worth double-checking.

Under the Tenant fees Act 2019, landlords and agents are prohibited from charging tenants any fees other than those 'permitted' by the Act on new tenancies signed after 1 June 2019; this largely bans most letting fees and caps tenancy deposits. Breaches can result in £5,000 fines, rising to £30,000 for multiple breaches and possible criminal prosecution. It's

therefore worthwhile reviewing if any of your tenancy agreements carry fees that now contravene the law.

To abide with the Smoke and Carbon Monoxide (England) Regulations 2015 landlords must install at least one smoke alarm on every storey of their properties and carbon monoxide alarms in any room containing a solid fuel burning appliance and check they work on the first day of each new tenancy. Given the potential threat to life it's crucial that these checks are carried out but – if that weren't enough – any breach carries a maximum fine of £5,000.

During our work with the same school mentioned above, we found they were using an old AST template, which breached the Tenant Fees Act, and weren't aware of their duties under the Deregulation or Immigration Acts. Understandably, their main focus is education and they simply weren't conscious of the regulatory changes.

Residential tenancies may not be part of your everyday work, but the consequences of falling foul of legislation are high, with the financial penalties, not being able to gain possession of properties when required, and reputational harm, potentially very damaging.

This article is for guidance only. Full details should always be checked and the appropriate advice sought where required. Legislation is different in some cases for Scotland, Wales and the Republic of Ireland.

Teaching & Learning Conference open to all

What is learning? What does the research tell us?



Haberdashers'
Aske's School
for Girls

What is learning?

Teaching & Learning Conference 2020

28 MARCH 2020

BOOK ONLINE
Earlybird £25
Standard £35
#HabsGirlsConf2020

Following the successful events of previous years, Haberdashers' Aske's School for Girls, Hertfordshire, is running its fourth Teaching and Learning Conference on March 28th. The event is open to independent school staff from across the country.

Amongst the questions which will be addressed:

Should students be asked to work in groups or alone? One results in possible social loafing and the other in a lack of mental stimulation.

Should students be teaching each other? What if they misunderstand the topic and mis-teach it?

What about direct instruction, does it allow neural pathways to develop as much as active learning does?

Should staff be teaching or facilitating, sticking to the specification or going off topic, supporting or challenging?

Listening to a teacher, looking at images on a board, referring to an article and taking notes simultaneously – is that cognitive overload or best practice?

What about what comes first; knowledge or skill, planning or marking, mistakes or resilience?

The conference will provide the opportunity to hear from a variety of internationally renowned speakers, discuss some of these and other questions, and assist staff to draw their own conclusions about what is best for pupils. There isn't a one size fits all approach to education!

Tickets cost £35 and include a welcome breakfast, refreshments and a hot lunch

Venue:

Haberdashers' Aske's School for Girls
Aldenharn Road
Elstree, WD6 3BT

Arrival and breakfast: 8.30-9.20am

Welcome and Keynote: 9.30am

Finish: 3.30pm

For all enquiries please contact:

Megan Hall, Assistant Head (Teaching & Learning):
mhall@habsgirls.org.uk or 020 8266 2308

For bookings please visit:

<https://www.trybooking.com/uk/book/event?eid=8534>



Flying fundraising start

The Froebelian School, Yorkshire, has begun the academic year raising an unprecedented amount for their designated charity for the year.

The Preparatory School has come together as a community to raise over £2300 for Yorkshire Air Ambulance in just five months.

With future events in the offing, offering a number of opportunities to raise even more money, they are off to a 'flying start'.

Headteacher Catherine Dodds said: "I am overwhelmed by how the Froebelian family has embraced the fundraising for the charity this year

– with individual and group efforts from pupils, staff, parents, friends and the PTA – we are on target for a record breaking year."

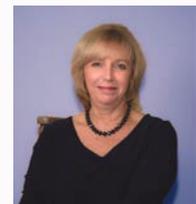
Vickie Bowden, West Yorkshire Regional Fundraiser, from Yorkshire Air Ambulance said: "The charity relies on donations to ensure we can continue to save lives across the region and make a difference to someone who needs our help. With a running cost of around £12,000 per day, we are incredibly grateful to each and everyone at The Froebelian School for making such a magnificent start to their fundraising year.

BEVERLEY BELL — CONSULTING —

beverleybellconsulting.com

Email : info@beverleybellconsulting.com

Phone : 07985 700017



Services:

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

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

Best Practice and Compliance

Schools and Charity Work

Bespoke Training

Governance & Corporate Arrangements

Strategic Development

Learning 'LIFE SKILLS' with the Junior Duke Award

An award scheme pioneered by a teacher has 'come home' to the school which inspired it.

The Junior Duke Awards are the brainchild of a teacher from Glasgow who felt that there should be a junior version of the Duke of Edinburgh's Award to encourage primary-aged children to learn life skills.

The Duke of Edinburgh's Award was inspired by HRH The Duke of Edinburgh, Prince Philip's experiences at Gordonstoun School in Moray where he undertook a series of challenges in order to win a 'Moray Badge'. Hundreds of thousands of children all over the world have followed in his footsteps through the Duke of Edinburgh programme and undertaken confidence-boosting challenges.

The Junior Duke Awards are based on the same principles and encourage younger children to try new experiences, develop independence and become more confident.

<http://juniorduke.com>

Now the Junior School at Gordonstoun has announced that it will adopt the scheme, offering Junior Duke Awards to children in Years 5 and 6 (P5-6). Those taking part must complete a series of challenges including confident swimming, learning how to budget, learning to cook dinner or baking bread, fixing a puncture, planning a trip, demonstrating computer skills, music or drama performances and caring for others.

Welcoming the development, the inventor of the Junior Duke Awards, Dawn Waugh from Hutchesons' Grammar School said: "The Duke of Edinburgh Awards are based on challenges pioneered by Gordonstoun so it is lovely to see that my junior version of the awards has been taken up by the school where the idea began. Since I began Junior Duke Awards in 2006, thousands of children have learned new skills such as planning trips, cooking, performing and caring for other people. I hope this will inspire more schools to join in!"



The Head of Gordonstoun's Junior School, Josh Holtby, said: "Our children have already begun their Gold and Platinum Junior Duke Awards and are really enjoying doing new things. I can see their independence and confidence growing, and we are delighted to support an award programme which encourages more children to benefit from the educational approach of Gordonstoun which focuses on developing skills for life, not just for exams."

A Royal Duke of Edinburgh's Award visit

HRH The Earl of Wessex spent time with young people, teachers and volunteers from across Kent who are involved in The Duke of Edinburgh's Award (DofE) during a visit to Cobham Hall, Kent. The visit was planned to thank local schools and organisations who run the DofE for their young people and showcase how doing the DofE could benefit more young people, schools, business and youth organisations in the area who are not yet involved.

During his visit, The Earl met with young people currently doing their DofE. They demonstrated skills including CPR, First Aid and Orienteering, all designed to highlight the Physical and Expedition sections of the DofE. The Earl spoke with each of the representatives from the schools on site, having been welcomed by Cobham Hall's youngest pupils waving Union Flags. The visit follows on from the recent launch of The

Experience List: 25 of the best character hacks for teens, a checklist of 25 experiences that can build teenagers' confidence, independence and resilience, supporting their positive mental health and wellbeing and standing them in good stead for success in the workplace and beyond. To build the list, the DofE surveyed more than 4,000 people including members of the public, business leaders, education professionals, parents and young people. Many of the experiences and activities that appear on the List can be done as part of the DofE.

Maggie Roberts, Headmistress at Cobham Hall said, "We would like to thank The Earl for his visit to Cobham Hall. The DofE is an integral part of life at the School due to the vital skills it develops, such as perseverance and resilience, which are skills required for a successful future."



Unique Sixth Form programme

Strathallan School, Perthshire has unveiled a unique triple pathway programme for Sixth Form pupils designed to provide choice and flexibility in the face of a diverse range of tertiary education and employment options after school. With the addition of One-year Highers to Sixth Form curriculum options, the school will become the first in Scotland to offer such a wide range of options. The One-Year Highers will be added to the Sixth Form offering from September 2020 and will run alongside the current A-Level and Two-Year Higher options.

With 24 subjects to choose from, this means Strathallan will offer one of the broadest curriculums available in Scotland, as well as the opportunity for pupils to tailor their programme to their strengths, interests, and future study or career goals. In response to pupil demand, a selected number of subjects will also be made available for Advanced Higher from 2021, offering Strathallan pupils breadth, choice and flexibility, as well as a clear route to selective Scottish University courses.

Writing Retreat

A spectacular Writing Retreat took place at Wellington School, Somerset.

Over 90 children from 24 schools around the region turned out for a morning of workshops and rehearsals, before performing a selection of their own compositions!

Throughout the morning, the children worked with professional writers and editors from the publishing industry and the Golden Egg Academy. Each child was given individual time to work on their writing and these experts explained how the publishing industry works. They also had a live skype session with the author of the successful Brightstorm and Wildspark, Vashti Hardy (recently shortlisted for the Blue Peter Book of the Year award).

"There was a tremendous atmosphere of excitement and anticipation, as children created a story plan," commented Aaron Warren, Wellington Prep School's literary guru.



Sophia, Roedean School Collection.

Fitted jacket made in British tweed, with moleskin collar and pocket detailing. Contrasting jumper in navy with double stripe detail and a classic navy kilt.

schoolblazer

schoolblazer.info 01832 280 011

Workplace pensions.

Why it's important to shop around.

Royal London, the UK's largest mutual life, pensions and investment company, outlines the key areas to consider when reviewing your workplace pension options, and why an off-the-shelf workplace pension might not be the best solution for your school.

When it comes to financial services products, it's important to shop around. And it's just the same when you're choosing a new workplace pension.

Although off-the-shelf workplace pensions are readily available, it's worthwhile considering if they really offer the best solution.

If you're thinking of offering an alternative to the Teachers' Pension Scheme (TPS), you'll normally need to go through a consultation process first, and this is a great time to find out what your teaching staff would like and the option(s) that would suit them best. This could include finding out or reviewing how many teachers:

- have opted out of TPS and why
- are paying extra contributions to TPS
- earn less than the primary threshold for National Insurance Contributions
- aren't earning a taxable income

And if they feel strongly about having a pension with a provider who:

- is socially responsible
- offers easy online access to the plan via a website or mobile app
- lets them carry on contributing if they decide to leave teaching

All this provides great insight into what's affordable for them, and whether having a scheme that uses relief at source or a salary sacrifice model is also beneficial.

You'll need to consider:

- **Who you want to run your workplace pension scheme?** You can choose to go with a public limited company (PLC) who is owned by their shareholders and pays dividends, or you can choose a mutual organisation. A mutual

is owned by their members and reinvests profits back into the organisation, to the benefit of their customers.

- **If their default investment option suits the profile of your staff.** In our experience, most members of a workplace pension will invest their contributions in the scheme's default option. So it's important it can adapt to the demographics and life stages of your teaching staff.
- **The charges your teachers will pay.** All pension providers charge for managing a scheme or plan and it's important to understand what's included in these charges. An off-the-shelf solution may not offer the best value for money and may have charges that reflect the profile of teachers at other schools.
- **The pension provider's responsible investment policy.** Attitudes towards responsible investment are changing. A growing number of pensions customers, particularly millennials, believe it's important for their pension provider to have a strong responsible investment policy. If your employees feel strongly about this you should check if the pension provider's policy, and the breadth of their responsible and sustainable fund ranges, are aligned with what matters to your staff.
- **How flexible the scheme is.** If any teachers want to make their own investment choices, you'll want to ensure your scheme offers a wide range of options to suit their preferences, their attitude to risk and term to retirement.
- **Support for you.** When comparing costs, consider the ongoing services that will be

provided. For example, will the provider offer dedicated ongoing support to help you move pension schemes, and manage it longer term?

- **If you want to offer the alternative pension scheme to all your staff.** You may decide this is the right time to also review your current pension scheme for your non-teaching staff. If you move both teaching and non-teaching staff to the same scheme, you could benefit from a reduced level of administrative work and access to lower scheme management charges.

Some providers may charge you extra to add non-teaching staff to your scheme.

- **If the pension provider can offer marketing and communication materials tailored to your school's branding.** Your contributions to your teaching staff's pensions are a valuable part of their benefits package. If you do decide to exit TPS, they will continue to be a significant investment in your employees' future financial wellbeing. You set the employer and employee contribution levels and could choose to continue contributing at a rate which is higher than the average levels typically paid in the private sector. Bespoke branding of member communications can help increase employee engagement and ensure they value your investment.
- **If your staff will be able to continue contributing to their new pension plan if they change employers.** Some pension schemes are set up so that members can only contribute to their plan under their current employer. If the employee leaves, they then have

to change pension provider or set up a new plan. Other pension schemes are set up so that the member's plan is 'portable', allowing them to continue contributing to their plan even if they leave your school or leave teaching altogether.

There's no doubt that shopping around will help you find the best solution for your school. Genuine consultation with your impacted teaching staff will be key to demonstrating your commitment to this.

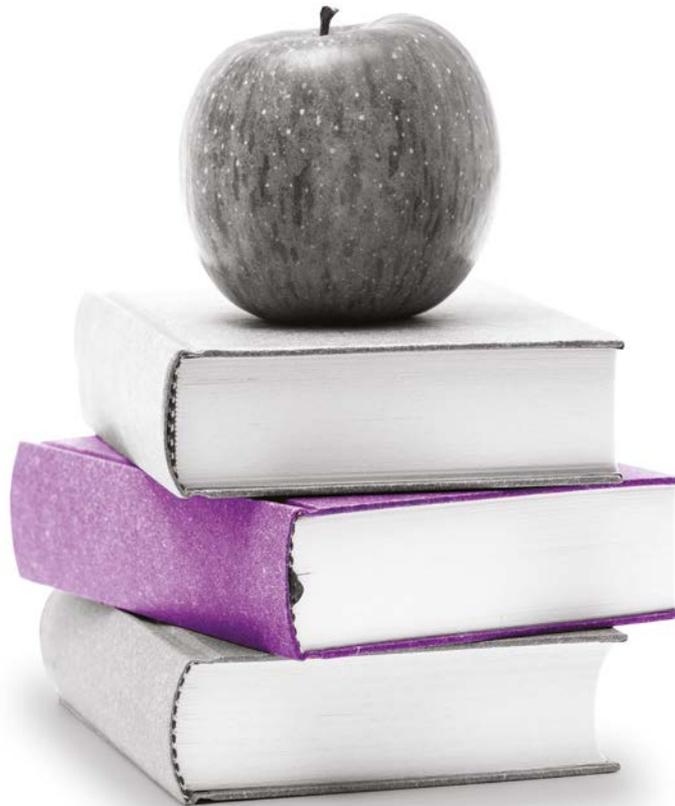
William Johnson, Managing Director at The Ink Group has been active in this space, and believes "Any organisation selecting a workplace pension for their employees has a duty of care to review the whole of the market to ensure that the best possible option is chosen. This is even more important for independent schools given the significance of the shift away from the TPS."

We always recommend talking to a professional financial adviser about the different types of workplace pensions available to you. They can provide an impartial view of the options available and the pros and cons of each. And most importantly, they'll give you personalised advice and recommendations tailored to your school's needs and circumstances.

If you don't already have an adviser you can find one in your area by visiting unbiased.co.uk.



For information on our workplace pensions visit employer.royallondon.com/school-pensions



Workplace pensions that really stack up

Our award winning pensions are built to fit around your schools' needs. With flexible contribution levels, carefully crafted investments and a range of retirement options, we're confident we'll stack up against your expectations.

**To find out more speak to your adviser or
visit employer.royallondon.com/school-pensions**

The Royal London Mutual Insurance Society Limited is authorised by the Prudential Regulation Authority and regulated by the Financial Conduct Authority and the Prudential Regulation Authority. The firm is on the Financial Services Register, registration number 117672.



Wildlife Trust 'Grand Ideas' Win

Ratcliffe College Year 13 student Robyn Warwick has been successful with her entry in the Leicestershire and Rutland Wildlife Trust, 'Grand Ideas' competition, winning £1000 for the school. The money will be used to help implement Robyn's idea which is, "to crack down on single use plastics and create a culture where recycling is an everyday part of school life." Robyn's idea also focuses on helping the School cut down on food waste which, globally now accounts for 21% of all landfill! Grand Ideas is a project of the Leicestershire and Rutland Wildlife Trust, with the support

of the Leicestershire and Rutland Community Foundation and #Iwill Fund – proudly supporting youth social action.

Ratcliffe College's mean green Eco Team continue their bid to become an eco-school in 2020 and achieve Green Flag status. A whole College Eco Committee has been established, incorporating the Nursery, Preparatory and Senior School.

Not only this, but Ratcliffe College had their bid accepted for trees from the Woodland Trust, 30 trees will be planted this month (March).

Minibus firm plants 1500 trees

Castle Minibus has agreed an annual sum to plant and support the planting of trees and ongoing maintenance of approx. 1500 trees over the next three years in partnership with the FSC (Field Studies Council).

The immediate plan is to fund three seasons, planting around 500 trees per year and subsequent maintenance, at the FSC's Preston Montford site in Shropshire. Once planted the Field Studies Council will assume 'ownership' of the trees and will manage the resultant woodland sustainably. After the initial three years the planting

project could be extended to further planting at the same site or at Blencathra in the Lake District.

Chris Maynard, Managing Director of Castle Minibus commented 'Whilst we can't accurately calculate the carbon emissions from the business or the vehicles we rent, lease and sell we can make a contribution to offset our carbon footprint. I am very pleased to be able to fund the planting and maintenance of these 1500 trees with the FSC who will not only oversee the initial planting but the maintenance and growing success of our block in Shropshire.'

Climate change front and centre

Students from Durham School have been working on ideas around sustainability and environmental protection after becoming increasingly aware of, and interested in the worldwide movement encouraging everyone to play their part in saving the planet.

A recent visit to the school by global environmental campaigner and communicator, Robin Clegg fuelled their passion for putting the planet first, and reinforced their belief that committing to making changes in our everyday lives can make a big difference.

Robin (pictured above at Durham) has spent the past 15 years working with organisations including the World Wildlife Fund and The Ocean Race, raising awareness of the threats to the environment and bio-diversity.

He said: "It's essential that people who've experienced conservation efforts and been to some of these places impart their experiences and knowledge to the next generation.

"They are our future leaders, who we need to educate and make

aware of what the problems are. We need to inspire them to be part of the solution.

"Bringing that wonder and excitement of being in an amazing environment like the rain forest, or a coral reef – being able to bring that back and share it... it's not necessarily about inspiring them to do what I do, but more helping them to see that by being responsible human beings, they can make a difference."

During the development of the sustainability plan, which will feed into a new school-wide environmental policy, ideas from the pupils have looked at many areas of school life, resulting in a wide variety of proposals around food, energy, transport, recycling, waste and tree-planting – as well as encouraging of using local produce and suppliers wherever possible.

Dr Christine Scott-Warburton, Head of Geography at Durham School, said: "The pupil-led plan has come about from the pupils' conversations in geography lessons as we cover sustainability concepts."

Animated protest during schools' Eco Day

Hertfordshire's Edge Grove School has hosted a special 'Eco Day' in collaboration with WWF, Tesco and TerraCycle, as part of its continued drive and commitment to reduce, reuse and recycle waste. As a member of the Eco-Schools programme, the school takes its environmental role extremely

seriously and the event, which also saw pupils lead a peaceful protest, was attended by the whole school.

The focus for the day was 'Waste' and every year group took part in a wide array of activities to learn more about reducing and reusing waste.

Headmaster Ben Evans said: "Our Eco Day was a huge success and certainly gave all of us some food for thought in terms of how we can make a difference to the world around us. We were incredibly fortunate to have representatives from WWF and Tesco in attendance, both of whom delivered engaging presentations on the challenges they face today and their commitment and drive towards improved sustainability."

Tesco and WWF talked about the issues associated with waste and the difficulties in balancing food waste, food miles and packaging. The pupils not only left with a new found understanding of the complexity of environmental

management but crucially, what steps they could take to make a difference.

The school is already a hub for collection of hard to recycle plastics, such as crisp packets and pet food pouches and representatives from TerraCycle explained why this was so important and how the recycling business model works. They showed pupils the finished products, such as the colourful, school benches currently found on Edge Grove's front lawn. Pupils also had the chance to follow up the points raised in the talk and to participate in discussion groups back in their classrooms.



Safer recruitment. Recruiting safely. What exactly does that mean?

A report by Kay Joel, senior consultant for education, and Donya Pourzand, senior consultant, NSPCC

It's never been more important that we recruit and retain the best people in our schools. You need staff and volunteers who champion your school's culture and values and are committed to protecting, supporting and developing children and young people. The statutory guidance for schools highlights the responsibility of a school to ensure you have safer recruitment policies and procedures in place. But, as the schools we work with tell us, while the guidance tells you what to do, it doesn't tell you how to do it.

That's why our specialist child protection and HR safeguarding experts developed our Safer Recruitment in Education online training course to help those responsible for recruitment to put in place a safer recruitment process

If you want to learn more about this complex subject, take our Safer Recruitment in Education online training: visit www.nspcc.org.uk/sredu Or get in touch with our specialist consultants: www.nspcc.org.uk/consultancy

and be confident that you're doing everything you can to safeguard the children and young people in your care.

So, how can you recruit and retain the very best people for your school and ensure you're keeping children safe?

1. Prepare well

"If you fail to prepare, you prepare to fail"; this couldn't be more true of recruitment. Planning effectively gives you a blueprint for the rest of the process.

Clearly defining the role and responsibilities not only helps you create the job advert, but provides the basis for assessment criteria shortlisting, interviewing, vetting and the probationary period.

2. Think carefully about the language you use

A safeguarding statement and overview of your school is essential for any school job advert. Of course,

there are details that have to be included but by personalising these, using your school's language and reflecting your culture, you stand the best chance of attracting the people most suited to your school.

3. Use value based interviewing techniques

Once you've attracted some great candidates for your role, you need to use the interview process to delve under the surface. We've developed a value based interview technique focused on safeguarding that covers four key behaviours:

- Establishing and maintaining professional boundaries and professional integrity
- Establishing and maintaining relationships with children
- Taking action to protect a child
- Demonstrating resilience and ability to cope with pressure.

As well as our Safer Recruitment

in Education online training, we work with schools and other organisations across the UK on a consultancy basis to help them apply these advanced interviewing skills. This helps them explore a candidate's awareness, behaviour, attitude and motivation in relation to safeguarding children.

4. Involve candidates in the process

Recruitment is a two-way process. While you need to attract the best candidates, they need to be sure this is the right job for them. And while schools obviously have a responsibility to ensure safeguarding is at the heart of that recruitment process, candidates also need to play their part. So make sure you're clear on what you expect and give them direction in the process. Ensure they understand what's required in your checks – including vetting and barring checks, overseas checks and references.

NSPCC
Learning¹

Online safeguarding training

Cost-effective training designed by experts in safeguarding. Easy to use and quick to complete. Make sure your staff know how to keep pupils in your school safe.

➤ Visit nspcc.org.uk/schools

**10% off
elearning**

with code
SchoolsMag10.
Valid until 30 June
2020.*

Our courses include:

- + Child protection in schools – £25
nspcc.org.uk/cpschools
- + Safer recruitment in education – £35
nspcc.org.uk/sredu
- + Managing sexualised behaviour in schools – £35
nspcc.org.uk/msb
- + E-safety training – £35
nspcc.org.uk/kcso
- + Child protection for school governors – £25
nspcc.org.uk/governors

©National Society for the Prevention of Cruelty to Children (NSPCC) 2020. Registered charity England and Wales 216401. Scotland SC037717. Course prices correct as of March 2020. *Offer valid on elearning only. J20201071.

LEAP 2020: Leading the World in Female Entrepreneurship

In the summer of 2020 top female students from every corner of the globe will converge on Jersey to hone their business and leadership skills at Jersey College for Girls Foundation's LEAP summer programme.

In 2019 representatives from Jersey, Japan, Korea, China, Taiwan, Thailand, India, Egypt, Germany, UK, Bermuda and the USA made for a diverse and dynamic cultural mix. 2020 is shaping up to be even more diverse!

LEAP, standing for Leadership and Entrepreneurship Accelerator Programme, is a 10 day programme bringing together students and leaders from the community to work together to solve the world's problems. Set around a Dragon's Den style competition the students are taught business and leadership skills, guided through the ideation and development process and inspired by entrepreneurial female leaders from finance, charity and government.

Working in truly international teams, the students are challenged to design a social enterprise business to target the United Nations sustainable development goals.

The summer of 2020 will start with the students being instructed on what makes an impactful project by the Executive Director of Jersey Overseas Aid, Simon Boas. The students will then be challenged to let their ideas run

wild. Team building will follow and the students will be all set for the days ahead.

Sessions on marketing, financing, communication and presentation skills, to name just a few will guide the students through the business development process. Senior executives from HSBC, RBSI, RBC, PwC, Durrell and many other leading organizations will act as trainers, mentors and guides.

As the days progress, the teams will begin to gel, their ideas become more focused and their ability to articulate their ideas and plans in a business like fashion will form.

On the penultimate day students will face six of the Island's best business minds in a corporate Boardroom with the top team taking home up to £2,000 as the finale to Jersey College for Girls' LEAP programme.

In 2019 Justine Wilkinson (Director, Fairway Group), Nicola

Gott (Managing Director, Oak Group), Andrew McLaughlin (CEO, RBSI), Susanna Rowles (Director, TargetInternet), Aaron Chatterley (Founder, feelunique.com) and Simon Boas (Executive Director, JOA) acted as Dragons and ITV Channel Television recording for added stress! The students shone, with articulate and passionate presentation of their ideas and the winning team Ossze made an impact with their idea for linking retired people with students to share expertise and reduce loneliness.

LEAP 2020 is gearing up to be as successful a programme as in 2019 with students already signing up from around the world.

Jersey is uniquely placed to offer a programme of this nature and organiser Dr Peter Le Masurier commented, "It is inspiring to see, the ideas that students can create in such a short period of time, the international cooperation, and

the quality of the presentation and business cases. I strongly encourage any female student who is passionate about change, targeting a leadership position for herself and inspired by the opportunity to work with students from all over the world, to contact me about joining the LEAP 2020 Programme".

LEAP 2020 Details

Location:
Jersey College for Girls, Jersey

Dates:
27th July to 5th August 2020

Participants:
Years 10-13

Fees:
£1750 per student
(Including all activities, accommodation and food)

www.jcg.je/leap
p.lemasurier@jcgfoundation.com



Pictured: Some of the participants in 2019 LEAP

*making playtime fun
since 1989*



**call for a free
consultation**



“From planning and design through to installation, working with Fawns was a pleasure and our children now have a high quality play area.”

**Linacre Primary School,
Merseyside**

“We are delighted with the finished product. Our 5 year old pupils gave it a thorough testing yesterday!”

**St Wilfrid’s CE Primary
School, Nottingham**



Focused eating disorder concept brings support to schools

Schools and colleges now have a unique delivery option to help staff, parents and students better understand and support eating disorder issues. Not-for-profit organisation, Wednesday's Child, has developed a comprehensive protocol, which guides school staff and the pupil community through awareness, prevention and intervention.

As well as providing focused education about the mental health illness and its incidence in the academic arena, the package includes full recovery coaching support for students experiencing difficulties with, or early signs of, an eating disorder.

It is believed as many as one in five schoolchildren will experience an eating disorder during their academic life, and the disease has a high onset incidence during adolescence in particular.

The new approach has been adopted by one independent school which has for a long time prided itself on its pastoral care delivery.

Framlingham College, Suffolk, which has 650 students, is now utilising the Wednesday's Child team to educate staff, audit dining facilities, deliver assemblies, stage parent talks, and provide a one-to-one listening service or recovery techniques for those children who may need it.

Debbie Watson, who founded Wednesday's Child after her own lived experience of the illness, said: "Our protocol on eating disorders is something long overdue in the education arena, and we're proud to have been the organisation to have really

listened to schools and to have developed a framework which can be tailored for their needs.

"On the one hand, teachers and pastoral staff were saying how desperate they were for more information and resources to assist understanding of this devastating illness, but perhaps even more so, they were eager to get 'hands-on' support wherever a child might be showing some kind of eating distress or disordered thoughts."

She added: "We are now able to offer a really strong mix of one-to-one, group and workshop based delivery, calling upon an exceptional team of Wednesday's Child specialists who come from backgrounds in teaching, young people's behavioural needs, therapeutic solutions, nutrition



Framlingham College school nurse Suzannah Tacon, deputy head (pastoral) Tom Caston and Wednesday's Child founder Debbie Watson

and food psychology, and mental health provision."

Framlingham College Deputy Head (Pastoral), Tom Caston, said "The wellbeing of a pupil is critical to them experiencing a happier and more successful school career. I really believe that the Wednesday's Child delivery model is essential for the entire academic community – from primary to higher education, and across mainstream and public schools."

At the start of 2020, in findings gathered from NHS Digital Data, it was revealed that hospital admissions for eating disorders had increased markedly between 2016 and 2019.

There were 19,040 admissions for 2018/19, which was up from

16,558 the year before, and 13,885 in 2016/2017.

Ms Watson added: "Full statistics for the impact of eating disorders in this country have always been difficult to extract, particularly because we know a large number of people don't actually receive a formal diagnosis, and are instead 'battling with' the illness behind closed doors.

"Despite the clear statistical picture of incidence, deaths, and prolonged waiting times, however, we can be sure that a service like Wednesday's Child is much needed.

"Anything that contributes to early intervention, and offers hope to individuals and families, can only be of huge benefit in tackling this deadly illness."

Q&A with Framlingham College Deputy Head (Pastoral), Tom Caston

Q. What attracted you to the Wednesday's Child approach, rather than those offered by longer-established charities such as BEAT?

A. Supporting young people in the education environment with a variety of mental health and wellbeing issues has never been more complex, nor more urgent, than it is right now. At Framlingham, we've taken the view that we needed to identify providers and solutions which would take the time to tailor their approach around our specific school, and would become an intrinsic part of our pastoral offer.

We liked that Wednesday's Child are very unique in their combination of both preventative and reactive support. We are able to work with them in an entirely bespoke way, taking into account our boarding facilities, the way we deliver our PHSE programme, how we educate parents, and how we upskill and support our staff in this key area too. It really feels like they are 'part of us' and they are on our doorstep within hours of us having a specific need.

Q. The modern concept of self-serve, self-clear school 'restaurants' invariably means that few staff are on meal duty so none will notice if a young

person takes little in the first place and then returns most of it. Is this not the 'elephant in the room' as far as an early alert to potential anorexia goes? How should meal-times be supervised? Is it time to revert to the staff member at the head of every table?

A. It's true that self-serve can potentially leave a school exposed to these vulnerabilities, so one of the benefits of the audit provided by Wednesday's Child is we really get to bring these day to day activities into sharp focus, educate our catering team better, encourage staff attendance in the dining hall, and observe which children are struggling, avoiding,

or disguising. Our catering manager is very much 'on board' with the process, and has been from the moment he was first introduced to Wednesday's Child and its approach.

Q. Anorexics will find the dining hall intolerably stressful. Should schools – as a matter of policy – provide the spare manpower to assign a 'mentor' to the pupil to assist at mealtimes, possibly even separate dining in a private space?

A. This was a factor we talked about very early on with Wednesday's Child. They helped us realise the high levels of anxiety that can be experienced by a

child suffering from any form of eating disorder – from anorexia to ARFID. We now have the ability to provide a smaller mealtime setting for those students who need it, and for these meals to be ‘accompanied’ and supported in an empathetic way. For our boarders, we can also call on Wednesday’s Child to run their Supportive Suppers in an evening or weekend, where a speaker leads a casual non-threatening mealtime, and encourages conversation among those who may have more food anxiety.

Q. Bulimics are likely to rush to the toilets after a meal. How can staff spot signs of induced vomiting?

A. We have learned very quickly that eating disorders of a ‘purge’ nature can manifest in vomiting, but can also be about immediately seeking to purge through excess exercise, or the use of things like laxatives. Staff and matron education on this is key to us all being much more aware of potential signs, but also that we are then able to adopt the right kind of dialogue to support the person – rather than causing confrontation and fear. With Wednesday’s Child as our partner, we’ve already been able to deliver training for matrons and housemistresses.

Q. Often the first obvious signs of an eating disorder may be when a pupil gets changed into

swimwear/PE kit and can’t hide it, or when he or she says they can’t eat much lunch because they have such huge meals at home (the exact opposite being announced at home). How should parents be approached, remembering they may be unaware of the problem?

A. We realise that our teaching and pastoral staff are spending a substantial number of hours with our pupils, and that therefore, if we take collective responsibility for observing behaviours and appearances, we are often able to spot the onset of issues, even where they may be going initially undetected by parents. Naturally, it’s a really sensitive issue for us then to raise with our parents, as we never want anyone to feel blamed or accused. It’s always about putting the health and wellbeing of the child first, and looking at how we can then hold the hand of the family and the student to help them navigate the illness and restore full health as quickly as possible.

It is very clear that where the relationship is already strong between pastoral staff and parents, all issues (pastoral or academic) that surface can be dealt with in a collaborative and undefended way. The structure of the College and the way we have always operated, lends itself to those hard conversations taking place.

PROTOCOL explained

The Wednesday’s Child School Protocol has been developed specifically with the education environment in mind, with the focus on being able to support those experiencing eating disorders, or showing particular vulnerability to one.

It follows a unique A.R.I.S.E framework, which builds knowledge, aids support skills, and ensures all issues are promptly reported and monitored.

The steps covered in the ARISE framework are:

A AWARENESS
R RECOGNITION
I INFORMING
S SUPPORTING
E EVALUATING

Every school undertaking the Protocol is embedded into the framework through a number of key activities to create ‘school-wide’ understanding.

These deliverables include:

- 1) A staff workshop
- 2) Parent / Caregiver events
- 3) ‘There for my Peer’ assembly
- 4) Empathetic evaluation of current academic materials and school schedule
- 5) Annual refreshers of eating disorder education and awareness

Alongside this, Wednesday’s Child can provide one2one support for identified cases, and a number of workshops, insight sessions and practical opportunities for parents, pupils and staff to learn more about body image, eating disorders and mental health.

Costs vary by service level which range from year-round service to ad-hoc audits and workshops. For a confidential discussion at no obligation hello@wednesdayschild.co.uk www.wednesdayschild.co.uk

GFORCE[®]
Signature

**Own Branded Sportswear
for your School.**

**YOUR SCHOOL
YOUR BRAND
OUR EXPERTISE**

With GFORCE Signature, you can create a collection of highly marketable and recognisable sportswear that truly represents your school, brand and ethos.



- / Your kit as you want it designed
- / Customise badging, neck tape, inseam labels and more
- / No secondary branding to consider
- / Exclusive branding reinforcing your school brand and ethos
- / Reinforce and market your school's brand identity, not someone else's
- / Complimentary design service
- / No additional charges for label customisation

0116 255 6326

info@gforcesportswear.co.uk

www.gforcesportswear.co.uk

Five simple ways to look after your minibus drivers, protecting them, your pupils and your school

By Chris Maynard, Managing Director of Castle Minibus

Profit determines whether you need an Operator's licence (O licence) or Section 19 Permit

The difference between needing a PSV O Licence or operating under a Section 19 Permit is the commercial element. If you are a not-for-profit school or have charitable status and do not benefit financially from your minibus operations, then you can operate under a Section 19 Permit.

If your school operates under an O licence, issued by the traffic commissioner, you are required to appoint a qualified transport manager and your drivers must have full D1 entitlement, tachographs in their vehicles and CPC training; there must be systems in place to check licences, health, driving ability and knowledge.

A former senior traffic commissioner described the Section 19 Permit as a 'badge of trust', because you are still required to make sure that your minibuses are operated within the law, with vehicles being properly maintained and using drivers with the appropriate qualifications. But, Section 19 Permit holders do not come under the same scrutiny as O licence holders.

So, are non-professional drivers as safe?

The obvious answer is no, in fact the opposite could be argued. However, you can still pay your drivers under a Section 19 Permit,

but they are not required to meet the same standards as with an O licence. Again, the only difference is whether you run your minibuses for profit. The drivers, the vehicles, routes, children, parents, and therefore the risks – are all the same.

How can schools operating under a Section 19 Permit check, protect and evidence the care of their drivers?

There are some very effective ways to assess, train and evidence that you are looking after your drivers and vehicles which will also help protect your school should the worst happen.

1. Regular eyesight checks

Gaining D1 entitlement involves an eye sight test and medical. Currently we see around 10% of candidates fail the eye test so, statistically 10% of your drivers could have inadequate vision. The road safety group GEM just released figures claiming eyesight is linked to more than 3000 fatal and serious injury collisions each year. It is important to complete an eyesight check with your drivers at least once a year (can they read a car number plate from 20 metres).

2. Tiredness can kill

It was tiredness that caused the M40 minibus crash in 1993 that killed 12 pupils and their teacher. Without a tachograph there is no way to restrict drivers' hours, so schools need to ensure they have policies in place and are planning trips with sufficient breaks for

their drivers, before as well as during a trip. Health checks to detect underlying issues like Obstructive Sleep Apnoea are also important as it is estimated 4% of men and 2% of women suffer, increasing the risk of a fatal accident.

3. Driving ability and risks

Your school's minibus drivers may hold a standard B car licence, have D1 (101) entitlement or have taken the D1 test. It is important that you are assessing their driving knowledge and abilities regularly. MiDAS is recommended every four years but in the intervening years you can measure risk using proven online tools. CODA. Castle's online driver assessment program enables schools to test their drivers online in four key areas. They are then categorised high, low or medium risk. There are four online training modules to complete, on-the-road training is recommended for high risk results. This easily accessible tool enables schools to evidence they are assessing their drivers regularly and providing additional ongoing training.

4. Licence checks

Checking your drivers' licences for entitlement, endorsements or restrictions will ensure you are aware of any issues or prosecutions. It will also give you insight into whether they should be wearing glasses to drive.

5. Pre-journey vehicle checks

A Section 19 Permit does specifically require regular (daily)

vehicle checks. Your drivers may feel this is not their responsibility and assume that if they are pulled over in a defective vehicle the school is liable. In fact, it is the driver (and potentially the school). They could receive points and fines for driving an unroadworthy vehicle. Using a free and easy app like STRIDA (School Transport Record and Inspection Dashboard with App) will not only allow teachers/staff to complete quick daily checks, protecting themselves, but enable schools to record and manage these checks and their results.

We are staggered daily at Castle Minibus by the number of schools that don't understand their obligations under a Section 19 Permit. It's why we developed the Minibus Compliance Course and continue to develop and launch software and programs that make safety and compliance accessible to schools. It's easy to concentrate on what is heavily regulated and take less notice of areas, like minibuses, that are not currently in the spotlight or obviously regulated. But, it's important to remember that drivers of your precious cargo need to be not only legal but safe, and you should be evidencing this. Our Minibus Compliance Course has a whole section dedicated to the driver because they are your biggest risk factor – your vehicles are subject to daily and weekly checks, 10-week safety inspections, services and MOTs. What checks are in place for your drivers?

For more information or your feedback to this article please contact us on: enquiries@castleminibus.co.uk, visit www.castleminibus.co.uk or call 01869 253744

1 <https://www.gov.uk/government/publications/section-19-and-22-permits-not-for-profit-passenger-transport/section-19-and-22-permits-not-for-profit-passenger-transport>

2 <https://www.fleetnews.co.uk/news/latest-fleet-news/2019/10/15/driver-eyesight-tests-long-out-of-date>

3 <http://www.brake.org.uk/wake-up/15-facts-a-resources/facts/486-sleep-apnoea>



Introducing STRIDA

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



FREE APP & SIMPLE TO USE

TRANSPORT MANAGERS:

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

DRIVERS:

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

GET STARTED IN 4 EASY STEPS

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

FOR MORE INFORMATION GO TO

www.castleminibus.co.uk @ compliance@castleminibus.co.uk ☎ 01869 253744





Profile

In conversation with Edward Hayter

Born: 1969

Married
to Victoria with 4 children,
2 girls and 2 boys aged 19, 18,
15 and 12

**Schools and University
Attended:**
Woodcote House School,
RGS Guildford and
Southampton University

First job:
1988 Naval Officer (Royal Navy)

First management job:
1993 Navigating Officer
(Royal Navy)

**First job in independent
education:**
2020 St Edward's Oxford

Appointed to current job:
2020

Favourite piece of music:
America (Razorlight)

Favourite food:
Curry

Favourite drink:
Claret - Chateau Talbot

Favourite holiday destination:
Nepal

Favourite leisure pastime:
Sailing

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

Suggested epitaph:
I almost wished we were
butterflies and liv'd but three
summer days (Keats)

Q As a Navigating Officer in the Royal Navy you saw service in operations across the world in minesweepers, destroyers and aircraft carriers. Looking back on that part of your life, what do you most miss about a life at sea?

A It has been a long time since I completed my service in the Royal Navy, but I do still have very fond memories of the camaraderie amongst my fellow officers and other members of the ship's company, as well as the sense that it was a way of life rather than ever feeling like a job. There was also the genuine daily sense of the adventure of life at sea which I do miss, as well as the shared common purpose of being a crew and the loyalty that this engendered to each other.

Q What were your duties as ADC to HRH the Princess Royal? And the stand-out memory?

A My duties were primarily working closely with the rest of the Private Office team on detailed planning and preparation for visits and functions and accompanying HRH to make sure things ran smoothly - and sorting things out when they didn't, particularly logistical issues.

Q Some service people find it hard to adjust to life outside the military; indeed it is said that a significant proportion of rough sleepers in our towns and cities have a forces background. Could/should the military do more to prepare people for life outside? How did you prepare?

A I am aware that there is a very good re-settlement and job seeking service for personnel leaving the Armed Forces and I think this has improved in recent years. However there is no doubt that it can be a difficult transition for some, particularly those leaving after long service in the armed forces or those leaving without specific transferrable skills or qualifications. The armed forces does provide opportunities for personnel throughout their careers to gain civilian qualifications wherever possible to ease the transition to civilian life when it comes. It does concern me that one sees a large number of former service personnel sleeping rough or struggling with mental and physical health issues. There is no doubt, in my view, that mental health issues amongst armed service personnel, particularly those who have seen active service, is an area that needs more government attention and support. We should, as a society, look after our veterans better than we do. The Americans are a great example when it comes to

this. It should not, in my view, be left to charities to pick up the pieces. I have been an active supporter of Walking with the Wounded and Help for Heroes, but I believe that the work that these charities do is something that the government should be providing. We are a developed and civilised country and we owe our veterans a huge debt of gratitude for risking their lives and their families' futures on our behalf. I was fortunate in that I had a good undergraduate degree which the Navy sponsored me through, and a network that enabled me to get off to a good start in a civilian career. I also studied for a self-funded MBA while I was still in the Navy and this helped enormously.

Q When you moved into the world of private equity, what struck you most forcefully as the difference between management styles in the Navy and in civilian life? Did you find it tough to come to terms with different disciplinary regimes?

A What struck me most forcefully were the very strong similarities in the style of management between business and the Royal Navy. Many people who have little or no experience of life in the armed forces assume it is all about giving and receiving orders and not deviating from these. Whilst fundamentally the structure of orders and communication is necessarily very hierarchical in the Armed Forces, the reality of getting things done day-to-day, thinking creatively about finding solutions to operational and management challenges, and leading teams of people to achieve objectives is ultimately much more similar to civilian life than you might imagine. This, I think, is particularly true in the Royal Navy where the distinctions between officers and other ranks is much less marked. This is largely because of the nature of life on a ship where, quite literally, everyone is in the same boat, and the sense of a shared purpose and reliance on each other is most obvious.

Q What attracted you to the opportunity to work as a Bursar in the independent schools sector? Were you not concerned that the role might seem rather pedestrian after the full-on excitements of the Navy and high finance?

A Throughout my business career, I had always imagined that I would find myself working in a senior management role in a business that I was passionate about, but I knew that I could only work in an organisation that I believed in and was fully bought in to culturally and strategically. I have been offered similar roles in other businesses and sectors over the years, including some that we had invested in

Edward Hayter has been Bursar & Chief Operating Officer at St. Edward's School, Oxfordshire, since the start of the year. After service in the Royal Navy, and serving as ADC to HRH The Princess Royal, he worked in the private equity sector.



Artist's impression of the new academic centre opening in September

when I was in Private Equity. Whilst on the face of it they may seem more exciting businesses than the independent education sector, the reality 'under the bonnet' is that very often the fundamentals of the businesses were not glamorous or exciting at all. I found that most management teams were ultimately only really interested in making money and the business was just a vehicle for them to achieve this. I first started thinking about a role as a Bursar following a conversation with a friend who is a Fellow at an Oxford College where they had recently recruited a new Bursar who up until then had been in the City. When the Bursar & COO role at St Edward's was advertised, it was clear from the job description that the School was looking for someone with my commercial and operational experience rather than an education sector specialist. In fact, my wife said "that's got your name on it", and now it has! The pace of the role is as far from being pedestrian as you could imagine. The school is growing and the Governors are ambitious, which makes it an exciting and challenging place to be. I feel genuinely privileged to be part of the team taking the School forward and as a former parent I think I have a useful perspective to bring.

One of the first issues you faced when you started at St. Edward's was the change to the Teachers' Pension Scheme, which has proved challenging for staff and managements at many independent schools. Do you think more should have been done at a national level to negotiate a sensible and acceptable solution and so head off local difficulties?

This is clearly a very complex and sensitive area for the UK education sector. Pension provision has necessarily undergone significant structural changes in almost every sector of employment in the UK with defined benefit schemes having disappeared from the private sector almost entirely due to the aging population profile of the UK and the cost of providing DB pension schemes therefore proving very difficult to sustain financially. The pensions issue aside, I do believe that we need to invest more as a country in the education of our children and this will mean looking at the remuneration structure of teachers to attract more people in to teaching as a career.

A number of independent schools have closed at very short-notice, leaving staff and pupils high and dry. Can there

be any excuse for this? Do you agree with the suggestion that there should be a legally-binding minimum notice period required and a central 'insurance' fund to ensure it?

All schools whether state or independent need very careful financial management but as with all businesses it is almost impossible to protect customers and suppliers in a failure scenario. To attempt to do so in the education sector would, I think, serve to reduce the pressure on schools to act with financial prudence and pass on a layer of unwelcome and, in my view, unfair cost to all schools. My position on this is that, alongside pastoral and academic excellence, schools need the very best business minds to help them grow and flourish. One of the things parents and teachers should do when looking at school choices is to consider the financial state of the school, just as anyone would when joining a company as an employee or buying a service over a period of time. Insurance and litigious based solutions are not always the answer to everything.

You were educated at the Royal Grammar School, Guildford, where you were a Music Scholar. The differing social pressures on young people today have been documented well enough, but how do you think the educational experience of pupils has changed? Can bursars predict and prepare for future changes by designing and building better learning spaces?

I think one of the newer and more difficult to mitigate pressures on young people today compared with when I was at school, is the unpredictability of the world of employment. Young people making A-Level or IB choices now might not be entering the job market for another 6 years (if they intend to go on to university). For some, the jobs they end up going in to may not currently exist. Technology and AI is creating disruption and a pace of change in many sectors which makes it challenging for young people to think about careers in anything other than the short term. However I do think schools can help pupils to prepare for this by providing them with skills and resilience to manage and cope with change, and this includes the way they learn as well as what they learn. St Edward's, Oxford, is at the forefront of thinking about how to better prepare its pupils in this way through the development of a modified GCSE curriculum including two new GCSEs currently unique to the school called Pathways and Perspectives. Coupled with this, the school is developing new learning spaces

adapted to include Harkness tables which encourage a far more interactive and pupil-led learning environment. These spaces are at the heart of the way we have designed the exciting and substantial new development on our main Quad, which is due to complete this summer and incorporates a large, modern, Oxbridge-inspired Library and a university-style academic centre.

Bursary provision is seen as increasingly important in the sector, especially for those schools which operate as charities. Schools without the benefit of large endowments can find that they need to increase fees to fund such provision. Is this fair when many parents already struggle to meet the cost?

15% of our pupils receive means-tested bursaries funded in a variety of ways including endowments, legacies, donations and income streams such as letting out our facilities to educational groups during the holidays. Ultimately, we want to reach the stage where our admissions policy can be genuinely needs-blind. To build towards this, we are currently in the process of opening a number of schools in China in partnership with a Chinese education provider and we have refreshed and reinvested in our Development Department with a view to growing our endowment funds for Bursary provision. Regardless of our charitable status, I think this vision sends a strong ethical message to parents and pupils and it will also ensure that the school is able to attract a wide and socially diverse body of pupils which will be of benefit to all members of our community.

You were a top-level rower at University, and now enjoy sailing and cycling. There is increasing evidence that nutrition plays a serious part in both physical achievement and mental health? What steps do you take at St. Edward's to ensure your staff and pupils enjoy a healthy diet while at school?

There are two aspects to this which I think are important. We want to provide food that pupils enjoy but also ensure that we provide them with a balanced diet and sufficient choice without creating too much waste. We engage actively with pupils and staff in both these areas and there are regular opportunities for pupils to give us their thoughts and feedback. In a boarding school, just like the Navy, food is an extremely important contributor to morale or what we now call 'wellbeing' and we take this very seriously indeed.

Continued >

Q If you were interviewing candidates for the role of Bursar at an independent school, what particular personal/skill qualities would you be looking for?

A I would be looking for a commercially-minded person with strong financial and business leadership skills. They

would need to be entrepreneurial and with an international outlook with experience of developing, implementing and managing plans for business growth. It would also be important for the person to be able to demonstrate experience of managing projects and budgets, and maintaining budgetary control – and to genuinely enjoy working alongside a

community of teenagers. People are the most important part of my job – the pupils and the staff – and I am enjoying finding out more about the life of the School through the people I meet. A prospective Bursar would also need to be good at managing a very diverse range of tasks and projects, or to coin a phrase, good at spinning many plates!

Boys break 135-year all-girls tradition ...but only one evening a week!

Boys will study at all-girls Roedean School, Sussex, for the first time in its 135-year history – but only on a Wednesday evening.

The school has been a bastion of exclusively-female education since it was founded in the 19th century to prepare girls for the rigours of newly opened Cambridge women's colleges Girton and Newnham.

It has produced a stream of actors, politicians, journalists, human rights campaigners, scientists and artists, all achieving firsts in their fields across the centuries.

But 2020 has seen the arrival of boys at its doors overlooking the English Channel as they take part in the school's Roedean Academy programme.

The programme invites Year 10 children from across the city to participate in a series of lessons that stretch them beyond the

national curriculum including genetic engineering, cryptography and the psychology of crime.

Each Wednesday evening some 14 boys and 39 girls from local secondary schools visit the famous girls' school high on the cliffs to settle down to language code-breaking, philosophy and stats and hard maths sessions.

Stanley Bradley-Scott from Dorothy Stringer School said: "I think that Roedean's academy is incredible – there is a massive range of modules, so you can be super-science-y or you can be the complete opposite. My friends are curious to see what it's actually like – we drive past here a lot and see this incredible building, but we never knew much about what was going on."

Kumi Kemp from Longhill School added: "I thought Roedean would be a bit uptight with everyone

following the rules exactly, but it's completely different – everyone's really friendly. It's got opportunities for everyone, no matter what you want to do."

Roedean pupil Lola Clarke agreed: "It's great to participate in discussions with people who are bringing in new ideas and new perspectives. I think that Old Roedeanians would be really proud that we are able to have this experience of working with boys sometimes."

Headteacher Oliver Blond (pictured) said: "We have been running the Roedean Academy for quite a few years now and we just saw no reason why boys from the city couldn't start enjoying the classes too. They are tackling subjects that stretch and challenge them and go beyond what's on the curriculum and what they need to know to pass GCSEs. It's learning just for



the love of it – something Roedean has espoused throughout its history – and we have seen children absolutely loving it."

However, there was one hiccup. Blond laughed: "When I was giving a welcome talk, one boy raised his hand to ask where the toilets were and it only then occurred to us that there were no boys' toilets in the school at all."

Staff toilets, of course, were made available.

Support for NSPCC

Children at Dolphin School, Berkshire, received a visit from the NSPCC last month (February) to deliver their Speak Out, Stay Safe. assembly, and to share information on how children can keep

themselves safe from harm and get help if they have any worries.

Following the initial visit, students from Reception to Year 8 were encouraged to raise funds over a

two week period to support the NSPCC, with the results being announced in assembly after half term.

PE teacher, Lewis Franklin, ran fundraising events during PE lessons over the course of a normal school week. A suggested minimum donation of £1 was encouraged, but parents (and friends and family) were encouraged to sponsor children per skip, jump etc. to set targets for the children. Each PE session entailed a carousel of activities including skipping, shuttle runs, sit-ups or squats, and star jumps. They also had the option of carrying out some home chores for extra cash

towards the fundraising, if parents were so willing!

An NSPCC representative returned to count and collect the monies raised the week after half term, before reporting the results to the school. She thought she would be doing this for 20 minutes or so, but due to the amount raised, she was here for well over an hour! After a quick refresher quiz in assembly, she presented the total figure to the staff and pupils – £2,478!

This made Dolphin only the sixth school in Berkshire to raise over £2000, and the smallest school to achieve this milestone.



Outdoor For Schools

At Outdoor For Schools, our key mission is to produce play and outdoor equipment that helps children learn through play by challenging them both mentally and physically. We focus on the core fundamentals of learning to help us produce the very best products.



We know that learning through play is about providing opportunities for teachers and children to learn together, in a stimulating and appropriate outdoor learning environment, providing practical, interactive and enjoyable play experiences.

Boasting our own in-house design, manufacturing and installation teams, we devote our expertise and experience into creating, building and installing bespoke, tailor made playground equipment and outdoor classrooms that children will love and enjoy using.

Age Suitability

Our outdoor play equipment, depending on the specific range, is suitable for Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), Key Stage 2 and Secondary. Outdoor furniture is suitable for children of all ages with some items also being available in junior and standard sizes.

All Inclusive Play

Our facilities enable us to passionately adhere to a policy of 'all-inclusive' play to enable children of all abilities to be

involved in as much outdoor play and learning as possible. Equipment can easily be manufactured bespoke in particular dimensions, a particular design, special colours or with customised artwork. We can often also adapt equipment for particular needs. Many of our furniture ranges have the option of a wheelchair-access design.

Standard and Bespoke Designs

As we have our own in-house CAD design team and our own factory with teams of skilled play engineers, we are also able to produce bespoke

play equipment and playground furniture. We will help you bring your own ideas to life!

Outdoor Classrooms

Whether you need shade in summer or warmth in the winter, we offer a range of outdoor classroom ideas which provide the perfect learning environment outdoors. It has been proven that students are happier and learn better in an outdoor environment. The outdoor classroom fosters active, hands-on, inquiry-based learning in a real world setting.



Tel: 0118 923 0300 | Email: sales@outdoorforschools.co.uk | Web: www.outdoorforschools.co.uk

Pedagogical Reading Groups – The ‘Why’ and the ‘How’

Book Groups. Thoughts? The frantic preparations of vol-au-vents and the filling of decanters of wine, the more to help you tell your friend what you really thought of this month's thriller.

Reading academic research on teaching. Thoughts? Didn't I do that already at University? What if, instead of the latest thriller or celebrity biography, the material on the reading list at the book group was the very article you've been meaning to read on the latest evidence-based practice? The slight marginal gain you thought you might achieve in your teaching as a result of slogging through the dense, dry academic prose might not have produced the threshold motivation to just do it.

But try adding the social pressure of a book group as well as refreshments; we might be getting somewhere, suggests Philip Morrow, Head of Spanish at Sherborne School, Dorset...



Academic reading groups are nothing new. It's how a lot of scientific research gets disseminated before publication. The pressure of the group dynamic is one reason they feature as Tip 23 of Jack Richards' 50 Tips for Teacher Development (Richards 2017). He stresses that critical and collaborative reading of relevant articles and books is a great source of professional development: "Reading well-chosen articles and books can help keep you up to date with developments in language teaching as well as provide ideas that you can apply in your practice" (Richards 2017).

With all this in mind, the MFL Department invested in its very own

language teaching pedagogy library and organised its first Reading Group at the end of last term.

Language teachers from Sherborne School and Sherborne Girls met in Bow House, close enough to refreshments but in a quiet space where we could get to grips with the issues.

For our first meeting we chose the topic of grammar and distributed a list of articles and videos that Steve Smith, an ubiquitous language teaching guru, had helpfully published on his website. We each chose and read one of the pieces beforehand and did our best to summarise the gist of the findings for the group.

The big issues in language pedagogy raised by the articles kicked off a lively discussion but produced one of the most rewarding professional conversations of the year.

Most importantly, a post about our meeting on the biggest language teachers' Facebook group got 98 likes and 18 comments, suggesting that there is some demand for this kind of serious, yet low-pressure, engagement with the latest developments in the field.

Top tips for making a reading group work:

- Find a reading list online by engaging with the Twitter community of your subject.

- Include videos and podcasts in your reading list.
- Invest in a departmental pedagogy library. The key texts are probably available second-hand.
- Vary the format: everyone reads the same text; someone reviews a book; everyone brings a different text.
- It has to be fun; keep the pressure low.

This term the MFL Reading Group meets again with vocabulary as our topic, newcomers are always welcome, especially if you bring vol-au-vents!

References:

Richards, J.C. (2017). *Cambridge Handbooks for Language Teachers: 50 Tips for Teacher Development*. Cambridge: Cambridge University Press.
Fenton-Smith, B., and Stillwell, C. (2011). Reading discussion groups for teachers: connecting theory to practice. *ELT Journal*. 65(3), 251-259.
Smith, S., (2020). Grammar [online]. *Informed Language Teacher*. [Viewed 1 February 2020]. Available from: <https://www.informedlanguageteacher.com/grammar-2>

Splash of colour

A meadow of ceramic wildflowers created by Truro School pupils and staff appeared overnight on the Cornish town's Trafalgar Roundabout.

The wildflowers appeared overnight, complementing the four hedgehogs on the roundabout that was recently named Roundabout of the Year by the Roundabout Appreciation Society.

The project aims to highlight the importance of wildflowers on our environment, and their role in providing pollinators (bees and other insects) with local food sources across the seasons. The ceramic wildflowers are also

designed to bring colour and joy into the community during the winter months, bridging the gap between autumn and spring

before the real wildflowers emerge. Pupils and staff at Truro School were involved in the sculpting of the wildflowers, building upon a

current theme at school around the protection and preservation of nature for future generations.

Andrew Gordon-Brown, Truro School Headmaster said: "Truro School celebrates its 140th anniversary this year and like the School, wildflowers have grown and evolved for many years, flowering in many shapes, sizes and colours. The roundabout is a celebration of our past and a nod to the future, a future with a bright, sustainable focus.

"It is hoped the wildflowers will add a cheerfulness to these dark winter months, and be enjoyed by all those who pass the roundabout.





Smarter revision with CENTURY

CENTURY combines learning science, AI and neuroscience to help every student revise more effectively.



ADDRESSES
MISCONCEPTIONS



IDENTIFIES
GAPS



PERSONALISED
LEARNING PATHWAYS



No more blanket revision, just intelligent learning.



Claim your free revision tips poster at www.century.tech/revision

'Pawfessor' helps improve reading and confidence

Christ College Brecon have welcomed a furry friend to their junior school to help pupils learning to read.

8-year-old Golden Labrador, Tegan has recently joined St Nicholas House to spend three afternoons a week with students working to improve their reading ability.

Extensive research has shown the value of bringing gentle animals, such as dogs, into schools to work with children. This has led to a number of programs being developed to break down the barriers children experience to reading, one of the biggest being confidence and anxiety.

The University of Buckingham Vice-chancellor, Sir Anthony Seldon told The University of Buckingham Ultimate Wellbeing in Education Conference attendees it is no longer possible for schools to focus solely on academic achievements without considering the emotional wellbeing of their pupils. This is something Christ College is embracing with Tegan.

By reading to Tegan, who belongs to Christ College Head Gareth Pearson, pupils feel more relaxed and the worry of making mistakes when reading is removed. While reading, phrases become more important as the pupils share the story with Tegan, this can encourage the pupils to self-correct any misread words or sentences. This in turn builds their confidence.

As well as the improvement to reading skills, introducing gentle dogs to pupils can improve the confidence of those who may be frightened or nervous around them by teaching canine body language and how to spot signs of discomfort in dogs.

Tegan has been very well received by pupils who are enthusiastic about upcoming reading sessions and for Tegan's next visit.

Many of the pupils who read with Tegan discussed their increase in confidence as well as Tegan's playful nature. Pupil Logan Fec said: "I like to read to Tegan because it helps me read more

confidently and it's so funny when she rolls around on the floor."

Fellow pupil Matilda Hill said: "It makes me more confident to read. It's the highlight of my day. I love reading to Tegan."

As well as attending reading sessions Tegan joins pupils in the weekly welly walk during which students take a walk and collect any litter they pass, encouraging pupils to do their bit for the environment.

Julie Lewis, Head at St Nicholas House said: "This is such a great initiative that's shown to be really beneficial to the students. Having Tegan onsite and interacting with them has been really lovely. The students have all become much more enthusiastic about reading sessions and often ask when Tegan will be onsite next.

"Their reading skills have also shown improvement along with



their confidence. I'm really looking forward to seeing where we can take this initiative and ensuring as many students as possible can benefit from it."

Weak reading spells problems

Children who are weak readers will struggle as much in maths and science at GCSE as they do in English and in arts subjects, according to one of the biggest ever studies of reading which involved students at independent and maintained schools.

The findings show that while there is a significant connection between reading ability and success in all GCSE subjects, the link between good reading and good grades is actually higher in maths than in some arts subjects like English literature and history.

The research by GL Assessment analysed reading abilities and GCSE results of more than 370,000 secondary-age school students during 2018/19.

MOTIVATIONAL, ASPIRATIONAL, ENCOURAGING

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

Wells Cathedral School
OF EDINBURGH'S GOLD AWARD HOLDERS

King's Magna Middle School
QUEEN ETHEL

Head's Prize
JAMIN THOMAS

THE HOUSE CHAMPIONSHIPS
POINTS RECENT EVENTS

LOVEKYN CRICKET

HEAD GIRL & HEAD BOY DEPUTY HEAD GIRL & HEAD BOY

Steyning Grammar School
Boarding

Year	Head Boy	Head Girl
2002-2003	Matthew White	Elizabeth Anderson
2003-2004	Matthew Northgate	Michelle Ho
2004-2005	James Ashburn	Victoria Simons
2005-2006	George Phipps	Jessica Newell
2006-2007	Amos Meehan	Pink Louise Stewart
2007-2008	Shaun W. Stagg	Lara Wilson
2008-2009	Samuel Roberts	Charlotte Schreiber
2009-2010	Ramona Hogg	Anna Dorman
2010-2011	Matthew Clarke	

HOLYPORT COLLEGE
Opened by Her Majesty The Queen

SHERBORNE QA
PREPARATORY SCHOOL

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

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

QUALITY & BESPOKE SERVICE

www.goldtreebespoke.co.uk



Books for Good

Kind hearted bookworms from Winterfold School, Worcestershire, have been awarded an "Outstanding School" certificate for their continued support of the charity Read for Good. The charity transforms the lives of thousands of children in hospital by providing them with new books, funded by Readathon donations. The regular

supply of beautiful, brand-new books and visits from professional storytellers, offer children in hospital the chance to escape to other worlds in their imagination.

In a letter to Mrs Sarah Miles, Head of English at the School, the charity confirmed that the total amount donated to them since 1998 had reached £24,577.

Successful Oceania tour

King William's College, Isle of Man, is reflecting on a 'once in a lifetime' sports tour.

75 pupils aged between 14 and 18, who attend the Castletown school, plus 11 members of staff, spent two weeks in New Zealand, Fiji and Australia for their Rugby and Hockey Tour.

As well as competing against local high schools sports teams, the youngsters were given the opportunity to experience new cultures, taste new cuisine and

enjoy tourist hotspots in each destination.

Bernadette Dunn, Director of Sport at King William's College, said: 'Our sports tours take place every three years in destinations across the globe, with previous years including visits to Canada, South America, Australia and the Far East. It's an incredible opportunity for the students to see the world, experience different cultures, make new friends and play competitive sport'.



Off to Gothia World Cup

Stroud School, Hampshire, has announced that five of its pupils have been selected to represent the 'Prep School Lions' in the Football World Youth Cup (Gothia Cup) in Gothenburg, Sweden in July.

The girls were selected to play after competing in the 'Prep Schools' District Football Trials', which took place last November. The set-up, known as the Prep Schools'

Lions, is run by teachers from across the region and offer pupils from over 60 Prep Schools the opportunity to access high quality coaching and showcase their skills at representative level. The Year 6 girls were then selected from these trials to take part in the World Youth Cup (Gothia Cup), which is an international youth tournament held in Sweden.

Action-packed trip to Iceland

St Benedict's School, London, Geography GCSE and A level students went on a trip to Iceland at half term, enjoying spectacular coastal scenery, thermal pools and rivers, beautiful waterfalls and bubbling hot mud pools and geysers.

There were many unique experiences, such as walking between two of Earth's major plates; swimming in the world famous Blue Lagoon fed by a thermal power station; trekking over the fells to swim in a thermal river; witnessing the mighty Strokkur, the planet's most active geyser.



Pictured: Boys' squad near Sydney Harbour Bridge; girls team in Christchurch



GOPAK

Simple • stylish • functional
Make the most of your learning space

Dining halls • Classrooms
Drama • Outdoor learning

Platinum
Trusted
Service
Award
For consistently
delivering excellence
★★★★★
2020 feefo



Improved design
for 2020
Contour25

www.gopak.co.uk

0800 195 4255

MADE IN BRITAIN



New Financial Year, New Employment Rules

A sweep of changes to employment law are coming into force from April this year, to coincide with the new financial year. The major changes are outlined below and schools would be well advised to consider the extent to which they are affected by these changes and take any necessary action in good time, advises lawyer Louise Smyth...



Contract reform

From 6 April 2020 schools will need to make changes to comply with new rules in relation to section 1 statements. These changes will apply to any person who starts work on or after 6 April and these are detailed below:

- The obligation on schools, as employers, to provide section 1 statements will be extended to workers (as well as employees).
- The one-month service requirement before an employee, and now a worker, is entitled to receive their section 1 statements will no longer apply. Employees and workers will be entitled to receive their section 1 statements from 'day one'.
- The minimum requirements for these statements have been extended and include information on matters such as probation, days of the week worked, training etc.

Holiday Pay

From 6 April, the reference period used to calculate statutory holiday pay will increase from 12 weeks to 52 weeks. This will ensure that workers who do not have a regular working pattern throughout the year are not disadvantaged by taking their holiday at a quiet time of the year when their weekly pay might be lower. This is unlikely to impact on how holiday is calculated for regular teaching staff but schools may wish to consider whether arrangements for peripatetic teachers and/or casual staff may be affected.

The 52-week reference period will apply to all calculations of statutory holiday pay under the WTR 1998 in which the 12-week reference period would otherwise have been used (in other words, workers with no normal working hours, and workers with normal working hours whose pay varies with the amount of work done or the times or days on which it is done).

The government intends to launch a campaign to boost awareness of holiday and holiday pay rights among employers and individuals. This will include new guidance (produced in conjunction with Acas) with real life examples to support the interpretation of holiday pay rules.

Parental Bereavement Leave

Two new sets of regulations relating to paid parental bereavement leave have been laid before Parliament. They are:

- the Parental Bereavement Leave Regulations 2020, and
- the Statutory Parental Bereavement Pay (General) Regulations 2020.

They respectively govern the right to leave and right to pay during any such leave and are due to come into force on 6 April 2020.

From 6 April 2020 these new regulations will provide, in the words of the government press release, "a statutory right to a minimum of 2 weeks' leave for all employed parents if they lose

a child under the age of 18, or suffer a stillbirth from 24 weeks of pregnancy, irrespective of how long they have worked for their employer." This leave can be taken in one block or two separate blocks lasting 1 week each. It must be taken within 56 weeks of the date of the child's death and employees must also comply with simple notice requirements, although the legislation does allow for short notice.

The right to receive statutory pay during such leave, on the other hand, will be subject to the employee satisfying a few eligibility criteria. They must have at least 26 weeks' continuous employment and meet minimum earnings criteria. Eligible employees would then qualify for the same rate of pay as that of statutory paternity pay (which will be £151.20 a week from April 2020, or 90% of weekly earnings if this is lower). Employees who do not satisfy these criteria will only be entitled to take unpaid leave. Schools ought to review and update their handbooks and/or family friendly policies to include bereavement leave.

Termination Payment Changes

As of 6 April, all ex-gratia termination payments above £30,000 will be subject to deductions of NICs as well as income tax.

The first £30,000 of a termination payment is exempt from tax and NICs. Currently, tax is payable on sums above this amount, but NICs are not chargeable. As of April

2020, NICs will also be chargeable on payments above the £30,000. Payment relating solely to the termination of employment will continue to be exempt from employee NICs.

National Minimum Wage

Following the recommendations of the Low Pay Commission, the government will increase the national minimum wage from April 2020 to the following rates:

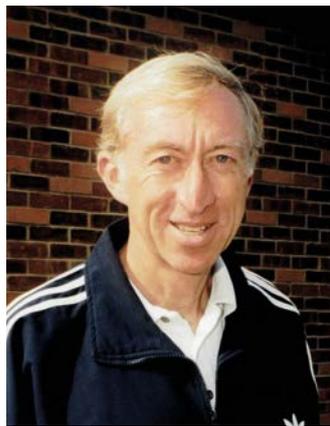
- Apprentices: £4.15 an hour;
- 16-17 year olds: £4.55 an hour;
- 18-20 year olds: £6.45 an hour;
- 21-24 year olds: £8.20 an hour;
- National living wage (workers aged 25 and over): £8.72 an hour.

IR35

Changes to IR35 will also apply from April 2020. This will impact schools above a certain size that use the services of individuals who are engaged through an intermediary (usually their own personal service company or "PSC") but would be classed as an employee if they contracted directly with the school. The rules are designed to combat tax avoidance by ensuring these individuals (often referred to as off-payroll workers) pay the same tax and National Insurance contributions as employees. The changes impact all arrangements where payments are received on or after 6 April, and affected schools are therefore advised to carry out any necessary steps to ensure compliance well before this date.

Hemery completes coaching team

Dauntsey's School, Wiltshire, has appointed David Hemery to its athletics coaching team. David won a gold medal in the 400 metre hurdles in Mexico City in the 1968 Olympic Games. He was crowned Sports Personality of the Year that year and later went into sports politics, becoming president of UK Athletics and then Vice-Chairman of the British Olympic Association. In 2011, David became the first Briton to be awarded the European Olympic Committee's Laurel Award for services to sport.



David will work with the existing team to coach Dauntsey's pupils in athletics. Marcus Olsen, Director of Sport, Dauntsey's said: "We have a very strong team of professional coaches across a wide range of sports here at Dauntsey's, many of whom have played at the highest level. We are thrilled to have David join this team and look forward to the pupils benefiting from his experience in the summer when the athletics season kicks off."



Tennis hopefuls meet their idol

West Buckland School, Devon, tennis hopefuls met their greatest idol, Rafa Nadal, in Majorca during training at his tennis academy.

West Buckland, in Devon, has strength in depth in its tennis talent and it is exciting to see the next generation of home-grown

tennis stars coming up through the Prep School.

Year 5 pupils Freddie Lloyd, Eric Lorimer and Bradley Lock were joined by Year 3 Martha-May Lloyd, for a week of tennis. No doubt their hero, Rafa, has inspired them even more!

National Plate Winners

Felsted School, Essex, 1st XV rugby team kicked off their 7s season by winning the plate at the Seaford 7s national tournament. They won four out of their five games, beating Hurstpierpoint, New Hall, Worcester

and their hosts Seaford College, narrowly missing out on a cup win after a defeat from Gordon's School.

Director of Rugby Andrew Le Chevalier comments; "This was the

first time that we have entered this tournament which included several well-known schools. The boys put in some outstanding performances throughout the day and this was a great start to the Rugby 7s season."



- Suppliers of **Stationery** and **Confectionery** for your school shop
- Over **250 Spring Sale offers** now available
- Orders over **£100** receive **6** scientific calculators **FREE** (£29.94 retail)
- Visit our website: www.oswinfrost.co.uk and **ORDER** online

STATIONERY
CATALOGUE 2019



Oswin Frost & Co Ltd
Online Shop at www.oswinfrost.co.uk

**OSWIN
FROST
CO LTD**

T: 0162 864 286
E: russell@oswinfrost.co.uk

**INDEPENDENT STATIONER SUPPLYING
INDEPENDENT SCHOOLS**

HRH visit marks 200th anniversary celebrations

Princess Helena College, Hertfordshire, welcomed its president Her Royal Highness The Duchess of Gloucester to an Evening of Dance as part of the school's 200th anniversary celebrations.

Upon arrival, The Duchess of Gloucester was greeted by The Lord-Lieutenant of Hertfordshire and Mrs Sarah Davis, Head of Princess Helena College. Before the show and during the interval the Duchess met with students and staff to hear the latest news from the school and also of the work that had gone into the show.

Said Mrs Davis: "Our Evening of Dance has been highly anticipated, and the standard, skill and complexity of all the dances were quite outstanding. I was extremely proud of all the students and the staff's hard work to produce such an amazing event.

I was therefore delighted to welcome The Duchess of Gloucester back to Princess Helena College. We have a long history of royal patronage and were honoured that the Duchess could join us as we begin to celebrate our 200th anniversary."

Head of Dance at Princess Helena College, Elizabeth Newland said: "We were extremely honoured to

have The Duchess of Gloucester attend, and felt privileged that we could show her a wonderful and inspiring evening of dance. Each performance was full of passion and emotion, mesmerising everyone."

The dance performances ranged from Ballet to K-Pop, Contemporary to Tap. The evening included GCSE and A-Level dance works, with many of the pieces choreographed by the students themselves in preparation for their forthcoming practical examination. The show was closed by students from across the school performing a dance that had been inspired by the school crest and the rich history of Princess Helena College.

The Duchess has been president of Princess Helena College since 2000 and has visited the school on a number of occasions. As part of the anniversary celebrations, Princess Helena College has launched the Bicentennial Scholarship which recognises students, internally and externally, that have achieved a high level of attainment in the entrance, internal or GCSE examinations. Further events will be held throughout the year to mark this momentous anniversary, including a Community Fun Day on Saturday 27 June.



Her Royal Highness The Duchess of Gloucester being introduced to students from Princess Helena College by the Head Mrs Sarah Davis



Her Royal Highness The Duchess of Gloucester with students from Princess Helena College

Former music teacher honoured



More than 130 former pupils and colleagues gathered at Solihull School, West Midlands, to honour one of the school's longest-serving teachers, Jill Godsall, and mark the opening of the Jill Godsall Recital Room.

Headmaster David EJJ Lloyd welcomed guests and highlighted some of Jill's many achievements in her 60 year association with the school, including working under nine Headmasters and six Bursars and teaching over 1,500 students – as well as accompanying a similar number in examinations and recitals.

A ribbon cutting ceremony to officially open The Jill Godsall Recital Room in The David Turnbull Music School was followed by a 'look back' speech, from one of Jill's most illustrious pupils

Paul Hale (English organist and Organist Emeritus of Southwell Minster). He recalled his lessons in the 1960's, as did fellow musicians David Briggs and Laurence Cummings via video message.

Three current Solihull School pupils performed a short concert, which culminated in a piece for six hands – played by Jill, Solihull School's Director of Music, Tim Kermode and Head of Strings, Hanlie Marten.

The proceedings finished with Jill unveiling a commemorative plaque, which reads "Admired and appreciated for inspiring teaching, loyalty and dedication to pupils, music and the school".

Jill Godsall joined the Solihull music staff in 1954, finally retiring in 2014.

Experts in
performance
floors for
education



©Ed Reeves | Kingston University

The world performs on Harlequin floors

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

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

+44 (0) 1892 514 888 education@harlequinfloors.com



HARLEQUIN
www.harlequinfloors.com

LONDON ♦ LUXEMBOURG ♦ BERLIN ♦ FORT WORTH ♦ MADRID ♦ PARIS ♦ PHILADELPHIA ♦ SYDNEY ♦ HONG KONG ♦ TOKYO ♦ BRNO ♦ LOS ANGELES

Ambitious outreach programme

A flagship collaboration between the Scottish Chamber Orchestra (SCO) and St Mary's Music School, Edinburgh, is the centrepiece of a new outreach programme for 2020, bringing talented young instrumentalists together with professional musicians.

The SCO Wind Academy is open to school-aged flute, clarinet, oboe, bassoon and French horn players who have reached Grade 6 standard and above and takes place over a series of three sessions in Edinburgh this spring.

The outreach programme also includes a series of open masterclasses featuring internationally respected musicians. It began with the 7th Annual Nigel Murray Masterclass featuring German-French cellist and conductor Nicolas Altstaedt. Altstaedt is renowned worldwide for his musical integrity and effortless virtuosity and is one of the most sought-after and versatile artists today. He also performed Shostakovich Cello Concerto No. 1

with the Scottish Chamber Orchestra during his stay in Edinburgh.

The second masterclass features violist Lawrence Power, in demand worldwide as a recitalist, concerto soloist and chamber music partner.

Launching the 2020 outreach programme, Headteacher at St Mary's Music School, Dr Kenneth Taylor said: "St Mary's Music School is delighted to launch 2020 with these exciting events which will be wonderful opportunities to learn, both for those young musicians who actively take part and for those who are able to observe. Our pupils are in the fortunate position of being able to work with world-renowned musicians on a frequent basis and it is an important function of the School to extend this opportunity to other young musicians and their teachers, with no cost attached."

St Mary's Music School is Scotland's national music school – one of five Government-supported specialist music schools in the UK and the only one of its kind in Scotland.



Celebrating diploma achievement



A teenage student who performed on a popular BBC television programme is celebrating after gaining a full singing diploma – a feat not usually achieved until much older.

John Scholey, 16, a student at Bradford Grammar School (BGS), sang on Michael Portillo's Great British Railway Journeys last year, performing Frederick Delius's La Lune Blanche. He sings with the National Youth Choirs of Great Britain and also sang with

the Rodolfus Choir and soprano Katherine Jenkins at The Royal Albert Hall late last year.

Now the teenager, who wants to secure a choral scholarship for King's College Cambridge, has gained his full singing diploma, the first student in years to achieve the accolade at the school.

For his latest achievement, the DipABRSM (Diploma of the Associated Board of the Royal Schools of Music), the teenager had to perform 35 minutes of singing,

as well as completing a 2,000-word programme and a complex piece of sight reading. The exam is considered to be of university standard.

Elizabeth White, director of music at BGS, said: "We're all very proud of John and his achievements, and for a pupil to even pass this exam, let alone one so young, is fantastic. The diploma really is a stunning achievement. It requires technical accuracy but also a musical maturity and John possesses both of these."

'All the World's Your Stage'

Students from the Stamford Endowed Schools have won a multitude of awards for their performance in the 'All the World's Your Stage' modern foreign language drama competition, held at the Girls Day School Trust in Nottingham.

Forty students competed from five schools, creating their own short plays in French and Spanish, exploring themes relevant to their

current academic studies. The day culminated in a showcase of the students' linguistic talents, as teams performed their plays.

Stamford won the overall competition, being presented the award for 'Best Play', with two students also receiving individual awards. Eloise Quetglas-Peach, Year 12, took home the prize for 'Best Actress', for her impersonation of an elderly French grandmother,

whilst Heidi Hooper, Year 13, won prize for the 'Best Comedy Actress' after her comical imitation of a French Pâtissier.

The Stamford Endowed Schools team comprised of six Year 12 students; Eloise Quetglas-Peach, Lizzie Clark, Robert Couchman, Lottie Pike, Thomas Skillen and Lidia Curtis, alongside Heidi Hooper Year 13.





Chapel choir performs in Venice

Members of the King Edward's Witley, Surrey, Chapel Choir made their biennial trip to Italy recently, this year travelling to Venice, where pupils had the privilege of performing at a number of iconic basilicas and churches, as well as participating in a Venetian mask making workshop, visiting local attractions – and of course indulging in pizza, pasta and authentic Italian gelato!

The group of 35, was led by the Director of Music, Stasio Sliwka and comprised pupils aged 11 to 18. One of the key highlights was the opportunity for the Chapel Choir to sing Choral Evensong at St George's and Masses at Frari and at the renowned I Basilica di San Marco (St Mark's Basilica) one of the city's most spectacular buildings.

While rehearsing and performing were central to the experience, the pupils had plenty of time to enjoy many of Venice's breathtaking sights, including: La Fenice, Venice's famed and opulent opera house; The Accademia, Venice's art gallery which is home to priceless paintings; the famous landmark Doges' Palace; an interactive museum dedicated to Leonardo da Vinci; The Bridge of Sighs and of course, numerous trips on vaporettos, Venice's public waterbus travelling along the Grand Canal.

In addition to the School's entire fulltime music staff, some parents and grandparents also accompanied the pupils on this memorable visit to Venice.

College dominates music festival again

Students from Ellesmere College have once again dominated a Shropshire music competition.

They took 21 first places at the Oswestry Youth Music Festival, an event organised by Oswestry Town Council to showcase the best young musicians across Shropshire, Cheshire, Wrexham and North and Mid Wales.

The festival has been running for more than 40 years and competitions cover a full range of vocal, instrumental and ensemble music. Many past winners have gone on to successful musical careers.

Tony Coupe, Director of Music at Ellesmere College said: "We have had tremendous success at the Oswestry Youth Music Festival in terms of overall prizes in recent years. It reflects the hard work and dedication of our students and staff in always striving for the highest possible standards. We congratulate them all on another hugely successful festival.

"The festival not only enables students to perform at a prestigious event but also to listen to others and obtain valuable feedback that will support their musical development".



Here's a little something I made earlier...

Talented musicians put on a showcase of tunes old and brand new, including a first outing of a mandolin handmade by its player, when Lewes old Grammar School, Sussex, held a Musical Evening.

The audience enjoyed everything from Lewis Capaldi hits to Schubert and Bach classics.

17-year-old Felix St Maur Sheil chose the showcase to reveal the mandolin he has crafted himself as part of his BTEC in 3D Art and Design. The gifted instrumentalist, pictured, who plays guitar and ukulele, took just 25 hours to make it and played Hummel's Mandolin Sonata 3rd Movement.

He said: "I started making it in December and I just researched how to do it online. I enjoyed it so much I might make a lute next!"

You could hear a pin drop when Mia Battle belted out On My Own from Les Misérables while Max Dahlberg-Hughes captivated



everyone with his own acoustic guitar composition.

Year 11 flautists Phoebe Hatch and Lily Ellis treated the room to their GCSE piece Telemann's Dolce Duet and Joshua Reid produced a beautiful Rachmaninov's Elegy.

Head of Music Matt Casterton said: "What makes us so proud at LOGS is that there are pupils here from all across the year groups. Music really is an integral part of the LOGS experience and it's lovely for people to be able to hear what the students work so hard on throughout the year".



For all your *music education & performance* equipment

**FREEPHONE
0800 072 7799**

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

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

www.blackcatmusic.co.uk



Ensuring a key financial relationship adds up

The relationship between a school's trustee treasurer and its bursar/chief financial officer (CFO), is often a complex one. Accountant Alyson Howard offers some tips on how it can be made to work to best effect...



There are no legal or regulatory provisions that govern how the interaction between a school bursar/CFO and treasurer should work, and virtually no guidance on how it can be done well. Some schools' boards might even find they don't have someone who can take on the treasurer role. In a limited company running a school for profit, one would hope for a qualified accountant in a finance director position, but in a charity it can be difficult to recruit trustees with the right skills to be the board member responsible for finance or the honorary treasurer role (also sometimes referred to as the non-executive finance director). But who is responsible for what, and how do you allocate the work between you? Without proper planning and a structured approach, these relationships can be dysfunctional, or at worst disastrous for schools.

There is no real guidance in this area, The Essential Trustee CC3 covers general issues for all trustees and stresses that the chair and treasurer each has special responsibilities but it does not say how to carry these out effectively.

These roles and relationships differ according to the size and complexity of the organisation and in a smaller school the treasurer might have a real, hands-on role. But what we would hope to see in most independent schools is

a clear differentiation between the professionally qualified or experienced CFO and the non-executive treasurer.

There are some key characteristics to making a success of this relationship:

1. Getting the chemistry right – There needs to be an ability to communicate openly and honestly but you don't want things getting too cosy. How can you get on and support each other whilst remaining objective? And you both need to accept that the people will change. The same treasurer should not be in the role indefinitely. Ideally a term of three years, which can be renewed for another three at most.
2. No man is an island – The treasurer and CFO shouldn't retreat into a financial silo. Others need to know and understand what you are wrestling with, and other trustees and senior leaders cannot abdicate responsibility because they are 'not good with numbers!' Finance should be a servant to, not a slave of the organisation. Unfairly, the finance professionals sometimes end up carrying the can on difficult financial decisions. The board should act carefully to ensure that everyone is accountable for the implementation of strategy.
3. Recruitment – The CFO will almost certainly be managed by the CEO or executive head in operations terms, but the treasurer would normally be heavily involved in the recruitment of the CFO. Similarly, one would hope that the view of the CFO might be sought when appointing a new treasurer to the board. The treasurer role descriptor tends to focus on technical skills, but it should also consider personal and management abilities.
4. Board representation – The treasurer is usually the representative on the board for finance issues, particularly in terms of overarching strategy and approach but that should not detract from the CFO's knowledge of the specifics. Sometimes the devil really is in the detail. The treasurer might need to act as an advocate for the CFO if any communication issues have arisen within the operation of the school.
5. Staying in touch – How often do you meet? Ideally you would have the chance to sit down to go through the finance reports at least a week before they are due to be issued to the board. And hopefully such pre-meetings

and the ensuing board meetings happen at least six times a year so contact is frequent. But be clear to manage carefully the differentiation between management and governance. Agree a timetable over the year of what responsibility sits where so there is no confusion. And the relationship should thrive on mutual challenge and respect.

6. Balance of skills – While both parties should have similar technical skills the role of the treasurer is largely strategic oversight whereas the CFO is running the day-to-day operation and compliance, and thus more likely to be a qualified accountant or school business manager. The treasurer may also be a qualified accountant or financial professional but equally could function well even if not, so long as they have strong financial literacy and understanding.

Any well-run independent school recognises the significant part that strong financial management and governance plays in its organisation. If the relationship between the CFO and treasurer is right, it can really count towards a school's success.

Pictured: Alyson Howard FCCA DChA CF, Partner Education and Not for Profit, MHA MacIntyre Hudson www.macintyreHUDSON.co.uk



New Computing and Digital Learning Space

Northcote Lodge School, London, has unveiled its newly re-vamped digital learning space complete with iMacs, iPads and large rugs.

The suite has wooden floors and desks with plenty of charging stations and large, comfy rugs. It boasts 18 iMACs, seamlessly linked with the boys' iPADS, and digital learning activities; a large display

with an Apple TV for boys to screen mirror; a full set of Bluetooth headphones, and good ethernet and Wi-Fi connectivity. More equipment, including robots and green screens, is arriving soon.

The open plan digital learning space is not only loved by all for its looks but is appreciated for providing enhanced user

experiences, facilitating a variety of learning styles and accommodating flexible areas of Computing and Digital Learning such as Digital Literacy, Computer Science & Robotics, Digital Design & Media. The boys' input at the planning stage was critical to the creation of a functional space.

College to open in Egypt

Kent College Cairo will officially open in 2022 with a capacity for 1,500 students.

Kent College Cairo will be the third international school that Kent College has been involved with: it has been operating successfully in Dubai since 2016 and plans to open in Hong Kong. Like its sister schools, Kent College Cairo will reflect the same ethos and values where children of all abilities are accepted and supported by a team of specialized trained teachers to support each student's needs. It will implement the STEAM approach to pedagogy with British certified teachers carrying out the national UK curriculum, followed by iGCSE and the IB Diploma will be optional in senior years.

Orascom Development's management including Ashraf Nessim, Co-CEO of Orascom Development Egypt, Kent College Canterbury's Executive Head Dr David Lamper held a press

BEST BRINGS KENT COLLEGE TO OPERATE ITS FIRST SCHOOL



conference in Cairo recently to announce the new school.

Orascom Development's 'O West' project has been designed to offer an integrated town experience including restaurants, shops, sports clubs and schools. Kent College Cairo is set to be part of this community with an investment cost of EGP 500 million and officially opening in the second half of 2022.

The school will accommodate 1,500 students with high quality education, supported by some 400 members of staff. The school will encompass a total of 70 classrooms as well as laboratories, libraries, performing arts spaces, sports spaces and student collaboration areas.

Mr Nessim said "We are very pleased with our strategic cooperation with Kent College. We are different in what we do and in what we call town development in all our destinations worldwide. We are probably one of the very few in the world that build towns in every sense of the word: houses, hotels, schools, hospitals and services." He added "We aim to provide high quality education for Egyptian students and create a wholesome community through the strategic partnership to boost employment opportunities and expand economic growth."

Partnerships celebrated in parliament

School staff from across the UK joined ministers, shadow ministers, MPs and peers in the House of Commons last month (February) to celebrate the thousands of successful partnership projects taking place between state and independent schools.

The 'Celebrating Partnerships' event, hosted by the All-Party Parliamentary Group (APPG) on Independent Education, recognised the diverse range of ways in which schools from different sectors work together to create learning and development opportunities for all pupils and staff involved. Projects include subject support in maths, science and modern foreign languages; teacher training; setting up and sponsoring new state schools; and careers and higher education workshops and advice.

Speakers at the event included Lord Agnew, parliamentary under-secretary of state for the school system; Layla Moran, education spokesperson for the Liberal Democrats; Andrew Lewer MBE MP, chairman of the APPG on Independent Education; and Barnaby Lenon, chairman of the Independent Schools Council (ISC).

Guests were presented with copies of a report published by the ISC entitled Celebrating Partnerships, which showcases just a handful of the many meaningful partnerships that exist today. To read a copy of the ISC's Celebrating Partnerships report, <https://issuu.com/glenncoombsshelley/docs/myth?fr=sNzQ3YTE2NzYx>

Julie Robinson, ISC chief executive, said: "Working with the Department for Education, we have been making huge strides to develop and strengthen partnership projects between independent and state schools, which benefit tens of thousands of pupils every year.

"Collaborating with local communities and other schools is part of the very essence of our schools. We know that when carried out effectively by schools choosing to work together voluntarily to achieve clear and specific aims, partnership projects have the potential to unlock new educational experiences for all involved."

The Beat Goes on – Taal success

Over 250 pupils from year 8 to year 13 at Bancroft's School, Essex, took part in the annual Taal event. Taal means "beat of life" and with its fusion of dancing, music and acting, Taal is more than just another School production, it brings a touch of Bollywood colour and glamour to Bancroft's. Over 19 years it has grown to become an integral and much anticipated fixture in the School calendar as well as an important part of the School's cultural life. The event is totally pupil driven with members of the Bancroft's Hindu, Sikh, Buddhist and Muslim Society (HSBM Society) writing, choreographing and directing the event. The students assume full responsibility for everything, from finding sponsorship from local businesses to sourcing costumes.

Taal is a major fund raiser for charities and this year it supported three charities which had been chosen for personal reasons by the pupils: The Anderson School for Autism in Chigwell. Dementia UK and Veerayatan in India. Veerayatan has transformed the lives of thousands of underprivileged children and has also supported rehabilitation and emergency relief programmes in the wake of natural calamities. Closer to home, the Anderson School seeks to give young people with autism the best possible opportunities for their future. This year Taal raised £25,000.



The Taal committee with Mayor of Redbridge Zulfiqar Hussain

The changing face of g

At the end of 2019 and after 12 years in position, Michael Griffiths retired as Chairman of Governors at Bolton School, Lancashire. With 33 years of experience serving on the Governing Body (GB), he discusses how the role of governor has changed over the years and what attributes schools should look for when appointing a governor. An ISM Exclusive Q&A...

Firstly, tell us a little about Bolton School.

“Bolton School is an independent day school in Greater Manchester with roots going back to 1516. It consists of separate girls’ and boys’ senior and junior schools plus a co-ed infant school and nursery. There are approximately 2,400 pupils on a single campus under the responsibility of a single GB.”

How has the role and responsibilities of governor evolved over the last three decades?

“My first governors’ meeting was in January 1987 and it was unusual in that the whole Board of about 20 people was interviewing the final three shortlisted candidates for the position of Clerk and Treasurer (Bursar). In my time as a governor, I have been involved in the appointment of 5 Heads and 3 Bursars. We still retain this format for the final interview for the Heads and Bursar positions, believing the whole GB should take ownership of these critical appointments. However, we have changed a key element of the process and for the last 3 appointments have appointed professional head-hunters to assist us rather than engaging a recently retired Head to conduct the search through their professional network.

Many other aspects of governance have, not surprisingly, also changed and these perhaps fall into two broad classifications. Firstly, the management of the increase in regulation and responsibilities that has fallen upon schools and governors over the last 30 years or so. Secondly, the need to ensure that we are sustainably, financially strong so that we can maintain our independence.

To address the first of these issues it is important to have a GB ‘fit for the purpose.’ We developed a skills matrix to ensure that new governors were appointed on the basis of skills needed. It was important that governors were committed, took

their appointment seriously and were prepared to spend the time needed to ‘do the job’. This latter aspect has often been a challenge as potential governors, with the right skill sets, are often very busy people. It has perhaps resulted in a GB with a relatively high proportion of alumni, leaving us open to the criticism of being ‘parochial’. We are conscious of this and to ensure an informed and balanced approach we have successfully recruited some alumni who have spent most, if not all, of their working career away from the Bolton area in order to ensure a diversity of experience. Another aspect that has differentiated our approach from a number of other charities and GBs is that whilst every governor must offer themselves for re-election every 3 years, there is no limit on how many terms they can serve. Whilst we have been conscious of the need to prevent the Board becoming stale, we have been equally concerned about losing valuable experience and knowledge.

Having focussed on a Board with the correct skill set it was important that they had the appropriate background knowledge, and that this was continually updated. We acknowledged that most of our governors were not education experts, and indeed were not expected to be. Yet increasingly, as more regulations were imposed and responsibilities added, we were being required to make decisions based on our own limited knowledge and experience of the educational aspects. To remedy this, we introduced a second governors’ meeting at the beginning of each term. This would, ideally, consider just two topics and thus would not suffer the time constraints that existed in our normal meetings. The meetings would cover a vast array of subjects, such as annual strategy reviews, examinations, the operation of our Infant and Junior Schools, added value, EYFS, fundraising, capital investment

proposals, safeguarding, inspections, governance, risk reviews, bursary fund development, marketing and many other relevant topics. They have been highly successful, and I believe fundamental in enabling us to properly execute our task as Governors.

The second aspect to which I referred was the need to be sustainably financially strong. We recognised the school needed the characteristics and form of a business, something which did not always sit easily with the role of being an educational charity. In the late ‘80s we made the small, but important, practical move of changing our financial year-end from the 31st March to the 31st August, to reflect the natural business cycle of the school. At the same time, we recognised that virtually all our income derived from fees and that we had no significant other means of generating income. If we were to make major capital investments and provide bursary funds for pupils in the future, we needed to rethink our finances. Consequently, in the early ‘90s, we devised a simple financial budgeting model that is still in operation today. We also formed a trading company with the objective of ‘sweating’ the schools’ assets when they were not being used for education. The effective implementation of these measures meant we overcame a serious financial deficit, and burgeoning overdraft, to put ourselves in the black and capable of generating positive cash flows. Ten years later, that enabled us to consider embarking on an ambitious capital investment programme and provided a firm sustainable foundation for our bursary endowment. It was important to take a long-term view, to have a clear strategy, and a patient, disciplined evolutionary rather than revolutionary approach.

In practical terms, our success can be measured in the completion, over the last 12 years, of a major capital

investment programme costing £25m with no legacy borrowing; the provision of i-pads to every pupil in School from Year 3 upwards; and the awarding of almost £30m in Bursary funding to 2000 pupils over the last 21 years whilst at the same time establishing a Bursary Endowment Fund that today stands at over £30m. Crucially, as part of our strategy to make the school affordable, we have also kept our annual fee increase to 2%, for each of the last 4 years, whilst improving our offer.

We also recognised that we were an integral part of the Bolton and wider North West community and had a responsibility to become more engaged and improve our contribution to its greater wellbeing. We participate with the state sector in numerous educational partnerships and encourage our students to engage in a wide range of voluntary activities. Their participation is recognised and celebrated in our annual Community Awards Evening. Our involvement in voluntary work was recognised in 2017 when the School was awarded the Queen’s Award for Voluntary Service, the first School in the country to win such an award. In 2019 our work in and with the community and our extensive provision of bursaries was rewarded when we were named as the TES Independent School of the Year”.

In recent years, you have been Chairman of Governors. What have you found to be the essential skills required to satisfactorily fulfil that role?

“It’s important to remember that governors set the ethos and culture of the School – that they are its guardians. We should not forget that the GB is ultimately responsible for the School, that ‘the buck stops with them’. This is a significant responsibility which must be exercised with great skill and care and must never be abdicated. It is important that you

overnorship



have a committed, balanced and diverse Board whose members have, between them, the necessary skills to achieve proper governance. It is crucial to encourage governors to have full participation in all decisions made. Given how busy they often are, it is important to be flexible and accommodating in the demands placed upon them. However, you must also be prepared to part company if a satisfactory accommodation is not achievable. Governors should have a thorough understanding of the School and the challenges it faces and, the Chairman should have a first-class working relationship with the Heads and Bursar."

If a potential governor – hesitating about taking on the responsibility – asked your advice about the pros and cons of the role, what would you say?

"The positives far outweigh the negatives. Governorship presents a real opportunity to make a difference for the benefit of future generations and it is always extremely satisfying when you meet students displaying their talent and skills. A School is a very different environment to that in which most governors work, and it can provide a refreshing intellectual challenge. Education has a remarkable and continuing multiplier effect that will positively impact upon the communities with which the students engage throughout the rest of their lives. To have some very small beneficial input is extremely satisfying. Throughout my life I have found being a volunteer is an extraordinarily satisfying experience. Prospective governors should, however, consider the time commitment as this can be considerable."

One of the most significant tasks of any GB must be the appointment of a new head. Which recruitment methods did you find work best?

"On receipt of a letter of resignation from the Head, the Chairman immediately activates a dormant appointments committee consisting of 4 Senior Governors. They will manage the process on behalf of the Governors to the point of producing a shortlist of ideally 3

candidates who will be interviewed and selected by the whole GB. This is a challenging period for the Committee as they must get the process right in a short period of time. They may start by having a 'beauty parade' to select 'head-hunters' or may already know who they would appoint. The committee would be actively involved in selecting a longlist, and interviewing them, from which they would produce the shortlist to present to governors."

You were a beneficiary of the direct grant scheme and have done much to enable Bolton to offer bursary support to widen access. Would you like to see a return of the direct grant – much lamented by many – or perhaps the introduction of a voucher scheme exchangeable by parents in full settlement of a state school education or in part-payment of an independent school one?

"It is very tempting to wish for the glory days of the Direct Grant or even a voucher scheme – both would be attractive. However, the reality is that the Direct Grant would probably not be a replica of the old scheme and the voucher scheme would no doubt have aspects that didn't satisfy everyone. There would always be the fear that a change of government, or even a shift of opinion in the same government, could result in the abolition of this new support. Neither previous Conservative governments, and certainly not Labour governments, have been wholehearted supporters of providing financial support to private education. I assume they don't see it as a vote winner. It's clearly a complete travesty that private education does not receive a single penny of taxpayers' money even though parents pay their taxes and the schools themselves make major contributions to GDP. Whilst I would support any movement to restore any financial contribution, I would not view it as a long-term solution."

My view is that independent schools must own the challenge and recognise that if they wish to remain independent, they must build their own financial resources. This may seem a daunting prospect and is certainly a long-term strategy. It

requires a clear plan, continuing determination and rigorous financial discipline. There are no quick fixes and it must be recognised from the outset that the real beneficiary of the strategy will be the school several generations hence. But it should not be forgotten that many Schools today are probably enjoying the rewards of benefactors' foresight in the past. So now it is our turn to make a difference for pupils in the future."

What will you do with your spare time?

"That's a question that I'm frequently asked, much to my

surprise. So far, I don't seem to have had much spare time, probably because I have been addressing things that have been neglected in recent years due to other commitments."

However, I have spent almost all my life being involved in voluntary work of some kind, particularly to help in situations where I can use my professional skills and experience, and I hope and expect that will continue. I also hope that I will have some more time to pursue my numerous interests and spend more time with my family. But life would be boring if new challenges and opportunities didn't arise."

Exciting Activity and Field Study Trips in Cornwall



- The Manor House offers quality courses with personal attention
- Stay in an 18th Century Manor House
- Sole Occupancy
- Privately owned centre near Padstow
- Excellent facilities & equipment
- Recommended by many Prep. Schools
- Please ask for details

Book Now for Spring 2021

Discounts Available!

For more information please contact us on: 01841 540346
www.manoractivitycentre.co.uk | lesley@manoractivitycentre.co.uk
Manor House Activity & Development Centre, St Issey, Wadebridge, PL27 7QB

Teachers' Pension Scheme – latest

There were 1,171 independent schools in England & Wales in the TPS as at March 2019. Around 100 such schools have applied to leave it, following the Treasury's decision to raise employers' contributions in September 2019 from 16.4% to 23.6%.

Some schools are now in the throes of industrial action by staff who are fighting to stay in the Scheme after their schools announced withdrawal from it.

Other schools have taken the decision to absorb the increased financial burden, others are consulting with staff on the way forward.

In this special feature, heads and union leaders reflect on the position...

'The last thing TPS wanted or needed'

Voice: The Union for Education Professionals has been contacted by a number of members in independent schools whose schools are consulting on leaving the Teachers' Pension Scheme (TPS), writes General Secretary Deborah Lawson.

This was triggered by the Treasury's decision to raise employers' contributions in September 2019 from 16.4% to 23.6%. This was a government decision which, despite representations from teacher unions, including Voice, local government and other employer representatives (including from the independent sector) went ahead. This was actually the last thing that the Scheme wanted or needed.

Whilst this increase is being funded in state-funded schools, independent schools are having to cover the full cost themselves, which may be difficult – especially for smaller schools – and several independent schools are now indicating that they intend to opt out of the Teachers' Pension Scheme on cost grounds.

Unlike state-funded schools, independent schools are not legally required to be members of the Teachers' Pension Scheme, but they do have to enrol staff in an alternative pension scheme if they do decide to leave Teachers' Pensions.

Unfortunately, alternative schemes do not have to be of the same type or standard as Teachers' Pensions. Some schools have opted for the basic compulsory auto enrolment pension, whereas others have opted for defined contribution pensions with some additional benefits, which – unlike TPS – are subject to the fluctuations of the market.

We would prefer independent schools to remain in the Teachers' Pension Scheme, and urge them to do so. Ideally, we would hope that any alternative schemes offer at

least a similar level of benefits. It is unfair that hard working staff who have dedicated their professional lives to the service of a school should have an impoverished retirement.

Leaving Teachers' Pensions constitutes a variation to staff contracts (likely to be a detrimental variation) and before doing this, the employer has to consult with potentially affected employees. It is important that employers give staff full details of the pension scheme they propose to offer in place of Teachers' Pensions along with details of the formal consultation period.

This is not just a pensions issue. Schools could have problems with staff recruitment and retention if terms and conditions deteriorate.

Under the terms of the recent Department for Education (DfE)



Deborah Lawson

consultation, Independent Schools – phased withdrawal from the Teachers' Pension Scheme*, existing scheme members working in independent schools would be able to remain as active members of TPS. Although that would be welcome for them, this would have the disadvantage of creating a two-tier pensions system for teachers. The consultation closed on 3 November 2019 and we are awaiting the results.

*www.teacherspensions.co.uk/news/public-news/2019/09/independent-schools-phased-withdrawal-from-the-teachers-pension-scheme.aspx

New guidance from the government on pensionable allowances

The TPS recently issued a reminder:

"If your school pays allowances to members of the Scheme for additional responsibilities that are an integral part of their teaching role, the allowance is pensionable. If the allowance is for activities that aren't part of a member's employment as a teacher, it is not pensionable and contributions in respect of the allowance are not payable, either by you or the member."

NEU's John Richardson reports that allowances that are pensionable include:

- Pastoral care
- Boarding or library duties
- Various sports allowances.

Bonuses that are "goodwill" payments, such as a Christmas bonus, are not pensionable even when paid to all staff.

If it's determined that the allowances paid are pensionable, this could result in large arrears of contributions and interest.

Contributions incorrectly deducted from earnings that aren't pensionable will be refunded to school and members without interest.

'Exiting the Revised TPS is about long-term Viability...

says Ben Evans, Headmaster at Edge Grove Prep School in Hertfordshire

The decision for Edge Grove School to withdraw from the revised Teachers' Pension Scheme (TPS) was made very much with the school's long-term viability in mind. The large increase of employers' contributions, from 16.4% to 23.6% added just under £200k to the schools' annual salary bill, which as a long-term additional cost, is unsustainable. It is also very clear that inevitably, there will be additional, but yet unknown, increases in the future, which makes the pension scheme now untenable for many schools like ours.

It is essential, as a standalone prep school, albeit a larger than average one (with 525 pupils on roll), that the Governors make every effort to safeguard the future financial viability of the school. The annual surplus is all ploughed back into the school to ensure that our standard of education including our pupil to teacher ratio, teaching resources and facilities are each of the highest standard. Prudent financial planning ensures this is possible, but with the uncertainty of TPS, this would have been in jeopardy.

Not a decision to be taken lightly
As is the case for many schools that have chosen to withdraw, the

decision was not taken lightly, but through careful and considered consultation with all staff that are members of TPS. It was agreed that the school will exit TPS in September 2020. All staff members were given pension advice by independent experts and had access to one to one meetings with an HR advisor. The Chair of Governors also carefully explained to staff the financial reasons why an exit from the TPS was being considered, what it would mean for the future of the school and what pension arrangements would replace it.

Staff members were, as one would expect, initially very concerned at the loss of TPS and put forward a number of reasons why it should be retained together with ways that the school could help to make it affordable. Ultimately, staff across the school have acted with complete integrity and as committed professionals. They are, without doubt, the main reason for the school's continued success and as such have a great deal of passion and a strong connection with the school.

The Governors, throughout the process, made it very clear that they were acting, as custodians,

in the best interests of the school and its employees. The replacement pension and salary arrangements have been made as generous as possible, reflecting how highly regarded the staff is by the Governors. This was well received by our teachers and is fully understood.

Unsustainable financial burdens could force schools to close

The NEU are obviously advocating schools to remain in the TPS but although they are acting in the best interests of their members, they are also being very short sighted. The increased cost of the employers' contributions to TPS will place a huge and unsustainable financial burden on some schools, which could force them into closure. This would mean the NEU members would be unemployed and without an income.

Instead of urging members to resist their schools recommendations and possibly call for strike action, the NEU should be working alongside its members' schools, rather than against them, to find a solution, which ensures their members can continue to work in financially viable schools for many years to come.

In truth, it is without doubt that



many of the difficulties faced by schools due to union involvement could have been avoided. No school has withdrawn from the TPS as a quick way to make savings on their salary costs. They have been forced into the decision to ensure the longevity of their schools whilst also seeking the best alternative pension arrangements for their employees.

Unity will achieve the best outcome

All schools seek to employ the best quality teachers and the unions exist to protect their members' interests. It seems quite natural that both parties should be working together to achieve the best possible outcomes. ”

Ben Evans, Headmaster at Edge Grove Prep School

Challenging proposals to leave the TPS

As the number of employers proposing to leave the TPS increase, so does the number of successful NEU campaigns to stay, writes John Richardson, National Education Union (NEU) National Official, independent sector.

NEU members always seek constructive dialogue with their employers with a view to reaching amicable agreement wherever possible.

However, for many independent school employers the decision to leave the Teachers' Pension Scheme is a choice, not a necessity. It has a hefty price – paid for by their teachers in pension in retirement and overall remuneration.

Without agreement, many employers are proposing to break contracts of employment; to sack their teachers; and re-engage on significantly worse terms.

Being forced out of the TPS is a deal-breaker for many NEU

members. Being threatened with the sack is an eye-opener for many in their relationship with their employer.

Unilaterally breaking contracts and leaving the TPS is forcing many NEU members in the independent sector to respond in kind. NEU members are now taking the unprecedented steps to consider, prepare for, and take industrial action.

Employers need to think long and hard about the potential damage to the business, before embarking on such detrimental changes to one of the mainstays of the success of the school – the teaching staff.

NEU members have successfully challenged proposals to leave the TPS, in workplaces ranging in size

from small preps to large HMC schools. Some school governors have sympathetically listened to and been persuaded by staff argument. In others, they have made pragmatic decisions in the face of threatened or actual NEU industrial action.

The fact that more than 90% of schools remaining in the scheme for at least a year gives substance to the argument that the school can afford the increase.

Notwithstanding this, clearly, there are schools that genuinely cannot afford it. Though, it would not be unreasonable to think that schools in that position would leave at the first opportunity after the increase took effect in September 2019.



That said, we anticipate that numbers consulting on leaving are likely to increase this year. Many employers stated that they were adopting "a wait and see" policy in the first year. Employers are fearful of jumping the wrong side of the line on a key issue in recruiting and retaining teachers.

Many major employers, such as the Girls' Day School Trust, are remaining in the TPS.

Pictured: John Richardson, National Education Union (NEU) National Official, independent sector

ISA Chief Executive Neil Roskilly:

"On the TPS, one thing that has become clear is that some of the unions have seen it as an opportunity to get formal recognition in independent school staffrooms.

"Close relations with unions can be helpful, but there have been some cases of belligerence. We've seen examples of unions claiming on behalf of school staff that a school can afford the full pensions

increase because it has money in the bank. Those reserves of course pay for the growing number of bursaries for disadvantaged children that schools are offering.

"There's even talks of strikes in a tiny number of schools, and that's a direct threat to a school's long-term sustainability if parents claim back fees for missed classes.

"The vast majority of Heads and Governors are working closely with their staff in taking an honest approach to the pensions issue, based on a sustainable business case for the school.

"None want to put up fees for parents if they can help it, or reduce the number of bursaries they offer."



Industrial Action ~ what a head told parents

Colfe's School in London is facing a rolling series of day strikes by some staff protesting at the school's decision on TPS. Head Richard Russell wrote to parents when the industrial action started earlier this month (March).

Richard Russell, headmaster, Colfe's School

Dear Parents

I wanted to write to you in more detail about the industrial dispute which has arisen at Colfe's recently. Many of you will have seen the article in the Sunday Times over the weekend. Although such publicity is never welcome, the coverage was balanced and reasonable. I hope that the following may be of interest and enable you to understand the respective dilemmas of the teachers and the governors. I hasten to add, however, that I do not expect it to mitigate in any sense the inevitable disruption that strike action will generate for you as parents.

As you know from my previous communication on this matter, the dispute has arisen because the governors initiated a consultation last September into whether or not the school should remain in the Teachers' Pension Scheme (TPS). This was extremely unsettling for staff who stand to lose the prospect of guaranteed income in retirement. The proposed alternative to the TPS was a defined contribution scheme into which the school would contribute 16% of salary.

In accordance with the consultation process, Colfe's teachers elected representatives who worked very hard through the Autumn Term to find ways in which remaining in the TPS could be justified and met five times with governors. Just before half term, however, the governors reached a provisional decision to remain within the TPS for another two years, but to switch to a defined contribution scheme in September 2022. An employer contribution rate of 18.5% was proposed, supplemented by life assurance and critical illness insurance, taking the total value of the package to 20%.

During this period staff have been scrupulously professional, as ever, and prioritised the care for your children.

The proposed solution would enable staff to remain in the TPS for another two years and switch to a defined contribution scheme two years hence which is, if viewed objectively, offered on advantageous terms. Parents will of course be able to make the comparison with their own pension arrangements.

In the long term, or indeed in the medium term, I don't think it is controversial to predict that the TPS will become unaffordable for the majority of independent schools. More than 100 independents have already left the scheme and many more are going through a period of consultation, as Colfe's continues to do. The main difficulty is that the employer contribution is funded by the taxpayer in state sector schools whereas in independent schools it comes straight out of the fees that you pay.

The annual fee at Colfe's this year (senior school) is £17,604. Following the decision of the Government Actuary to increase the contribution level from 16.4% to 23.6% last September, just under 9% (about £1500) of that fee goes into employer contributions to the TPS. That means, across the school as a whole, that we are writing a cheque to the TPS for £1.45 million on net fee income of £16.7 million before we have paid salaries or paid for the heating of the classrooms. Governors have concluded that that is unsustainable.

And it's not even as if the contributions are funding the teachers on whose behalf they are paid. The money goes straight back out to fund the retirement of teachers who have already retired and who are living longer than they used to. Nationwide the annual shortfall between income and expenditure on the TPS was about £3.5 billion last year alone, so future increases above 23.6% seem inevitable if deeper deficit is to be avoided.

I appreciate that this is a very difficult situation for pupils and parents. We are doing everything we can to mitigate the impact but I must ask you, on behalf of the governors, to bear with us. I would also ask you to remember that the teachers who are going on strike tomorrow are acting out of principle in defence of a benefit which they have come to regard as a sacrosanct part of their remuneration. Many of them have become my personal friends in the course of the last 15 years and I can assure you that they have not taken this decision lightly.

Once again, and on behalf of the governors, I am extremely sorry for the disruption that this must be causing to you all. I will continue to do all that I can to effect a resolution in the days ahead.

With best wishes

Richard Russell

Headmaster



The Downs Preparatory School, Bristol, has announced the appointment of Mrs Debbie Isaachsen as the next Headteacher of The Downs Preparatory School from September 2020.

Debbie is currently Head of Heatherton School, part of the Berkhamsted Schools Group, where she sits on the executive team. Previously to this she has been Head of the Lower School and the Deputy Head of the Pre-Prep at Cheltenham College Prep School.

Debbie attended The College of St Mark and St John in Plymouth, then

part of The University of Exeter, graduating with a BED (Hons) and was an active member of the University Officers' Training Corps during this time. Most recently she has completed a Master's degree in Educational Leadership from the University of Buckinghamshire. A keen sportswoman, Debbie enjoys skiing, netball, walking and embraces challenging outdoor pursuits. She will be joined at The Downs by her husband Alex and their two children Bella (15) and Oscar (13).

Marcus Gunn will continue to provide leadership to The Downs until his retirement after 19 years at the end of the Summer Term 2020.



The Stephen Perse Foundation, a family of independent schools in Cambridge and Saffron Walden, has announced the appointment of its new Principal, Richard Girvan.

Richard is currently the Surmaster (Head of the Senior School) at St Paul's School in London, a position he has held since 2012. He will join Stephen Perse in August 2020.

Richard has worked in education for 17 years as a teacher of mathematics, as pastoral and boarding house tutor, and coach of athletics and rugby. Raised in Belfast, Richard read Engineering at

St Catharine's College, Cambridge, where he also completed his PGCE while representing the university and his country in rugby league, winning a Blue.

Richard has served as a governor at both King's House School (a nursery, pre-prep and preparatory school in Richmond-upon-Thames) and All Saints' Catholic College (formerly Sion-Manning RC Girls' school, an 11-16 senior school, which recently became co-educational).

Richard will succeed Tricia Kelleher, current Principal of the Stephen Perse Foundation, who announced her retirement following 19 years in the role last October.

Celebrating the Sisters' legacy

Farnborough Hill School, Hampshire, has celebrated the Sisters of the RCE* with a special ceremony to mark the contributions of five of the Sisters to the development of the School.

At the beginning of this academic year the five school Houses were renamed after five RCE Sisters: Bickford, Dutertre, McCormack, Mostyn and Roantree. This was a change driven by members of the Year 7 Social Justice Group who questioned why, in a girls' school, the Houses were named after male reformation saints who actually had no connection to the School. They felt that the Houses should be named after the inspirational women who had a pivotal role in shaping the School during its illustrious history. Alexandra Neil, Head, commented, 'It is wonderful to be able to celebrate these strong and inspirational women who were instrumental in developing the School to make it the success it is today. I am thrilled their stories will not be lost in the mists of time

and we will continue to celebrate their legacies for generations to come. The fact that our girls can write their own Farnborough Hill story alongside that of their House Patron is a marvellous thing and I hope they treasure their books for years to come.'

* Religious of Christian Education is a Roman Catholic religious institute of religious sisters founded for the education of girls in post-Revolutionary France which now operates schools internationally.



Pictured: Sisters Mannion, Rennie and McCormack cutting a cake commemorating the launch of the House Books



Solar success story

Northfleet School for Girls in Gravesend, with the support of Kent County Council, has made some bold changes and taken responsibility for its carbon footprint.

In 2018, Northfleet made history by implementing amongst one of the largest solar installations in the country and also upgraded their lighting to LED; both projects pioneered internally by the Facilities Manager, Andy Jarett. The council supported throughout the funding and project process, with a remarkable result that has left both parties extremely proud.

With 681 panels now installed, the overall percentage of total site power provided by solar is 30%,

with 8% more electricity exported to the grid rather than consumed on site. The installation itself was also 'very quick and simple,' as Andy remarks, "the panels were installed during the summer holidays and took a total of just under three weeks."

The cost of the technologies was covered by government funded, not-for-profit organisation, Salix Finance, in the form of an interest-free loan. The loan is of no expense to the school and provides the upfront capital needed to purchase and install the technologies; the financial savings then made from the technology are then used to repay the loan. Once repaid, the school goes on to benefit from the savings first-hand.

www.salixfinance.co.uk

Heads Hunted

Among the upcoming head and principal appointments:

Brackenfield School	Yorkshire
Kirkstone House School	Lincolnshire
Rupert House School	Oxfordshire

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

Connect Catering Crowned Second in The Sunday Times 'Best Companies to Work For' List

After being named number one in 2019, the family-run contract caterer, Connect Catering, has once again surpassed mid-sized companies across the UK to take the second spot in this year's The Sunday Times 100 Best Companies to Work For.

Showcasing the best companies in the entire country, the prestigious Sunday Times list all begins with the '8 factors of workplace engagement' survey in which Connect Catering came 2nd nationally for staff 'Wellbeing' and 3rd for 'My Team' and 'Giving Something Back'.

Speaking about this achievement, Louise Laver, Joint Managing Director, Connect Catering says: "We are absolutely thrilled to have been

named The Sunday Times second best mid-sized company to work for in the UK! We continually strive for excellence to make Connect even better for our teams, clients and customers and following our first place in 2019 we are delighted to be consistently achieving our goals. To be in the top two for two years in a row is better than we'd ever imagined and it's the icing on the cake that we've accomplished this in Connect Catering's 30th year."

Taking part in The Sunday Times competitive survey each year is a company-wide decision made by Connect Catering's 450 employees who are based across 74 sites spanning from Birmingham to Worthing.

Kate Bendall, Joint Managing Director adds: "Every year we ask all of our staff if they'd like to be involved in The Sunday Times 100 Best Companies to Work For list and after coming first last year it was a resounding yes. When we started taking part we set ourselves a goal to reach the top ten by our 10th year, We are only at year nine and look at what we've already achieved – in the top ten 5 times!"

This year's findings highlighted training, nurturing staff and strong communication skills as core values that play an important role in Connect Catering's recipe for success. Continuing to make

regular improvements, Connect Catering recently included a new health and wellbeing element to the annual conference and launched a progression course to pinpoint chef managers that are ready for the next step, equipping them with the skills they need to succeed.

Louise Laver adds: "The Sunday Times survey provides us with invaluable feedback to keep moving Connect Catering forward. It has shown us how highly engaged and motivated every single member of our team is to deliver the very best food and service. We'll be looking closely at this year's results to see what we can improve on even further."

"For Connect Catering to stay at the top we can't rest on our laurels, we've got to keep driving forward and looking at how we can nurture the amazing skills our staff have. Looking after your staff is such an important value and so it makes a huge difference for our clients to see they are employing a contract caterer who wholeheartedly lives for this every day."

Founded in 1989, Connect Catering is a forward-thinking fresh food contract caterer delivering bespoke catering solutions to independent schools and other clients.



For more information on Connect Catering visit www.connectcatering.co.uk

The Digest

The ISM Digest

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

Attractive series rates.

Please contact
James Hanson
01242 259249
james.hanson@fellowsmedia.com

CReSTeD

How good is your provision for pupils with SpLD?

We exist to help you find out and then we tell parents.

We offer:

- For your school: a visit by an SpLD expert to assess your provision
- For parents: a free Register of schools accredited for their Learning Support Provision

Contact CReSTeD via email: admin@crested.org.uk
Or visit our website: www.crested.org.uk
Registered Charity no. 1052103
Council for the Registration of Schools Teaching Dyslexic pupils







KEYS PLEASE

The Key Replacement Service

Tel: 020 8343 2943 Email: sales@keysplease.co.uk

KEYS FROM JUST £1

Order your keys NOW quoting BFK20

www.keysplease.co.uk



AW

Andrew Wicks Creative

School Prospectus & Brochure Design

Website & Email Design

Infographics

Exhibition Stands & Pull-up Banners

www.andrew-wicks.co.uk

GFORCE[®]
SPORTSWEAR

WORKING TOGETHER TO CREATE
A WINNING TEAM FOR YOUR SCHOOL

sales@gforcesportswear.co.uk
gforcesportswear.co.uk
0116 255 6326

f t i





The Independent Schools Magazine online



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

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

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

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



Schools featured in this issue include:

Abingdon Prep School
Abingdon School
Ashville Prep School
Bancroft's School
Barnard Castle School
Bedford School
Beech Grove School
Bolton School
Bradford Grammar School
Christ College
Cobham Hall
Colfe's School
Dauntsey's School

Dolphin School
Downs Preparatory School
Durham School
Edge Grove School
Ellesmere College
Farnborough Hill School
Felsted School
Framlingham College
Froebelian School
Giggleswick School
Gordonstoun Junior School
Haberdashers' Aske's School for Girls
Hutcheson's Grammar School

Jersey College for Girls
Kent College
King Edward's Witley
King William's College
Kingsley School
Lewes Old Grammar School
Northcote Lodge School
Princess Helena College
Ratcliffe College
Roedean School
Royal Hospital School
Sherborne School
Solihull School

St. Benedict's School
St. Edward's School
St. Margaret's School
St. Mary's Music School
Stamford Endowed Schools
Stamford High School
Stephen Perse Foundation
Strathallan School
Stroud School
Truro School
Wellington School
West Buckland School
Winterfold School



The Independent Schools Magazine

Vires per Verum – Strength through Truth

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

Editorial Advisory Board

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

Richard Brown: Head, Handcross Park School, Sussex

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

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

Georgina Belcher: Communications Officer, Independent Schools Council

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

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

Kevin Fear: Head, Nottingham High School

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

Helen Davies: Bursar, Tormead School, Surrey

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

The Independent Schools Magazine
PO Box 4136
Upper Basildon, Reading
Berkshire RG8 6BS
E: mail@independentschoolsmagazine.co.uk

www.independentschoolsmagazine.co.uk

Advertising Sales & Accounts:

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

Editor & Publisher, Distribution:

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

Design studio/pre-press production/website:

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

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

Independent Schools Magazine is published by Bull Nelson Limited.
Reg in England No 2876999.
© Copyright Bull Nelson Ltd.
Printed by Manson Group.



UNIFORM & SERVICE THAT STANDS OUT

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

STEVENSONS

EST. 1925

SCHOOL UNIFORM OUTFITTERS

WWW.STEVENSONS.CO.UK

