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In this issue...



Teachers' charity skydive

Two drama teachers from RGS Worcester took to the skies in a sponsored Skydive to raise funds for sporting charity, Bright Ideas for Tennis, which aims to give opportunities to those from a wide range of disability groups to play and enjoy tennis.

Mrs Jilly Witcomb and Mr Dan Morgan enjoyed cool blue skies as they embarked on their adventure at the North London Skydive Centre.

Mrs Witcomb – the Teacher in Charge of Tennis and Director of Drama – said: “Dan and I were both excited and also a little nervous! Hurling at 125 miles per hour and being in free fall from 10,000 feet was absolutely exhilarating and an experience we will never forget! Thank you to everyone who has supported us already; friends, family and the RGS community who have helped us raise funds for this amazing cause.”

The sponsored Skydive came just shortly after Jilly Witcomb and RGS keen Tennis players raised funds for Bright Ideas for Tennis by taking part in a 24-hour Tennis Marathon. The group travelled to The National Tennis Centre in Roehampton raising over £1,500 for the Tennis charity. During the 24-hour Tennis Marathon the young tennis enthusiasts played alongside former professional and Federation Cup and Davis Cup Tennis players, Danny Sapsford, Marcus Willis and Melanie South.

If you would like to support Jilly and Dan in their exciting challenge for this worthwhile cause, please visit their JustGiving page.

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

Cover background

Chapel extended

The Chapel at Radley College, Oxfordshire has been extended to accommodate increasing pupil numbers.

Full story page 38

04 Breaking the Bias

helping girls get their voices heard

05 Taking Over as Head

challenges for a new face at the helm

06 Marketing as a Teaching Superpower

real benefit in the classroom

08 Cardiac Screening

at the heart of student wellbeing

10 Improving Pupil Engagement

can online assessments help?

16 Ensuring Children Find Their Passion

an essential goal within education

24 Profile

in conversation with David Jackson

Plus

12 The need for educational reform

18 Merger and expansion news

20 Writing Festival winners

21 Supporting Ukraine

26 Music, Dance & Drama Focus Feature

30 Sports Focus Feature

35 Buildings & Development Focus Feature

41 Environmental Initiatives

44 NEU Pay & Conditions Survey ~ results

45 Changing Faces, Changing Places; Heads Hunted; Contact Us; Editorial Advisory Board

Is Your School Mentioned?

Schools featured in this issue include:

Abingdon School; Ashville College; Bede's School; Beech House; Belhaven School; Bolton School; Brentwood Preparatory School; Colston's School; Croydon High School; Cundall Manor School; Durston House School; Edge Grove School; Ellesmere College; Elms Preparatory School; Eton College; Fairstead House School; Farringtons School; Felsted School; Gordonstoun; Hall School; Harrogate Ladies' College; Harvington Preparatory School; Headington School; Heathfield School; King Alfred School; King Edward VI High School for Girls; King Edward's School; King Edward's Witley; King's Ely; Lockers Park Prep School; Malvern College; Mount School; New Hall School; Newcastle High School for Girls; Northampton High Junior School; Queen's College; Radley College; RGS Worcester; Richmond House School; Royal Hospital School; Rugby School; S. Anselm's School; Sedbergh School; Shebbear College; St. Benedict's School; St. Dunstan's College; St. Peter's School; Wells Cathedral School; Westholme School; Windlesham House School; York House School

Breaking the Bias

Rushi Millns (FRSA¹), Director of Careers and Outreach at Heathfield School, Berkshire, discusses the importance of helping girls to develop the skills to make their voices heard and break the bias.

According to the Institute for Government², March 2022, women make up 51% of the population, but only account for 35% of our MPs and 29% of peers in the Lords. It's a similar picture in business, women hold 40% of FTSE 100 board positions – but only eight of the 100 businesses have a female CEO. So how can we ensure fair representation in politics and the working world? We need to encourage girls to voice their opinions in current affairs and politics in a party political agnostic way, break the bias and find their voice.

Breaking the bias is about recognising preconceptions, bringing them to the fore and questioning them. People make assumptions about students based on their background or family situation. It is sometimes assumed that if you attend an independent school you can't possibly have any challenges to face.

Communication skills are essential for success. To make a change we must ensure girls have the tools they need to find their voice and share their ideas and opinions. In the world of work, the soft skills and attitudes an individual brings to a job, are as important

as their qualifications. Girls need to have the confidence and ability to articulate their thoughts and ideas, share them and be heard – from discussions in meetings to representing a department or organisation, to speaking in Parliament.

At Heathfield we recognise the importance of building confidence, communication skills and an open-minded approach to new experiences. We want our students to be critical thinkers who can discuss and view issues from different perspectives. The more opportunity and guidance students have in sharing their ideas, the more expert they become. A dialogic teaching approach encourages discussion between students and teachers, about ideas and misinterpretations, rather than focusing on written work or the more passive model of the teacher presenting and the students just listening.

To ensure our students understand that school is connected and resonates with the outside world, and that they are equipped for the future and informed about politics and current issues, our Careers and Outreach department

hosts programmes to promote discussion, debate and public speaking.

Speaker's Corner, as the name suggests, is an opportunity for students to speak publicly about a topic they feel passionate about – either in support or opposition. Students talk for two minutes without questions, just being young people with an opinion and declaiming about it, like Speaker's Corner in Hyde Park.

The topic that resonates most with the students is used for our School Debate in the Summer Term, when opinions and ideas are challenged and debated.

Later in the Michaelmas Term in celebration of Parliament Week, we host an annual 'Question Time' with a student panel taking topical questions from the audience, which includes local politicians from the three main political parties.

We also host a Speaker Programme to introduce new ideas, broaden experiences and learn about the world of work. Professionals are invited to speak about their work and experience. The students find it fascinating, and the presentations highlight



skills like resilience, collaboration and networking – essential across a spectrum of careers.

Students develop and practise their networking skills – introduce themselves, ask questions, express how much they enjoyed the presentation and follow up with thank you emails – they begin to build their network. It's empowering for students, and the speakers find the whole experience very rewarding.

If we want to break the bias, we need to be sure we are building the skills, knowledge and understanding that our young people need to make informed decisions, think critically and raise their voice for their thoughts and opinions to be heard. We must teach them to first look at their own assumptions, bring the bias to the fore and question it. To achieve equality there can be no automatic assumptions.

1. FRSA – Fellow of the Royal Society of Arts 2. Gender balance in parliament | The Institute for Government

MP's visit

The children of S. Anselm's School, Derbyshire, recently welcomed Derbyshire Dales MP, Sarah Dines, to the school.

Miss Dines was given a tour of S. Anselm's school by the Head Girl and Head Boy before meeting with Headteacher, Mr Frank Thompson and senior members of the school team.

The tour started in the heart of the school with the Dining Room, dating back to 1888 when

the school was founded. There, Miss Dines expressed particular interest in the memorial boards for Old Anselmians who died in the service of the country during the first and second World Wars. She also studied the extensive Scholarship Boards, on which the names and Senior School destinations of every child who has earned a scholarship or exhibition, are engraved each year – recognising the surnames of a few local families!



"Be visible, build positive relationships and don't be afraid to tackle any aspects of poor or unsafe practice"

Taking over the helm

It is now two years since Ben Evans moved from headship at Edge Grove School, Hertfordshire, to lead Windlesham House School in Sussex. Here he reflects on the challenges of such a move...

When I accepted the position in June 2019, the words Covid-19, online schooling and Google Meet were complete unknowns. By the time we moved to Windlesham in July 2020, schools and the world itself were very different places. Nobody would deliberately choose to start a new headship during a global pandemic.

As a new head, the most important job is to get to know the children, staff and parents as well as to watch and observe the ethos and workings of the school. Covid-19 made this virtually impossible. Year group bubbles, a ban on whole school gatherings, parents unable to come in to school buildings, no sports fixtures and staff under huge pressure to maintain high standards whilst teaching under difficult circumstances, meant life in my new role was quite unusual.

Many decisions had to be made due to ever-changing government guidance and the exigencies placed on the school. However, the spirit and enthusiasm remained high at Windlesham and as a staff, we were all united in the belief that we must make the school experience for children as normal as possible, whatever it would take. Activities continued, the library stayed open, practical science lessons continued as normal, children swam in the pool and the grounds were utilised to the best effect; we were determined not to be beaten!

The school closure and second lockdown of January 2021 was a setback but my daily videos from different school locations such as roof tops, hidden rooms, tops of trees and elsewhere on site, meant that parents were able to get to know me far better than if we had been at school under normal routines.

The decision to leave Edge Grove was one of the hardest professional and personal decisions we have had to make

as a family. After eight very busy and successful years, the school was full, we had waiting lists and had been able to fulfil our ambition of developing the school physically and culturally into something very special and sought after. I do believe, however, that schools benefit from a change in leadership every so often, if they are to avoid stagnation, so it was the right time for someone else to take the reins.

Starting at a new school means leaving behind people who know, trust and understand you. Relationships need to be built with all stakeholders from scratch, and most importantly trust needs to be gained. This takes time. One of the biggest pitfalls is to assume that whatever systems or practices worked well at your last school, will work well in your new setting. Schools are idiosyncratic, with their own personalities and quirks – one size does not fit all.

Cultural change must be considered, measured and done with the full support of pupils, parents and staff. This can only happen when, as head, you know the school well and have earned the trust of all concerned. Some change may be necessary especially if this relates to health and safety, safeguarding or other operational matters, so new heads should not shy away from making these decisions along with any explanations.

As a new head, it is essential to be visible and fully involved in every aspect of school life, but all too often, this can be at the expense of standing back, watching, observing, building relationships and really getting to know how the school ticks. New heads should not be afraid to be a little less actively involved in their first few weeks as they find their feet. These early days are essential and once they are gone, the moment has passed.

Discussion, collaboration and

relationship building have been essential in setting goals for the school and building plans for the future. For me, it is so important for staff to be fully involved and for them to have opportunity for input and ownership throughout the process.

Academic achievement, pastoral care, community wellbeing and happiness are always my main priorities. Starting at Windlesham has been no different, and these areas form a crucial part of the plans going forward. I want all children to feel valued, known as individuals and to feel safe within our community. This will ensure they develop high self-esteem, confidence and the inner-drive and desire to achieve in all areas of school life.

We have reviewed the school timetable and weekly structure to achieve the best possible outcomes for pupils, enhanced our curriculum offering, extended the co-curricular provision, reorganised how weekends work for day pupils and boarders, and we've ensured our amazing facilities are used to their full potential. Our Windlesham Diploma, the Personal Development department, swimming, golf and tennis academies, World Languages Programme in the Pre Prep, curriculum forest school, market garden and environmental plan, are all new initiatives which have only added to the rich and varied school experience for our children.

The future is very exciting at Windlesham. Our sporting academies will continue to develop making the best possible use of our facilities. We are developing our teaching and learning resources with a refurbished library, and have redesigned our dining servery, implemented a new food technology suite, a personal development department, wellbeing centre and have revamped our boarding facilities including kitchenettes for children



and improved staff rooms.

Elsewhere, we are looking at the classroom environment and how children learn best, by reconfiguring the traditional layout. New interactive screens will allow automatic connection with children's iPads ensuring digital technology is used effectively and to achieve the highest outcomes. Our market garden is growing too and pupils are fully involved in planning, planting and tending to the fruit and vegetables as well as our friendly chickens.

To conclude, being a head is an amazing job, but it is never without its challenges. Enjoy every minute, even the tough ones! Starting at a new school is both exhilarating and exhausting in equal measure – get stuck in but also give yourself time and space to stand back and observe. Be visible, build positive relationships and don't be afraid to tackle any aspects of poor or unsafe practice. The wellbeing of pupils and staff must be a priority, as well as building a kind, caring and strong community spirit. It will get easier, and over time the mists will clear.

Marketing as a teaching superpower

George Vlachonikolis, Head of Economics at Oxfordshire's Headington School, discusses whether marketing skills can benefit learners in the classroom, with sector specialist Rory Sutherland.

There is nothing more annoying than a pushy salesman. We've all been there. Right now, you're probably thinking about a particular estate agent, car dealer, call centre automaton...

And yet, despite the cynicism, the activities of sales and marketing fascinate me.

Perhaps it's because I'm a Head of Economics. Which means I teach a bit of marketing theory for economics, business and our school's mini-MBA programme. It also means I've read a lot of marketing books: from the behavioural economists like Kahneman, Thaler and Ariely through to the sales manuals by Girard and Ziglar via the gurus of Godin and Carnegie. Ultimately, I can't help concluding that marketing is big. If you get it right, you have a sort of superpower.

Don't believe me?

How often do you look at your phone?

Why did you choose that coffee brand?

What's your dream car?

It's likely that whatever your answer was to those questions, there was a marketing team behind it, making it so.

Whole school marketing is a vital piece of your school's overall business puzzle. And it is laden with inaccessible jargon like CTAs, CLTVs, CTRs and CRO. But, if we can get past that, my question is: is there a way that teachers can harness some of that marketing superpower in the classroom?

To help answer this question, I interviewed one of the best in the business: Rory Sutherland. Rory is a marketing expert; he is the vice chairman of Ogilvy UK and author of *Alchemy*. For me, Rory's ideas always seem to transcend the limited role that most people assign to marketing (sales) and, instead, he uses a marketer's way of thinking to provide people with solutions more akin to universal truths.

He starts our discussion with a simple question: what's your product?

That's quite a hard one to nail down.

At an abstract level, I say that I'm selling learning and education.

But, on a more practical level, I say that I am selling to my students – who I know have a finite amount of time in their lives – the idea of spending a bigger proportion of that time consolidating notes, reading around the subject or finishing homework. I am selling behavioural change.

A useful marketer's tool then is to think about our customers' MATs (motivations, ability and triggers). These three elements must converge at the same moment for a change in behaviour to occur.

Motivation

The nature of motivation is a keenly contested concept. It is Rory's contention, however, that people's want for learning and education is most likely to be status driven. Whether you view it as a cultural effect or an evolutionary one, people are driven to improve their position in the hierarchy. And, by extension, people see education as a means to better job prospects and a financially richer life. "Becoming educated is probably just one more step in the narrow pursuit of wealth".

Sadly, says Sutherland, this observation has led the marketing teams of some educational institutions down an insidious road. "Higher Education has become a signalling war", he says, referring of course to the recent US College admissions scandals. The perceived long-term value of a particular brand on one's CV (like the University of Southern California) has created such perverse incentives that it has actually begun to corrupt itself.

But what can I take from all of this as a teacher?

Rory argues that teachers should find simple ways to appeal to their students' emotions rather than

rational logic. Anchoring your language in terms of what this new skill will enable your students to do in the future is one way to think about it. As is helping them to visualize their future selves in a high-powered status role.

For language teachers, it might be as little as beginning a topic by saying: "these are the sorts of phrases that will help you speak to girls in nightclubs in Spain".

For mathematicians, why not link geometry to compounding investment returns? Show your students how (at least in theory) to make a million by the age of 25.

Ability

When marketers talk of ability, they mean: how easy is it for the customer to actually buy the product, once motivated? For example:

- If we visit a vending machine how easy is it to buy a drink? With frictionless payment, it takes seconds.
- How easy is it to setup a new online account and buy some clothes? By logging in with Facebook, it now also takes seconds.
- How easy is it to sit down and write an essay? Much longer.

Another really useful tool is to write out the steps that a customer must take to buy your product. Then, a good marketer will simply remove steps.

As much as my school has promoted the use of VLEs over the years, they may be the reason why my students still prefer physical books on their desk at home. Clunky VLEs mean endless log-ins, switching between platforms, worrying about wifi and download time, stress to find the right document – all before any work has happened. In the minutes spent performing all these tasks, motivation is lost and the student is distracted by their social media feed for another 20mins.

It leads Rory and I to ponder the gamification of learning. Rory

contends that education has a lot to learn from online apps that are easy to install, play, progress and – perhaps most importantly – offer rapid feedback loops.

There are two good examples of this:

Duolingo. This is a popular language app which advertises itself as "making it easy to form a habit of language". Users select a language and then instantly start a linear course with automatic formative assessments and feedback points built in.

XG Backgammon. This is a backgammon app that helps players to improve their play "by analysing decisions during a match". Users simply start a match with the computer and receive automatic alerts and advice if they make an error. Even the world champions of the game make XG part of their daily routine to stay sharp.

Rory believes that using apps in this way promotes a way of learning to do things instinctively whilst providing a reward 'high' for the students from the immediate feedback loops. Perhaps we should look to integrate them more into our teaching.

Trigger

Triggers cue users to take action. For most, Pavlov's dog responding to his master's bell is the obvious example. But, in marketing circles, you're more likely to hear about Kahneman's 'system 1 thinking' or what Cialdini calls the "click... whirr" response.

How does the red dot on your Whatsapp icon make you feel?

Do you have to start your gym class or run by pressing a smartwatch button?

As teachers, we should be concerned with external triggers; what can we do to cue a particular action from our students?

I have seen some great examples of this in my school. One of our ECTs



uses a blue screen. This is just a powerpoint slide with nothing but a blue rectangle. She generally runs collaborative lessons that are full of discussion and energy but, if she puts up the blue screen, this means 'quiet'. Primary school teachers do the same thing with clapping routines.

As Rory starts to talk of triggers in the classroom, he segues into triggering intellectual curiosity. "The first thing I would do in an Economics classroom is give my

students some data and ask them 10 different ways to interpret it. And I would do it again and again and again". Thus, you build up your students' "click... whirr" natural instinct to be creative and problem-solving without even trying particularly hard.

By extension, then, we should think more about our classroom routines and more about modelling. If we want to encourage certain behaviours then we need to use an overt cue and use it regularly. And we should model the behaviour that we want to see them engaged in from that moment. Cues that are standardized and then used across departments may be even more effective.

Conclusion

Effective marketing, I think, is a real superpower. It affects us all, all the time. And yet too few people seek to understand how they can utilize marketing tools in their own domains. Hopefully, this article may inspire you to do just that in teaching. After all, teachers are superheroes and superheroes need superpowers.

Students 'launched' into space topic

Felsted School, Essex's Year 1 pupils were immersed into a rocket day to 'launch' their space topic by an inspirational visit from the rocket design company Starchaser.

The day was designed to inspire the next generation of engineers, scientists and space explorers!

After an informative assembly about rockets and the forces involved in launching them into space, the young Felstedians took part in a rocket building workshop, enabling them to experiment with Newton's Laws of motion by building and flying their own compressed air powered model rockets.

Later they came together for an exciting 'show and tell' activity containing a number of space related artefacts such as meteorites, astronaut food, Space Shuttle heat proof tile, rocket fuel and rocket construction materials.



"The highlight was definitely looking round the 9 metre rocket that was erected in the playground!" comments Year 1 Felsted Teacher Helen Matthews. "This visit really helped to bring our 'Space' topic to life and provided the children with a first hand experience that they can connect to throughout the term."

The day concluded with the launch of some model rockets, powered by real rocket fuel which flew hundreds of feet into the air before returning safely via parachute.

Career or care er?

What a difference a space makes?

Tracy Shand, personal development author, talks about the power of space and you.

One word. Same letters. Add in a space. You have a completely different meaning.

Which word would you pick that reflects your now?

Words create worlds. In the past few years, we have all seen change in ways that we could never imagine. Our careers may have stalled due to what has happened. Maybe you are reflecting on what the word career means to you?

With the pressures in our sector, our mental health and wellbeing has been affected individually as well as collectively as we navigate the future together. As we approach the end of the school year, I invite you to add a word to help you create the space to move forwards.

www.boardingology.com

This summer... I need a space to < your word here >

Now, how can you make this happen?

Step by step. Day by day... Make your plan.

Reflecting on this exercise, what word could you add?

A space to rest

This may be the first proper summer holiday you have had in years! What can you plan in to relax? Not school work, things that make you smile and switch off. For me, it is always a holiday by the sea and making cakes with just one twist!

A space to grow

Do you want to move in, out or up? What can you do to invest in

yourself to move forwards? Listen to podcasts, read books or create a vision board of what you want to see in July 2023.

A space together

Yes, okay I changed the word- but is still has 'to' in it! How

can you use this space to build, reflect and learn?

Start thinking, planning and embrace this space to stop- look listen and act. Thank you for all that you do, and remember we always need space to be.



Cardiac screening: at the heart of student wellbeing

Justine Mahon, Nurse Manager at Cumbria's Sedbergh School explains why she believes cardiac screening in young people is so important and why it's always been a key element of Sedbergh's commitment to maintaining the health and wellbeing of students...

"We've been working with Cardiac Risk in the Young's [CRY] screening team since 2016 and over that 5-year period, I know that a number of students have been identified with a potentially serious problem which warranted further investigation. And that is exactly why we're so committed to providing this service and, in my opinion, will continue to do so.

"The statistics are scary – 12 young people every week in the UK will die suddenly from an undiagnosed heart condition and in many of those cases there won't have been any signs or symptoms. So, I believe it's really important that our students are offered this simple and non-invasive test. Here at Sedbergh, we encourage our students to be active and involved in all aspects of school life, which is a really positive ethos – but we mustn't forget that it's also our role to inspire them to look after and value their health. Teenagers often lead very busy lives and perhaps think of themselves as somewhat 'invincible' when it comes to making time for their wellbeing, so ensuring that health checks, such as cardiac screening, is accessible to them is really key."

One day of private cardiac screening (during the week) provided through Cardiac Risk in the Young's specialist screening programme costs £6,000 (testing between 85-100 young people, aged 14-35).

11 independent schools across the UK have already booked screening sessions for students during 2022, including Eton College, Millfield School and Reed's School, Surrey – and of course, Sedbergh School.

To enquire about booking a screening, please email ecg@c-r-y.org.uk or call 01737 363 222 and ask to speak to a member of CRY's screening team.

For more information, go to: www.c-r-y.org.uk

CRY wants every young person to have the choice to have their heart tested. Further information about community screening can be found here: www.testmyheart.org.uk

One of the secrets to Sedbergh's success in terms of screening uptake amongst its pupils aged 14 and above is that the school has a strong heritage of looking after the heart health of students.

Justine explains; "For many, many years, we've held a pretty challenging event, known as The Wilson Run – 10 miles across the Fells and tough terrain. We were fortunate to have a very progressive and knowledgeable GP based at our local medical practice (which boasts a separate section for the students of Sedbergh School) and from there, we were able to offer basic ECG testing for pupils taking part in the run. However, when that particular GP moved on from the Practice, we knew we wanted to continue with this vital provision, and that's when we reached out to CRY. At around this time, a student also experienced a serious cardiac event, so we were left in no doubt that we had a responsibility to carry on offering annual screening

for eligible students and that's when our successful partnership with CRY began.

"I've been involved from the outset, and I have to say, it's such a 'slick set-up'. Schools just need to provide the venue and help with promoting the session to students but otherwise, CRY bring all the equipment and expertise – it couldn't be easier.

"We've got to know the CRY team over the years and really look forward to them coming up, usually at the start of the Autumn term – and I like to think we make a real fuss of them! Both parents and pupils are now really aware of CRY and the benefits of cardiac screening in young people so there's never an issue filling up the slots once booking opens. For the most part, the ECG testing service offers reassurance and peace of mind – but in the rare occasions when a potential problem is identified and a student is referred for further investigations, it really brings home to us all why cardiac



screening is so important and why our efforts are so worthwhile.

"I would absolutely encourage other schools and Nurse Managers within the independent education sector to explore engaging with CRY's screening service as a matter of priority. It's an extremely well-run and efficient service and I really do believe we have a responsibility to protect and look after the heart health of our young people (and if I hear of any of our younger members of staff, aged under 35 who might have slipped through the net, then I encourage them to head over to the Medical Centre to be screened, too!")



About CRY

CRY was founded in May 1995. As well as campaigning, lobbying for change and the provision of its subsidised cardiac screening programme for young people (35 and under), the charity also funds a unique bereavement support network and an internationally acclaimed research programme. CRY's myheart network offers help, support and information to young people who are coping with a diagnosis of a heart condition. www.myheart.org.uk

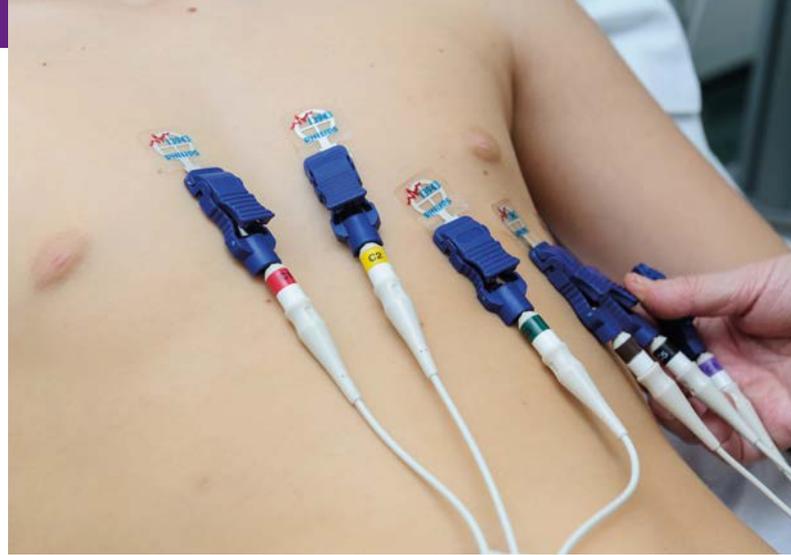
Young Sudden Cardiac Death (YSCD) is an umbrella term for several different heart conditions that affect fit and healthy people which, if not treated can result in sudden death.

Every week, at least 12 apparently fit and healthy young people (aged 35 and under) lose their lives to sudden cardiac death in the UK. In 80% of these cases, there will have been no warning signs, until it was too

late – which is why CRY believes proactive cardiac screening amongst asymptomatic young people is so vitally important.

CRY uses a very simple, effective and non-invasive way of diagnosing most cardiac abnormalities. It is a quick, painless and affordable procedure called an electrocardiogram (ECG). If a young person is found to have an abnormality, CRY will also conduct an Echocardiogram (ultrasound) on the same day for no additional charge to provide further clarity or reassurance.

CRY's screening programme is overseen by Professor Sanjay Sharma, Professor of Inherited Cardiovascular Disease and Sports Cardiology at St George's University of London and the Medical Director of the Virgin London Marathon. Professor Sharma makes no charge for supervising the CRY screening programme and due to this



support, CRY can subsidise the programme significantly – privately, these tests could cost hundreds of pounds.

Although screening will not identify all those at risk, in Italy, where screening is mandatory for all young people engaged in organised sport, the incidence of young sudden cardiac death has decreased by 89%. Sport itself does not cause these deaths but it can significantly increase a young person's risk if they have an underlying condition.

However, research carried out by CRY has also shown that many of these deaths will also occur when a young person is at rest or even sleeping.



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Improving pupil engagement with learning

Can online assessments help sixth form students take more ownership of their learning and give better insights into their attitudes and behaviours, asks *Charlotte Wilde* Head of Physics and Head of Academic Enrichment at Wells Cathedral School...



Coaching has long been commonplace in schools and it is often seen as a remedial measure for those pupils who are underperforming; frequently implemented towards the end of a pupil's course of study. However, as a school we have noticed that academically able pupils frequently struggle with the transition from GCSE to A Level, where the curriculum requires greater ownership of learning. As behaviours and study habits are crucial to achieving improved learner outcomes, I decided to see if implementing coaching conversations earlier in a pupil's Sixth Form journey would improve the outcomes of our more able pupils. Consequently, I teamed up with Lyn Dale at Cambridge Assessment to see if their Cambridge Personal Styles Questionnaire (CPSQ) could be incorporated into our tutoring programme to improve pupil engagement with learning.

At Wells a Sixth Form pupils' data journey has always started with their baseline assessment (ALIS). In certain cases, teachers observed that low scorers were students who had done well at GCSE, but who struggled with the higher level Critical Thinking skills required at A-level. I hoped that CPSQ could help us add data to anecdotes and provide evidence on which teachers could act. This year, instead of purely sitting the ALIS baseline assessment our L6

pupils sat both the ALIS and CPSQ assessments. Before each assessment the purpose was explained to pupils via year group assemblies as well as the idea that these assessments were the beginning of a two year journey through their Sixth Form education. This explanation was key to the successful implementation of the programme as it motivated pupils to actively engage with both assessments.

Following training provided by Cambridge Assessments, CPSQ was introduced as part of our school's tutoring programme which historically had focused solely on academic progress in terms of final grades. Students completed the questionnaire, on a variety of devices in the tutor session, and feedback was very positive. They said that the questions were sensible, not intrusive, and easy to understand, even for EAL [English as an Additional Language] students. Overall they felt they were being treated as "grown ups". Pupils also said that CPSQ prompted them to think in new and different ways about what they do, which meant that reflection was starting with the questionnaire, not just with the results.

The CPSQ feedback report was first reviewed by the tutor before being discussed with the student as part of formal 'grade coaching' conversations. This approach made sure students didn't ignore

the feedback report, and that the findings were fully understood, especially by EAL students and those with dyslexia. Both tutors and students agreed that the CPSQ reports were accurate and revealing, and that the feedback helped them to connect and discuss previously hidden issues that affected wellbeing and academic achievement. As the CPSQ report feedback is presented as behavioural statements, as well as scores, this helped guide conversations. Tutors made use of the statements in the report to frame coaching questions (e.g. 'Tell me more about ...', 'Can you give me an example of when you ...') and dig deeper into a competency such as critical thinking. Students found the statements provided a model for discussing approaches to learning with their tutor – something which particularly helped more reserved students who are less likely to open up.

After the initial conversation pupils are provided with further formal opportunities to sit down with their tutors and discuss their progress. The timings of these conversations coincides with natural assessment points in the school year (such as mock exams and End of Year Assessments). Pupils are encouraged to engage in self reflection prior to the conversations so that they come prepared to discuss their progress towards their goals with the tutor seen as a partner in the journey

as opposed to an authority figure. Alongside these formal conversations informal check-ins are actively encouraged and a personal highlight has been the moments when my tutees, on their way out the door, say 'Oh by the way Miss, I tried... in my study today. It made such a difference!'

The grade coaching process has enabled in-depth conversations, using a common language, which can encourage students' sense of responsibility and guide them towards better study habits and behaviours. The focus on the individual – rather than the collective – has been warmly welcomed by tutors and students. Tutors felt that CPSQ helped them really get to know their tutees, with follow-up discussions providing 'time to see where they want to go from here, how they can get there with my help, and what they can do to help themselves get there too', as one tutor put it. Students also valued the conversations as they felt that it allowed them to actively engage with their own educational outcomes and see their tutor as a guide through their Sixth Form journey. I would be delighted to share more details on how to establish a Grade Coaching model with any other schools which are interested in this.

School switchboard: 01749 834200

Enthusiasing Students with Practical Science

Roger Guess, the Managing Director of Safelab Systems, considers how Fume Cupboards can be utilised in private schools.

I think we can all agree that one of the best ways for students to learn is for them to be enthused by the subject they are being taught. In science, one of the key methods to develop this interest is through practical experiments, both demonstrated by the teacher and those undertaken by the students themselves.

The age that the students are exposed to practical science is generally earlier in private schools than in state schools, and the equipment to allow this to happen can have subtle differences between the two environments. This is particularly the case when looking at fume cupboard provision. The average number of fume cupboards in a state school is four, whilst the average in a private school is closer to double that, with some schools having closer to thirty units.

The specifications between the two environments are also starting to diverge further, with the continuing emphasis within the private schools in getting students undertaking work in fume cupboards earlier in their journey through education.

In state schools there are basically three scenarios. Teachers demonstrating chemistry, students using the fume cupboards for their own experiments (normally only in the sixth form), and finally by technicians in prep rooms.

The use of 360° glazed fume cupboards for demonstration purposes has been the norm, as this allows the teacher to maintain eye contact with the students whilst they view the experiment through the back and sides of the unit. Most of the fully glazed units are fitted with carbon filters, to scrub the fumes, and we still believe that a good

mobile filtered fume cupboard is the right solution. These units can be moved between classrooms and connect into docking stations which would be positioned in multiple labs.

The second scenario is students using the fume cupboards, and fixed units that don't require the 360° viewing are the obvious solution. Fixed fume cupboards are generally bigger than mobile units as they do not need to be moved around the building nor require the same material and design compromises that mobile units do.

If only one fume cupboard is available in a room and it is required for student use, then a fixed unit would be the sensible choice. The downside of using a fixed unit for demonstration is that the students have to view the experiments from behind the teacher, who will then be able to have limited interaction with them.

The prep room is probably the most straight forward environment when specifying fume cupboards. The fume cupboard needs to be constantly available for use and there is no justification to having anything other than a fixed unit. This is one area where state and private schools tend to follow the same specification, and a 1200mm wide unit with water, a sink, gas and a double electrical socket is the norm.

Most private schools have a combination of a mobile fume cupboard, or at least a docking station, and fixed fume cupboards in each lab. In many cases the docking station provision is extended to both biology and physics labs, not just chemistry.

Ducted fume cupboards are a necessity if the user wants to work outside the curriculum, but



a significant consideration is that ducted fume cupboards exhaust air out of the room and this air needs to be replaced. It is not acceptable to open the windows to provide the replacement air as it will get rather cold in winter.

Where multiple fixed fume cupboards are required, to allow maximum student capacity, many schools are installing a combination of fixed ducted and fixed filtered units to minimise the make-up air required.

Fixed filtered units are a sensible compromise, but the quality and design of many is just not good enough. Hence we suggest it is important to ensure that the unit has been type-tested by CLEAPSS

to the G9 specification. Fixed classroom units have historically been 1000mm or 1200mm wide, but 1800mm wide, two student use fume cupboards are now being supplied into many private school labs.

Safelab is undoubtedly considered to be the most prominent manufacturer of school fume cupboards and has the majority of the UK market. Our experience covers both small and the largest private school projects, and our scope of experience extends from supplying fume cupboard and ducting systems to assisting in the development of scope of requirement. Our portfolio of customers and knowledge is impressive.

Education on the move

The ever-expanding Rethinking Assessment community gathered at The King Alfred School in North London for a day conference on the need for reform. Al McConville, Deputy Head and founding member of the Rethinking Assessment group, reflects on the day...

The theatre was packed to the rafters to hear from multiple perspectives ways in which the current system is broken: Aliyah York from Pupil Power spoke of the dehumanising effect of relentless high stakes assessment on adolescent minds; Kerry-Jane Packman from Parentkind outlined the overwhelming concern from the parent population about the impacts on well-being; it was striking to hear the consistently high percentages of people reporting their sense that significant reform was needed. As they stand, exams cause harm.

Rachel Macfarlane from Herts for Learning showed why GCSEs work against equity and penalise the least advantaged; she put forward the radical hypothesis that, as it stands, the GCSE regime is, in effect, racist, since evidence shows that those from black and other ethnic minority groups achieve less well under high stakes conditions relative to their white counterparts, but equally well under lower stakes conditions. The government mantra that exams are “Best and fairest” sounds rather hollow in the face of that accusation. Harmful and unfair.

It’s not only about equity. Olly Newton from the Edge

Foundation outlined the huge economic cost of the skills gap caused by a narrow curriculum; employers can’t fill their positions because there aren’t enough skilled applicants to fill the vacancies, and this is costing the economy billions of pounds a year. Harmful, unfair and costly.

Vanessa Dewhurst from Mishcon de Rea then laid out how, even where the appropriate skills exist, the data coming from schools is inadequately informative for employers to make the right selections. A list of 9s is no predictor of workplace success. Far more nuanced and holistic information is required. Mike Nicholson from Cambridge University built on that theme to show how far more subtle evidence is needed to help people to get to destinations which suit them, not just at highly competitive universities, but across the board. Harmful, unfair, costly, and insufficiently informative.

In the middle section of the day delegates carouselled around a number of schools and universities, who spelled out ways in which they’ve already broken the mould and taken matters into their own hands. At St Paul’s Girls’ and Bedales, they run their own courses in lieu of GCSEs,

assessing them in much broader ways. At School 21 pupils take 8 GCSEs and use the 9th slot to work on real world projects with external partners. Crucially, it’s just not the case that pupils need 9 GCSEs to progress. The London Interdisciplinary School explained their holistic approach to undergraduate admissions in which grades are heavily contextualised with other rich data, but all universities can cope with a varied set of data on an application. In fact they are often looking for something that makes a candidate stand out from the norm, as are employers. Alternatives can work to a student’s advantage.

In the afternoon we heard from Gwyn ap Hari and his son Jac about the XP story, where GCSEs happen, but through project based learning, to great acclaim – “just do something” Gwyn urged us! The practical outcomes from XP’s ‘expeditions’ show how learning can be connected to real world applications, and make students feel like active citizens.

To wrap things up, excitingly, Peter Hyman of School 21 unveiled a prototype of the Learner Profile which Rethinking Assessment has been working on to present students’ achievements in a richer and more colourful



light. The vision is of a holistic, electronic record of a young person’s achievements, interests and ambitions in the wider sense, which can replace a traditional academic transcript. So, not only what they have learned, but what difference it has made to them and others, and how they have applied their learning to things they care about. What do they know, what can they do, and how does this connect to their concerns. This approach is already happening in other countries like Australia, and there was a strong sense from all that this was part of the solution to the very many problems caused by a narrow focus on high-stakes assessment.

We had explored the problem, met pioneers already tackling it, and then rallied around a scalable solution. It was invigorating and stirring to spend the day and felt like a collective reaffirmation to push things forward for the sake of our young people’s well being and their future success in life.



Published author

Inspired by his childhood love of Ray Harryhausen films such as ‘Jason and the Argonauts’ and ‘Clash of the Titans’, alongside Hollywood epics such as ‘Spartacus’ and ‘Ben Hur’, Mr Mark Knowles, Head of Classics at Ashville College, Yorkshire, wrote ‘Argo’, which is described as “an action-filled reimagining of the famous Greek myth, Jason and the Golden Fleece”.

He has been commissioned by

London-based publisher, Head of Zeus, for the other titles in the three-part series. The second instalment, ‘The Breaking Tide’, is due out in November 2022 and is also based on myth, whilst the final book, ‘Sea of the Dead’, is based more on historical events - the collapse of the Bronze Age in Greece at the hands of the infamous naval raiders, the Sea Peoples, and the start of the Dark Age.

Mr Knowles, who took degrees in Classics and Management Studies at Downing College, Cambridge, has been Head of Classics at Ashville since he joined in 2015, following a ten-year career with the Metropolitan Police Service. He leads the Latin GCSE and A Level curriculum at the College, and spearheaded the launch of the new Classical Civilisation GCSE and A Level in 2021, which has attracted healthy numbers of pupils.

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James Robson

James Robson, Chairman



“ One of the first things I did when I joined my current employer 3 years ago was to look at our Electricity contracts, about 46 separate supply contracts in all. Fortuitously Powerful Allies made contact, just at the right time, and I was able to invite them to test the market for me. This gave amazing results. Our existing incumbent broker was recommending we stayed with our existing supplier with a cost increase of circa 18%. Powerful Allies were able to offer a new two year fully

fixed contract with an increase of just 1.67%. I can therefore fully recommend James and his team at Powerful Allies, who offer a dedicated personal service and will negotiate very competitive offers for Gas and Electricity, HH and NHH contracts with transparency. They let you know what their charges are, so have full visibility. Give them a go you won't be disappointed.

Brian Rollason
(Building Services Engineering Manager)



“ Powerful Allies provide a highly professional service, clearly explaining the complex energy market and how it works to a layman, breaking down the tariffs and fees and ultimately they gave me the confidence to make an informed decision. Renewing energy contracts is a minefield and can be badly done through lack of understanding and

lack of time to scrutinise the options. Powerful Allies have a straightforward and honest approach, work with you to find the right solution for you rather than pushing a service and I have absolutely no hesitation in recommending them.

Alexandra D'Arcy-Irvine
(School Business Manager)

Proud to Support



Students impress at international conference

Five Ellesmere College students were invited to Warwick University to speak at the annual High Performance Learning (HPL) conference to discuss their experiences and what the HPL framework means to them.

HPL is an international framework delivering educational change, working with schools and teachers to build cognitive competences and designed to achieve academic and lifetime success through a flexible learning framework.

Ellesmere College is one of only 39 schools worldwide to have been awarded High Performance Learning World Class School Accreditation.

Daniel Bottom, Head of English and one of the HPL mentors at the school, said: "We were delighted to



be invited to talk at the conference and the students were superb.

"We spoke about how HPL aligns with Ellesmere College's philosophy that the purpose of education is to make students 'Life Ready' so they can leave us fully prepared as they move on to their bright futures.

"Then the students stole the show – they showcased mardi gras flags made in response to 'A Streetcar Named Desire', drawings to convey understanding of 'An Inspector Calls' and 'Macbeth', a piece of

flash-fiction written by students, bookmarks, CD covers, artwork and a 'big picture' drawing tracking the plot of a studied piece."

Zoe Fisher, Teacher of English and Drama and HPL Mentor, added:

"A lot of delegates came over to thank the students afterwards and I think it is fair to say they were hugely impressed with their eloquence, confidence and ability to articulate how HPL is helping them develop a range of skills and attitudes that they know will make them 'Life Ready.'"

Ellesmere College has integrated the HPL approach through the whole school system – from Lower School to Sixth Form. It reflects what is already known about advanced thinking skills and learning behaviours, helping pupils to develop skills and attitudes like confidence, agile thinking, perseverance and a greater awareness and concern for the society we live in – ensuring they are fully prepared for the path of study, work and life which lie ahead.

Tuned into fashion

Two RGS Worcester pupils achieved 1st and 2nd position in the national 'Fashion Icon' competition.

The competition, organised by ICHF Events, was open to 13-18 year olds and challenged pupils to explore the environmental impact of fashion, and inspire the design of a new and unique garment to be upcycled from a suit. The ten finalists in the competition were then given just a few weeks to make their vision become a reality and create their garment.

The two RGS pupils, Year Nine pupil Grace and Lower Sixth student Emily both reached the final in the competition, with a

further RGS Lower Sixth student, Emily also receiving a Highly Commended award.

Finalists Grace and Emily attended the 'Fashion and Embroidery Show' held at the NEC, along with completed garments for final judging and to see them modelled on the catwalk in front of a live audience.

Accompanied by Head of Textiles, Mrs Jo Bishop, both girls presented their finished garments to the judges for inspection before the catwalk event.

The final designs were innovative and unique in their approach to upcycling suits into new garments and all received much appreciative applause from the audience as they made their way down the catwalk.

RGS Worcester was awarded a new sewing machine for the School and both Grace and Emily received a prize and certificate of achievement.

Pictured from left: RGS student Emily; Head of Textiles at RGS, Jo Bishop; RGS pupil Grace



A talented young designer at King's Ely is celebrating victory in a prestigious competition.

John-Oswald Crichton, 17, was one of eight Fashion and Textile Design students at King's Ely to be shortlisted in the national Stitch Festival Dressmaking Competition, which was held as part of the Stitch Festival at London's Business Design Centre.

John-Oswald, who is in Year 13 at King's Ely Sixth Form, was voted the winner of the 'Eveningwear Teenage' category of the competition with his stunning

garment, pictured above with other shortlisted entrants from the school. The judging panel was made up of four dressmaking and textile experts – Esme Young, Lisa Comfort, Nerrisa Pratt and Mark Francis. John-Oswald's dress was modelled on the catwalk at the festival by Thea Allinson, who is also in Year 13 at King's Ely.

John-Oswald joined King's Ely Junior in Year 6. He is studying Textile Design, Mathematics and Biology for his A Levels, and he hopes to study Fashion Design at the University of Leeds.



Foodsteps and allmanhall partner to make carbon impact assessments available to school catering teams.

“Making environmental and sustainability impact data available is key” say food procurement experts, allmanhall. They specialise in food supply chain management for independent education and in the procurement of good food that doesn't cost the Earth.

allmanhall are delighted to announce an exclusive partnership with the ground-breaking carbon impact assessment technology business, 'Foodsteps'. Uniquely, food procurement experts allmanhall now enable in-house school catering teams to benefit from the award-winning platform. Together, Foodsteps and allmanhall aim to make data accessible, helping inform decisions for schools and pupils.



The Foodsteps platform enables foodservice and catering providers to upload recipes in order to understand the environmental impact of their menu items via a clear rating system and carbon footprint per ingredient. The platform can be used to set and

monitor targets, develop new recipes and improve a menu or product's sustainability.

allmanhall's managing director, Oliver Hall believes: “Over the next few years, when buying food, we will find sustainability

or environmental impact data is as readily available as nutrition or allergen data is today. Enhanced understanding and availability of information are vital steps towards more sustainable food supply.”

allmanhall are able, exclusively, to offer the award-winning Foodsteps platform to independent education in-house catering teams. If your school manages catering in-house, why not contact allmanhall directly today for details.

To find out more about allmanhall's expert food procurement approach or to enquire about Foodsteps for in-house education please visit allmanhall.co.uk or contact hello@allmanhall.co.uk



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How to ensure children find their passion at school

After twenty-five years in education, headmaster Andrew Hammond has reached the conclusion that it isn't just what you know that counts as a learner, it is what you can do with what you know – and that is inextricably linked to how you feel. As the educationalist Eric Jensen tells us, 'How we feel is what's real; it is the link to what we think.'

How students feel significantly influences what they think, what they learn and how they learn. All good teachers know this. They know that there is little point in raising the prospect of adverbial phrases or simultaneous equations until they have first measured the mood temperature in the room and scanned the wellbeing of the individuals in front of them.

As compassionate educators, we want our students to feel that all-important sense of self-worth that spurs them on to work hard, dare to try and dare to believe they can succeed. Without self-worth, self-discipline seems futile – why bother to be disciplined when you don't believe you are worth anything? But self-discipline is everything.

Finding ways to boost our children's self-worth, so that this in turn supports their self-discipline and self-confidence, is a fundamental part of everyone's job at Hall School Wimbledon (HSW), part of Chatsworth Schools, where I am fortunate to be Headmaster.

Over the years and indeed over the last few months since joining HSW in January 2022, I have been lucky enough to see many, many instances when children have displayed all the character traits and behaviours needed for self-disciplined, self-confident learning. Such moments are not always found in the academic classroom; oftentimes they are seen in a music practice room, on a sports pitch or in an art studio; they are found

on a basketball court, a trampoline or a stage. Some children are indeed motivated by taking on difficult maths challenges in class, or comprehension exercises, while others have been more excited by captaining a hockey team to victory or building the biggest model in Lego club. The key question for me is not, 'How smart are you?' but rather, 'How are you smart?'

The concept of 'extra-curricular', or 'co-curricular' as it is now often called, implies an accompaniment to the main business of school: the academic agenda. But I have always found that it is the clubs, societies, activity days and educational trips that usually get children out of bed and running into school; perhaps the same goes for us grownups too.

There is no greater pleasure for a teacher than being present when a child discovers they have a talent for something. They try a new activity and, miracle of miracles, they experience a natural aptitude for it. They see rapid progress. They have found 'their thing', they are in their 'element'.

Everybody needs a thing. Mine has always been percussion. I have played drums in bands for nearly forty years now. When I am sat behind the kit, I am displaying all the characteristics of effective learning you could possibly wish for: I am committed, determined, resilient, hard-working, creative, experimental, confident and playful. I am in my element. I am, when all said and done, self-motivated. I do



not pretend to show such qualities in the same abundance at work, no more than I did when I was a student myself! But when I am in my element, when I am thumping out a jazz rhythm, I need no prompting or cajoling, and certainly no promise of external reward.

And, perhaps, that is the secret of why after school clubs are so essential. They present opportunities for children to find something that they are good at and, in turn, this brings them motivation to go on and get even better. They are presenting their 'best-self' during these moments and I believe this persona can be replicated when their attention returns to something they find more difficult. The boost we all derive from being in the zone and 'doing our thing' can top up our self-worth, which in turn boosts our self-confidence and self-discipline.

We are lucky indeed to work in education. Schools may be extraordinarily difficult places to work in sometimes – made even harder in recent years for all the reasons we know about – but we are still fortunate because schools offer a buffet of skills and pursuits for us to try and from which we can all find the one that fits. No other job in the world offers such variety.

I hope you too have found your thing so that you can model your best self to the students who are fortunate to have you as their teacher.

Colston announces new name

The Governors of Colston's School, founded by Edward Colston in 1710, have announced that, from September 2022, the school's new name will be Collegiate, or Collegiate School, Bristol.

The name was chosen following hundreds of suggestions received from students, parents, staff and former students, with Collegiate being a strong contender due to its previous connection with the school. In 1991, upon merging with the Collegiate School in Winterbourne, the school became Colston's Collegiate and for the first time was fully co-educational.

Chair Nick Baker said: "We believe it is important that students attending the school continue to be taught about the school's history; specifically, Edward Colston's involvement in the transatlantic slave trade. In order to assist with this, some historical aspects of the school, for example the crest and motto, will be retained and explained, rather than removed."

The school's Head, Jeremy McCullough, welcomed the announcement, saying: "Increasingly our student and parental body reflect the diverse nature of Bristol and we want to continue to work with our local communities in order to widen access to our school as much as possible.

"We believe that moving forwards with this new name will help us to become an ever more inclusive and welcoming community."

The school will formally be known as Collegiate from the start of the autumn term in September, with its first Open Morning under the new name taking place at the end of September.

Colston's was founded in 1710 by Edward Colston as Colston's Hospital. It was originally an all-boys boarding school, but day-boys were admitted in 1949 and girls were admitted to the sixth form in 1984. In 1991 it merged with the Collegiate School, a girls' school in Winterbourne, and was named Colston's Collegiate School until 2005 when it was again re-named Colston's School.

Situated on a 30-acre site in Stapleton, Bristol, the school now welcomes pupils from ages 3 to 18, Nursery to Sixth Form.

Andrew Hammond is Headmaster of Hall School Wimbledon, a co-educational, non-selective independent school for pupils aged 7 to 18 in South West London. Andrew is an educational author, trainer and keynote speaker. www.andrewjhammond.com



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Merger & expansion news

The Governing Bodies of King's Ely in Cambridgeshire and Fairstead House in Suffolk have announced a strategic partnership between the two schools by merger of their respective charities.

Meanwhile Durston House and Harvington Preparatory School in West London are to merge, and the Malvern College family of schools is to expand with the addition of The Elms Preparatory School from August 2022.

The Fairstead House/King's Ely merger formalises a longstanding relationship between both schools. The process was initiated by King's Ely as part of its strategic plan to partner with another successful local pre-preparatory and preparatory school. Discussions first started in April 2021.

Under the agreement, while both schools will come under the oversight of a single Governing Body, which will include two Governors from Fairstead House, each will retain its identity, name,

uniform, badge and day-to-day autonomy. Fairstead House's Acting Head, Michael Radford, will have a position on the Senior Leadership Team (SLT) at King's Ely and vice versa for the Principal of King's Ely, John Attwater.

Over in Ealing, led by Durston House Head Giles Entwisle, Harvington Prep and Durston House will operate independently – with some sharing of facilities – until September 2023, when they will fully merge as a single, co-educational school. Following the transfer of control of the The Harvington Educational Trust to The Durston House Educational Trust, Anna Evans will no longer be serving as headmistress of Harvington School.

The Elms and The Downs Malvern are joining forces and building their future together. The Downs Malvern is a long-standing member of the Malvern College family of schools. From September 2023, the two prep schools will come together on The Elms School's present site

in Colwall under a new name, Elmsdown Malvern.

Mr Keith Metcalfe, Headmaster at Malvern College, said: "We are delighted to be welcoming The Elms into our growing family of schools. Our commitment to developing outstanding young people with the skills, resilience and initiative to flourish in a rapidly changing global landscape starts from a young age. The Elms shares our values and we look forward to working together in the best interests of everyone in our school community."

Mr Chris Hattam, Headmaster at The Elms, said: "The Elms, The Downs Malvern and Malvern College all share the same fundamental values. Our commitment is not just to providing a first class education, but also to nurturing young people in a beautiful rural location, where our children can thrive. By combining the experience of all three establishments and learning from each other, our children will



continue to receive the very best education possible."

Mr Andy Nuttall, who from September 2022 will become Headmaster of both prep schools, said: "This is an exciting time for the Malvern College Family of Schools. Parents and staff will benefit not only from the pooling of our talents, but also from the investment that will follow in the development of our new school."

Pictured: Kings Ely Fairstead Michael Radford, Acting Head of Fairstead House (left) with John Attwater, Principal of King's Ely (right)



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First show in two years

Inspired by themes ranging from body image to technology, this year's Newcastle High School for Girls (NHSG) fashion showcase, which took place last month (April), featured two fully-choreographed catwalk shows demonstrating the creative talent of over 80 pupils.

Audiences, including staff, pupils, parents and the general public, were treated to four final year collections from NHSG's Textile Design A-Level cohort – a unique academic offering that enables students to design and create a fashion collection from initial concept through to garment-making and runway show.

In addition, 80 girls from years 9, 10, 11 and 12 saw their work showcased during the event – a culmination of their creative endeavours during the school year.

While the design and fabrication of all garments has been done

entirely by the girls, the event also demonstrated their skills in event planning, staging, music and lighting.

Always a popular fixture in the calendar year, NHSG, which has an outstanding reputation as a centre of creative excellence, was delighted to deliver this year's show following two years of absence due to the pandemic.

Alison Goldie, Head of Art, said: "The NHSG Art and Design Fashion Show 2022 was an eclectic mix of style and designs. We showcased the work of some outstanding students who have very bright futures ahead of them, and provided the next generation of future designers with the opportunity to develop their skills and confidence. We also took the opportunity to celebrate the creative arts as a whole, while bringing the girls' work into public view."

The four horsemen

Three years ago, the Independent Sector was negotiating what was perceived as an existential threat to many schools' financial stability coming from the increase in employer contributions to the Teachers' Pension Scheme. It was predicted that many independent schools would be pushed into negative cashflow as a result.

Then – COVID 19. No-one predicted the depth of this impact nor its longevity. Not only was the standard operational model of face-to-face teaching thrown into disarray, but the financial implications grew by the day. Few were prepared for the need to create a new teaching model, virtual learning environments, nor deal with staff absences due to infection. Putting staff on furlough, borrowing from the government to fund operations, simple survival, dealing with the effect on the families, both financial and lifestyle, with almost everyone working from home – all these effects caused an immense impact.

Boarding schools were especially hard hit with many international students unable to travel and UK nationals following the same virtual teaching as day students, thus eliminating boarding fees. The evidence has shown that most independent schools managed the virtual teaching environment better than state schools, in part due to their families' resources in terms of space and technological support being superior. But pupil numbers have been impacted heavily and where numbers have been kept more or less stable this has often been achieved through the heavy discounting of fees.

We have to factor in a third body blow, especially to boarding recruitment – Brexit. Other

English-speaking countries have been quick to offer alternative boarding destinations and in any case it appears that the customary numbers from China will continue to decline.

If TPS contributions, Brexit and Covid-19 resemble three of the Horsemen of the Apocalypse, then the war in Ukraine, could be the fourth. It is far from clear what its long-term impact will be, though one financial impact is already being felt – a sharp increase in inflation putting pressure on salaries, utility bills and pupils' families' ability to meet the cost of a private education. Again, the impact on boarding with pupils from Russia withdrawing and others seeking discounts.

What can schools do about it all? Clearly focus needs to be placed on three key areas – streamlining the cost base, providing a robust operational model that can cater for rapid changes in programme delivery, such as remote learning and maintaining pupil numbers through marketing and keeping the independent model relevant to our families.

In order to achieve this, many proprietorial and charitable trust schools alike are looking to alternative operational models through mergers or joining school groups- seeking some degree of safety in numbers as well as access to resources both financial and logistical. This search may be greatly helped by seeking the assistance of school brokerage organisations such as National School Transfer, who can provide a bespoke service with maximum confidentiality.

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Writing winners

The winners of the York Literature Festival's creative writing competition have been announced by The Mount School York, which hosts on behalf of the festival the annual competition for young writers and poets.

The competition invited entries on the theme 'Cure' for short stories and poems. Judges praised the quality of entries as 'excellent' and were impressed at how the young writers and poets creatively addressed the theme, stating, "There were interesting and imaginative interpretations, with several entries dealing with psychological stress or anxiety, aptly reflecting the concerns of many young people over the last couple of years."

Children's author and illustrator, Dawn Treacher, who was on the judges' panel, said, "The wealth of imagination and creativity in the short list was wonderful to see."

The winners received book tokens from the York Literature Festival and were invited to read their entries in a prize-giving ceremony at The Mount.

Among the 2022 Competition Winners:

U11 Short Story

3rd place: Isabelle Evington of The Mount Junior School, My Silent Battle.

Age 12 to 15 years Short Story

1st place: Bert Obi, St Peter's School, Untitled.

Showcase School

Colchester High School, Essex, is now officially a Microsoft Showcase School, joining an elite group of only 53 schools in the UK

Ms Gracie-Langrick, Headteacher said: "Following the huge investment and roll out of the 1-1 devices by Cognita for all pupils from Year 3 to 11 in October 2020, staff and pupils alike have embraced new technology in education to equip our pupils with the digital and critical thinking skills that are highly sought after in the 21st



Agnes, Isabelle and Edith from The Mount Junior School were delighted with their results

3rd place, Isabel Badger, Harrogate Ladies' College, The Good Witch.

U11 Poem

Joint 1st place Agnes Obi, The Mount Junior School, What Is a Cure? and Edith Silver-Gilmore, The Mount Junior School, Perfectly Imperfect.

Judges' comments: "What is a Cure? portrays an enquiring young mind well with well-structured rhyming. A lively, rhyming, rhythmic response which uses humorous couplets, echoing a Nonsense poem

Century workplace. We were especially delighted that Microsoft recognised how the school's use of technology has given pupils a 'voice and choice' in their own learning – facilitating pupil autonomy, learner ownership and agency. Reinforcing our belief that learning can take place 'Anytime, Anywhere, Anyplace', this accreditation will help to propel our school towards fulfilling its aspiration to become a STEAM and Microsoft Centre of Excellence and Innovation."

to explore the topic. I loved the rhyming in this piece- the rhyme scheme was consistent throughout, and everything still made sense; none of the rhymes felt at all forced or out of place. Childlike voice is very apparent throughout, which adds to the humorous and light-hearted nature of the piece. The use of short stanzas makes the piece easy to follow."

Principal David Griffiths said, "We are proud to host this annual competition in celebration of the York Literature Festival which inspires young people in York and throughout the UK to explore their creative literary skills. This year's theme, 'Cure', intended to encourage young writers and poets to move beyond experiences of the pandemic."

Challenge Winners

A group of students from King Edward's School, Birmingham successfully put their general knowledge to the test to win the Schools' Challenge National Plate 2022.

Eight teams took part in the National Finals held at Tonbridge School last month (April).

The team comprising Year 10 students Aaryan Singh and Surya Prasanna, and Andreas Ktori and Harry Rachman in Year 12 triumphed over all of the competition on the day to take home the title.

Joel Abbott, chemistry teacher and coach of the team, said:

"This is a fantastic result and I am delighted for the boys, who worked together superbly and remained calm under pressure.

"For another year KES can boast that we are one of the best schools in the country for our general knowledge."

Schools' Challenge is a national general knowledge tournament which tests pupil's quick-thinking and determination, in a similar format to University Challenge. The Schools' Challenge Plate is a repechage-style contest for teams who lost their matches in the quarter-finals of the national competition.

£12,000 for Ukraine minibuses



At the start of the Ukrainian conflict, St Peter's School, Yorkshire, took the decision that all fundraising in Chapel should be given to the Red Cross to assist their work in Ukraine and to local charities taking supplies out to those who have been displaced by the conflict.

Thanks to the support from the whole school community, St Peter's raised well over £12,000 and purchased three minibuses for Canoe for Ukraine, a York based charity which has been supporting people on the Polish

border and helping those who wish to leave Ukraine. The buses are purchased, kitted out in the company's garage and then filled with goods before being sent out to Ukraine. The original appeal was to raise £4000 to buy one minibus which was achieved within 72 hours.

Last month (April) the drivers from Canoe for Ukraine came into school and loaded up the buses with donations of items such as nappies, baby milk formula, toiletries, medical kits and warm blankets.

Pupils gathered to wave off the buses and the three minibuses went on their way to Poland and Ukraine.

Mr Jeremy Walker, Head Master at St Peter's School said: "It was inspirational to meet the team taking the minibuses, loaded with donations, out to Ukraine. The support from the whole school community has been very generous, reflecting the way in which events have touched the

hearts of so many." Reverend Daniel Jones, who coordinated the appeal, said: "I've been heartened to see just how much our School community has wanted to support the humanitarian work currently being done in Ukraine. Seeing the pupils gathered around three fully-laden minibuses has shown very clearly what amazing work they have been doing to raise funds and collect provisions."



Aid convoy to Ukraine

Established by three former parents of children who attended Abingdon and Headington Schools, Oxfordshire, Eden Aiding Refugees, has successfully delivered medical equipment and supplies to the Ukrainian border for onward delivery to Kyiv.

Using two minibuses, provided by each of the schools, the group is hoping that once the supplies have been unloaded, they will be able to bring back refugees to either Germany, the Netherlands or the UK (Visa permitting), as they have managed to do previously.

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Challenging wilderness expedition

Pupils at York House School, Hertfordshire, took an adventurous wilderness expedition in the mountainous far North West region of the Scottish Highlands.

The 12 pupils, aged between 10 and 13 years, took part in the physically and mentally demanding week-long challenge, which involved three significant Highland walks, including 'The Last Great Wilderness' – the largest, remote area in the UK with no roads or occupied dwellings, covering the inaccessible regions of Wester Ross and Sutherland.

The trip was organised as part of the school's 'Exceptional Performers' programme, which aims to foster independence and resilience, while pushing children outside of their usual comfort zones and engendering a spirit of adventure. Other activities during the week also involved a sea kayaking expedition in the open water, a day of fly fishing and a special boat trip, which took the young explorers on a journey of wildlife discovery, as well as studying geology and settlement patterns in the area.

Jon Gray, Headmaster at York House School who participated in the expedition, alongside three other members of qualified staff, said, "We've had an incredible week in the highlands, full of challenges



and remarkable life-shaping experiences. The wilderness walks in particular, gave the children the opportunity to demonstrate their skills of navigation and also their sense of leadership, where every child took turns in leading a leg of the journey within their small teams. We were also fortunate to be able to enjoy a mountain ascent and some spectacular scenery."

Throughout the week, reflection was very much encouraged through daily diary writing, as was communication via social media and postcards sent home to families.

Mr Gray added, "Going to the highlands at this time of year can be a serious winter experience with snow down to sea level, or a joyous spring time jaunt with 18 degrees of warmth on the mountain tops. As a group we had to keep our days in the wilderness flexible to respond according to local conditions at the time. The trip was both physically and mentally demanding too. It has given our children a lot of newfound confidence and independence, and an experience that they will undoubtedly remember forever."

Call for outdoor education in all schools

Gordonstoun, the Moray boarding school which inspired the Duke of Edinburgh's Award, supports a call for at least one week of residential outdoor education to be compulsory in all Scottish schools.

A formal consultation opened last month (April) on a Member's Bill put forward by Liz Smith MSP which would place a requirement on all local authority and grant-aided schools to provide at least one week of residential outdoor education for all 12-16 year olds during their time at school.

Principal of Gordonstoun, Lisa Kerr, said: "Gordonstoun was an early pioneer of outdoor education and it remains a core part of our uniquely broad curriculum. We see every day that, by challenging young people, we build confidence and resilience – character traits which help them for life.

"Research conducted by Edinburgh University on the lifelong impact of out-of-classroom experiences at Gordonstoun found that it had an overwhelmingly positive influence on our former students and helped them in their careers

"We are lucky in Scotland to have easy access to incredible countryside and these experiences need not be expensive. Camping in the Scottish wilderness can teach young people more about teamwork in one week than they would learn in a whole year in the classroom."

Sponsored walk

Lockers Park Prep School, Hertfordshire, held a five-mile sponsored walk with the aim to raise over £5,000 for local children's hospice the Pepper Foundation and the Collett School, a Hemel Hempstead school for children with complex needs. With over 250 people in attendance, including pupils, parents, staff, some four legged-friends and special guest Pepper Panda, the event proved a huge success.

Headmaster Gavin Taylor says: "This is a special event that not only teaches our pupils the importance of compassion and a sense of responsibility about the world they live in, but also shows them what can be achieved by joining forces. We are a purposefully small school that makes a purposefully big impact on our local community, and are grateful for the important work done by the Pepper Foundation and the Collett School."



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Profile

In conversation with David Jackson

Born: 1974

Married to Fiona who is an MFL teacher at Farringtons and three daughters Phoebe (16), Imogen (13) and Isla (11) all of whom attend the school

Schools and University Attended: King's School Bruton, Durham University

First job 1993: Sales Assistant in the Sports Department of Tyrrell and Green (John Lewis) Southampton

First management job: 2014 Deputy Head at St Lawrence College

First job in education: Teacher of Modern Languages at Uppingham School

Appointed to current job: September 2020

Favourite piece of music: U2, With or Without You

Favourite food: Cheese

Favourite drink: Malbec from the Cahors region

Favourite holiday destination: France or else on safari in Africa

Favourite leisure pastime: Cycling

Favourite TV or radio programme/series: Blackadder Goes Forth

Suggested epitaph: "A life full of love, laughter and great adventures"

Q Farringtons School was founded over a century ago, after the Methodists who ran the boys-only Leys School in Cambridge realised that the daughters of Methodist families would benefit from a good education just as much as their brothers. The School was granted a royal charter in 1928 and Queen Mary gave permission for her royal cypher to be incorporated into the School's coat of arms. How does such a distinguished heritage and Methodist philosophy impact on the way you run the school today?

A *I am, of course, very proud of the school's history and heritage, something we were able to celebrate earlier this academic year when Farringtons marked its 110th anniversary in September. As head, I am keen that we strike the right balance between upholding the traditions and ethos upon which the school was founded whilst at the same time continuing to be forward-looking in our approach. Our impressive main building, at the centre of which lies Queen's Court, serves as a daily reminder of our long history. Equally, our beautiful chapel lies at the heart of the school, both geographically and in terms of our Methodist roots. I believe the pupils here are very mindful and respectful of their school's distinguished past. Moreover, the core Wesleyan message to 'do all the good you can' is as relevant today as it was when we were founded, as are the values of kindness, inclusivity and respect for one another.*

Q Farringtons is now a co-ed all-through day and boarding school, having accepted boys for the last 13 years. What do you see as the principal advantages - and potential pitfalls - of a pupil staying at one school throughout their school life?

A *I think there are numerous benefits of which I have first-hand experience, not just as a teacher and a head, but also as a parent. Perhaps most significantly, I believe the ease of transition between Years 6 and 7 cannot be underestimated. Pupils moving up from our Junior School do not have to deal with the stress of entrance exams or a lengthy application process. Instead they can continue to focus on their learning, on being children and on exploring the variety of extra-curricular interests on offer. Having enjoyed getting to know a number of Senior School specialist teachers in Key Stage 2 for subjects such as Modern Languages, IT and Music, and having benefited from the excellent facilities available to our older pupils, they also feel familiar with and very at ease in their environment, such that staying in the same school is an entirely logical and natural next step. Inevitably, remaining in one school from the age of 3 to 18 is not for everyone and each year a few pupils do decide to seek pastures new for the sixth form and a different experience. At the same time, there are others who fall into this category*

who have Farringtons in their blood and for whom the idea of changing schools is inconceivable!

Q The School motto is *Posside Sapientiam*, 'Growing in Wisdom'. This suggests that Farringtons' founders placed as much emphasis on character development as on academic achievement. Do you? If so, how do you measure your success?

A *Yes. Whilst we are hugely aspirational for every pupil academically and pride ourselves on helping to ensure that all students fulfil their potential, I make no secret of the fact that we are not driven as a school by exam results or league tables; in any case, I believe our value added statistics paint a far more accurate picture of how well our pupils achieve here in an academic sense. We place enormous value on the importance of extra-curricular activities, on developing soft skills, the ability to work in a team, to lead, to make and learn from mistakes and to build resilience and emotional intelligence as a consequence. Indeed, this was one of the driving factors for us introducing the 'Floreat' co-curricular and enrichment programme at the start of this academic year, a programme incorporated within the working week offering a wide range of creative, sporting, academic and well-being focused activities, designed to stretch and inspire our pupils throughout their time with us. I measure the success of this approach by how well-rounded our pupils are, by their ability to communicate and engage with anyone and everyone and by their desire, when they leave us, to make a positive contribution to society in whatever way they can and in whatever field interests them.*

Q With the war in Ukraine, Covid, climate change and other mega challenges crowding in on young people's awareness through 24/7 social media - alongside the usual growing-up issues - it is little wonder that so many pupils are finding it difficult to maintain their mental well-being. Apart from providing adequate pastoral support, how can schools help restore equilibrium without appearing unrealistic or out of touch?

A *Maintaining young people's positive mental health has undoubtedly been one of, if not the highest, priorities of the past two years, and even prior to Covid. Providing pastoral support cannot simply be 'adequate' in addressing this; to my mind, it needs to be exceptional, central to a school's ethos and at the heart of all key decisions made. To ensure it is effective also requires open and honest dialogue, a willingness to seek the views of and to work collaboratively with parents as well as creating a culture where children feel comfortable about sharing their concerns - and not simply as a means*

David Jackson has been head of Farringtons School, Kent, since 2020. He was previously deputy head of St. Lawrence College, Kent.



of ticking a 'pupil voice' box. For me it is equally about encouraging young people to actively seek out positive news stories, such that they feel the benefit emotionally, mentally and physically. And last but by no means least, we should not forget the importance of looking after the well-being of our colleagues too, who themselves have found life challenging in recent times, not solely in order that they can support the children in our care even more effectively, but also so that they feel better equipped to act as positive role models.

Q Careers advice in schools has needed to develop in recent years, expanding to encompass vocational careers and apprenticeships rather than making the traditional assumptions about university being the near-universal goal. Does your parent body feel the same way, or is it really university destinations they expect you and your team to facilitate? How do you ensure that the careers advice you offer is comprehensive and up-to-date?

A It is certainly true to say that for many of our parents, helping their children to secure a place at university remains very much the end goal. The evidence for this can often be seen at Open Days when I am regularly asked about university destinations or the percentage of students who leave for Oxbridge and Russell Group institutions. That said, more recently I have noticed a steady increase in the number of pupils and parents who are keen to explore alternative options, including apprenticeships, something which our Head of Careers helps to facilitate as part of our recently established 'Farringtons Futures' Careers programme. Aligned with the Gatsby benchmarks, the programme runs throughout the Senior School and provides pupils with up-to-date information about the job market, encounters with employers and employees as well as work experience and placements in Years 10 and 12. Underpinning all of this, is, of course, an appreciation of the fact that we are, in many cases, preparing our young men and women for the fact that they are likely to have a number of different jobs in their lifetime. As such, this requires a focus on teaching key skills, such as adaptability and problem-solving, not solely content, all the more so when we consider the now oft-cited maxim that a good number of the jobs our pupils will go into have yet to be invented.

Q You started out as a foreign languages teacher, specialising in French, Italian, and German. The relevance of these is clear to see. Is there any point in learning Latin?

A Yes absolutely! As a linguist you would expect me to say that, of course, and it is certainly true to say that Latin was one

of my favourite subjects at school. However, I do believe that it can be beneficial for a number of reasons. Firstly, given the extent to which English and the romance languages have their roots in Latin, my knowledge of Latin has been enormously helpful to me, especially from a vocabulary perspective. Aside from that, Latin has impacted greatly on Science (take the symbols in the periodic table as one example), as well as on law and theology. Moreover, as with learning any language, it provides an insight into a different culture and a different civilisation, in the case of Latin, that of the ancient world. Besides all of the above, I feel strongly that there is a danger we can fall into the trap of believing that we need only teach subjects and learn topics that will have relevance for our future lives. Since finishing my last GCSE Maths exam over thirty years ago, I have never once had need to use Pythagoras or trigonometry. Yet, as with Latin, I do still see the value it had in terms of developing and training the mind.

Q Sport has been an important part of your life. You represented Durham University in table tennis. You made the first team at King's School Bruton in hockey, tennis, football, badminton and squash and still enjoy them. Are you, by inclination, a team player or an autocratic leader?

A Those who know me well will testify to the fact that in a sporting context I am fiercely competitive regardless of whether I am playing an individual sport or in a team! As a leader, however, I am, by nature, more collaborative and affiliative in my approach. Ultimately, for me, building strong, cohesive teams and relationships between people is crucial, perhaps not altogether surprising as the head of a school which prides itself on the strength of its tight-knit community. I have found this to be particularly true when it comes to overseeing change, where a willingness to consult and canvass opinion can be hugely beneficial. That said, I do recognise the value and importance of adopting other leadership styles as and when the need arises; in the end, decisions have to be made and you can only have so many meetings!

Q While at St. Lawrence College you set up a Community Service Programme to run alongside the CCF and DoFE Scheme. Is community service on the agenda at Farringtons? Are you involved in any state school partnership initiatives?

A Yes the process for this has already begun as part of our Floreat programme. We have pupils who choose the 'care in the community' option each term, spending time in a local care home on a weekly basis, playing

cards, board games and listening/chatting to the residents, who often have a story or two to tell. Loneliness has been a reality for many elderly people during the pandemic and it has been great to help with this, if only in a small way. Equally, community service can, of course, take place within school too, and a good number of our 6th Form pupils act as English and Maths leaders, working closely with some of our Junior School pupils. Members of our Eco club have spent time litter picking in the local area too, which has, unsurprisingly, been very well received. In truth, there is a strong philanthropic culture at Farringtons, as evidenced by the school's generous support of local, national and international charities every term. With regard to state school partnership initiatives, we host a variety of sporting fixtures involving primary and secondary schools on site and our facilities are used regularly by pupils in the surrounding area, both in term time and during the holidays. However, as we emerge from the shroud of Covid-19, finding new ways to work collaboratively with state schools is high on my list of priorities; indeed, having previously been part of the East Kent Schools Together initiative, I have personal experience of just how mutually beneficial such partnerships can be.

Q You are now in your second year of headship. It is said that many deputy heads hesitate to make the step up, perhaps unwilling to face the workload and the responsibility; this is expected to result in a shortage of candidates willing to take on the role. Can you offer promising but hesitant staff any advice or reassurance?

A Stepping up to headship is certainly not a decision to be taken lightly. However, I can honestly say that I have found the responsibility of leading a whole school community invigorating, challenging and rewarding in equal measure – even having taken over the reins in the midst of the pandemic! I consider myself very fortunate to have a fantastic senior team (and have my predecessor to thank for that) but I can also reassure anyone concerned about the perceived solitude that goes with being head of a school that I have not found this to be the case at all; indeed, the support, camaraderie and sage advice, both from fellow heads and from the associations of which we are a member, has been remarkable. Based on extensive research, I can also strongly recommend Dr Jill Berry's excellent book on the subject entitled "Making the leap."

TuneUp project to be part of Festival

"A once-in-a generation opportunity" to raise Birmingham's profile on the international stage TuneUp Arts, the arts education programme based at King Edward VI High School for Girls in Edgbaston, is delighted to announce that it will be part of the Birmingham 2022 Festival.

It has been selected to deliver a Creative City Project, generously funded by Birmingham City Council, which will engage schools around the theme of "Culture in Common".

The project will work with professional artists to develop six workshops covering performance poetry, dance, visual art, music, street theatre and photography. The workshops will be delivered "live" by the artists at a number of Birmingham primary and secondary schools during the summer term, and digital resources will be created to enable other schools to take part. Young arts ambassadors will also be trained to support workshop delivery.

Kirsty von Malaisé, Co-founder and Executive Director of TuneUp Arts, and Principal of King Edward VI High School for Girls (KEHS), which hosts TuneUp, said: "We are thrilled that TuneUp will be part of the Birmingham 2022 Festival. This is a once-in-a-generation



opportunity to support an event that will raise Birmingham's profile not only on the national stage but also the international stage.

"In less than 18 months, TuneUp has grown from the seed of an idea germinated in a challenging time for the arts, to a fully-fledged arts education programme, reaching more than 570 UK schools who access our free online resources. Through 'Culture in Common', we will develop stronger connections with young people and schools in Birmingham, and we are looking forward to facilitating a range of arts workshops across the city."

Hannah Proops, Co-founder and Creative Director of TuneUp Arts, and Director of Drama at KEHS, said: "By choosing six different media, we aim to give young people a wonderful grounding and introduction to the wide range of disciplines in the creative arts. Ideally, we will inspire the next generation of artists and performers and at the very least we'll hopefully ignite a hobby and offer a new and uplifting experience.

"Questions that will be asked in the workshops will include 'what is culture and how does it affect who I am and how I live?' and, 'how has growing up and being

educated in Birmingham made me who I am?' With the eyes of the world on our city for the Birmingham 2022 Commonwealth Games, we're looking forward to the insights that young Brummies give into life in this wonderful place."

Established by a team of KEHS teachers in September 2020 in response to the impact of COVID-19 on the arts, TuneUp aims to provide outstanding access to the arts and artists. It held its first free online art school in November 2020 – an event known as TuneUp Tuesday – reaching more than 100,000 children aged 4-18 in 440 schools across the UK, and others around the world.

The ongoing programme provides opportunities for school pupils to learn creative expression through a variety of media, experience the value of performance arts and their impact on community and have exposure to a spectrum of arts careers and the routes into them. More than 130 arts professionals working in a wide range of specialisms have donated bespoke digital content to TuneUp to date, from grassroots contributors to household names including Darcey Bussell, Ian Rankin, Giles Terrera, Emma Rice, Michael Grandage, Evelyn Glennie, Alex Lacamoire, Greg Davies and Adil Ray.

More information on the Culture in Common project will be released soon. In the meantime, schools in any location can register their interest in TuneUp Arts at www.tuneup.life

Spring Concert in stunning venue

This year's Bolton School Joint Spring Concert was enjoyed by a large audience in the town's parish church, next to which the School was once sited.

Reverend Canon Dr Chris Bracegirdle welcomed the School to what he believed to be 'the best parish church in the world' before the Senior Concert Band, conducted by Miss Sherry, got the evening of music underway. They played three melodies with accomplished aplomb: With Fire and Sword, Viva!

and soundtrack highlights from Guardians of the Galaxy. They were followed 'on stage' by the School's Intermediate Concert Band who, led by Mrs Wade, performed admirable versions of Pirates of the Caribbean and Skyfall.

City of Stars and In the Mood were the chosen numbers of the saxophone ensemble, which comprised boys and girls. The Boys' Division Tuned Percussion Ensemble played Earth Wind and Fire's Fantasy, which had been

arranged by Mr Forgivee. The Chamber Choir, conducted by Mr Ainscough and making full use of the stunning acoustics, performed Stephen Sondheim's The Ballad of Sweeney Todd and Sunday before it was the turn of the Girls' Division Tuned Percussion Ensemble to play Tico Tico.

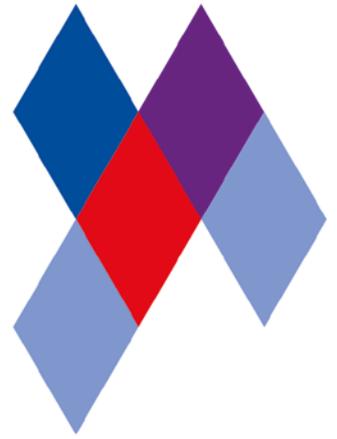
The evening concluded with Mr Lovatt directing the Senior Orchestra through The Blue Danube Waltz, Adagio for Springs and Romeo and Juliet Overture.



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Dazzling Dance Show

Over 100 St Benedict's School, London, dancers, from children in Year 1 at the Junior School to students in the Sixth Form and alumnae, performed in a dazzling dance show.

Following months of preparation and hard work, parents, staff and students at St Benedict's were treated to an evening of dance performances in a variety of styles,

including tap, jazz and ballet.

The theme of Myths and Legends gave huge scope for original, creative choreography, with pixies, goblins, werewolves and leprechauns filling the stage, along with more majestic figures such as Athena, Hercules, Queen Midas, King Arthur and Medusa.

As well as students from throughout the school, two

alumnae returned to the St Benedict's stage: Charlotte McCann, who is currently reading English Literature at Durham University, choreographed and performed 'Inception', a lyric solo exploring time and space. And Coralie Payne, a student at the Bolshoi Ballet Academy (who has sadly had to suspend her training in Moscow because of the war

in Ukraine), danced an exquisite ballet solo.

The entire cast, from the little Year 1 jesters to the Sixth Form dancers, all performed with professionalism, style, energy, grace and skill, creatively choreographed and directed by Head of Dance at St Benedict's, Ruth Kestenbaum and dance teacher Christopher Aguilar.

Peter Pan

Year 5 and 6 Pupils at Edge Grove School, Hertfordshire, delighted local families with an enchanting, staged production of the classic tale, Peter Pan. This was the first major school production in front of a live audience for two years, due to the previous restrictions imposed by the pandemic and marked a special moment for the children, parents and staff.

The production encompassed three different casts and a total of six showings across three days. Each cast involved every pupil in Years 5 and 6 with roles spanning principle cast and main chorus. Audiences were treated to one of three different Peter Pans, who each brought their own interpretations to the role of the

boy who never wanted to grow up. Likewise, each production had its own mischievous Tinkerbell, and all three of the pupils delivered stunning performances ranging from a calm and collected pixie, to a sassy and strong-minded fairy. The infamous role of Captain Hook and Smee were played by three different duos, each bringing their own special rapport to the stage.

Head of Drama, Lucy Neale, commented, "Peter Pan was an absolute triumph for the school, and we are super proud of our talented pupils. They each sang beautifully and enthusiastically throughout the production, with a range of songs designed to lift spirits and also some precious moments that tugged at the

heartstrings, such as 'Do you Believe?' whereby Peter Pan urges the audience to believe in fairy tales and Tinkerbell to bring her back to life. There wasn't a dry eye in the house!"

The staging and costumes were impressive, and the performance

was also set to a live orchestra, headlined by three Edge Grove music teachers and led by Director of Music Karl Leutfeld. The shows were produced and directed by the school's Head of Drama, Lucy Neale and music and drama teacher, Justine Saville.





Who Cares

Six GCSE Drama pupils at King Edward's Witley, performed an adaptation of Matt Woodhead's 'Who Cares' which focuses on raising awareness about young carers.

Led by Lower Sixth pupil Azariah, the play's dialogue was made up entirely of words from young carers from across the UK, who Matt Woodhead had interviewed to raise awareness of the difficulties these young people faced in their daily lives. There are over 17,000 young carers in Surrey alone, and over 700,000 across the UK.

The pupils began work on the play in the Autumn Term and had worked closely with Azariah to develop a greater understanding of the play's context. Azariah said: "As a young carer for my mum, I find the subject so important and it is very special to me. I also found out that a lot of my peers are Young Carers too. Whilst we followed Matt's original script carefully, we also added some more verbatim and incorporated choreography and movement."



Head, Mrs Joanna Wright added: "King Edward's has a long tradition of philanthropy and addressing disadvantage and vulnerability. We offer welfare bursaries through the Bridewell Foundation, livery companies and other charities, for young people who are less advantaged and who have a particular need for a boarding education. It was so moving for me to watch such a compelling performance by our talented pupils, addressing this important subject of young carers so close to all our hearts."

As part of the event, donations were raised for Surrey Young Carers and Lambeth Young Carers, both of which aim to provide support for Young Carers in the South.

Grease The Musical!

After two years of Covid restrictions, performers at Shebbear College, Devon, were able to return to the stage to perform together in the popular musical, Grease.

Around 40 pupils aged 11 to 18 performed in the high-energy production with two sold out evening performances and a matinee, leaving audiences feeling uplifted after singing along to the classic tunes that took us back to the 1950s! In addition to the cast of actors, singers and dancers, a crew of senior school pupils were also involved in the lighting, sound, stage-management, make-up and costumes.

Head of Creative, Digital and Performing Arts, Rebecca Sadler-Smith, who directed the show, said "I have been involved in shows for many years now, and I don't believe I have ever been as proud of a team of Performing Arts

pupils as I am of our Shebbear Grease team. Their talent, energy and enthusiasm is just phenomenal!"

She continued, "Due to Covid restrictions, we had quite a lot of interruption to rehearsals back in the autumn, including 6 weeks of being unable to sing together as a cast. Then, the week before the show, we had more Covid-related set-backs! The courage and resilience that the pupils have shown has been incredible and demonstrates true Shebbearian spirit – the show must go on! I hope the rest of the school has forgiven us all for coming back to school on the Monday and banging on about how fantastic the production was – but it was great – feel-good, vibrant, energetic and, most importantly of all, fun! I am so proud of everyone!"

Technicolour limelight

Two young performers took to the stage for the first time last month (April) after nurturing their singing and acting skills throughout lockdown.

14-year-old Noah Fisher (pictured right) and 17-year-old Jacob Cooksley (pictured below) performed at Theatre Severn, Shrewsbury, in Joseph and The Amazing Technicolour Dreamcoat by production company Get Your



Wigle On. Noah played a butler and one of Joseph's brothers, while Jacob played Joseph's brother Simion, singing a solo.

The pair are students at Ellesmere College and were looking to get on stage after nurturing their talents at school throughout GCSE and A level options and additional LAMDA (London Academy of Music and Dramatic Art) lessons provided at the school.



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Turf Tank hits the mark at Eton College

As far as jobs go, Eton College provides a unique challenge. As one of the most recognisable names in education with great historical significance, the school's reputation from students to sports pitches is paramount.

Since May 2020, Eton's 38 winter sports pitches and 1,500 acres of land spanning the M4 all the way to 2012 Olympic venue Dorney Lake have been under the control of Grounds Manager Lee Marshallsay.

His tenure has coincided with the Covid pandemic, which brought to light the number of man-hours his team spent line marking and the fact something needed to be done about it.

For context, Lee has a team of thirty. Eleven are groundsmen, with two on the college's golf course full time and another pair dedicated to line marking. Over the summer, the line marking duo spent six to seven weeks marking out football and rugby pitches for the commencement of the school year, and in November, Lee checked his Turf Keeper records to discover his team spent over 850 hours marking.

The man-hours and pressure involved in completing this task between terms had Lee looking for alternative options. Despite being initially sceptical of a robotic line

maker, he eventually turned to Turf Tank.

"You're dealing with an establishment where people are investing a lot of money sending their kids to a private school which excels in all areas of education on and off the pitch. So, I want to make sure that the pitches reflect that level of expectation and matches the desire to improve year on year. The robot brings a quality of performance and reliability that we expect.

"It was also about helping the team, so they didn't feel under pressure all the time. With the robot, where it's taken us six or seven weeks to mark everything, we can effectively do that in a week now. Suddenly, the pressure has gone, and if we have staff on holiday or off sick, it keeps us out of trouble.

"We've got some projects lined up this summer that we are going to do in-house, and suddenly, that marker frees up two people, and we can put extra staff on the projects. That's how we'll use it as an aid and addition to the team to help plan workload and projects."



With the Turf Tank One in place, Lee is looking to cut his marking hours by more than half. For him, this will increase pitch quality with additional aeration, cutting and finessing taking place. But choosing a robot and company that could provide everything he needed was critical.

As well as football, rugby and cricket the college plays Eton field game. The first rules of this sport date from 1847, and it is a staple of life at the college between January and March, with all thirty-eight pitches used every day.

Being able to use a robot to mark out for this game as well as the usual performance and usability questions were put to the test during the initial demonstration, by Turf Tank area manager for the south, Alex Robinson, but it was the addition of a base station that really sold the Turf Tank to Lee.

"First and foremost, is it going to do a straight line, how does it do that and how does it work? Once you've got these factors assured, you look at what your backup and support will be like, how it will be for you to operate as an end-user, and how quickly it can



mark a pitch? The support from Alex and the Turf Tank team has been exemplary, with all questions answered quickly and I know that there is a full-time service engineer if I ever need hands-on assistance.”

“I think to be fair; the Turf Tank instantly ticked a lot of boxes for us. And it wasn't just me, my team were there, and we tried other machines a week apart on the same pitch. We looked at line quality, how much paint it was putting out, how quick it was to set up, and there were similarities.

“But then we started to think about the differences. Do we want to be tied into a paint deal? Do we want an annual subscription fee? Turf Tank gave us that bit more flexibility. The focus was only the machine and its performance. We can use any paint we choose; we are not paying any extra hidden costs. Their machine is designed to mark pitches and that is what it does. That helped us make our decision.

“The other factor was the base station. You read a lot about the pros and cons, but to be honest as soon as I saw how it interacted with the machine, and how much more accurate the marking was, compared to those without using a base station, the whole team were like ‘it's a no brainer, isn't it?’ It blew us away, to be fair, and we bought the Turf Tank, and we now have base station points installed across the site, and it has worked really well.

“The Turf Tank records templates for initial marking and subsequent over-marking. Being able to get those templates was a significant point for us and nothing has been out of the remit of the robot. We've got most of the pitches loaded up now, including where the goals are actually smaller than a football goal, but we've managed to get the robot between the two posts and mark. Everything we've asked for has happened, and it has been great.

“It's about 20 minutes a pitch for an overmark, and the time saved



with someone out with it doing some other jobs with the robot in sight, is significant. There were a lot of people asking if it would overmark in the same place. I can guarantee I have set pitches up and overmarked since having it, and it has marked in the exact same position with no problem at all.

“Last week, I still needed to set one field game pitch up, and I set that up and got it marked as well

as six pitches in the time it would have taken two guys with a laser to almost complete four pitches.

“We want to teach our staff new skills and using and understanding the latest technology is very much part of Eton College's ethos. I'm very much won-over and very impressed with the Turf Tank One line-marking robot. And if I were to move anywhere else, it is one of the first things I'd want to have in my fleet.”

For more information on the Turf Tank One or to have a demonstration contact UK Regional Manager alex@turf tank.co.uk (southern UK) or UK Manager and Northern area matt@turf tank.co.uk

WHEN PRECISION IS KEY



“It was also about helping the team, so they didn't feel under pressure all the time. With the robot, where it's taken us six or seven weeks to mark everything, we can effectively do that in a week now. Suddenly, the pressure has gone, and if we have staff on holiday or off sick, it keeps us out of trouble.”

Lee Marshallsay, Head Grounds Manager,
Eton College



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National lacrosse stars

Five lacrosse players from Bolton School Girls' Division have been part of National Academies this year: three girls joined the England National Lacrosse Academy, while two more have continued their involvement with the Wales Under 19 Lacrosse Academy.

Chloe Ferguson (Year 13), Martha Halford (Year 12) and Ella Brophy (Year 11) progressed to the England National Lacrosse Academy: a fantastic achievement for all three pupils. Their recent success at the Academy meant that they were selected for the Under 21 Home International Tournament, which was hosted by Scotland last month (April) at the Peffermill Playing Fields, The University of Edinburgh. Martha competed in the 'A' Tournament, with Chloe and Ella competing in

the 'B' Tournament.

Following on from their success at the Home Internationals, Chloe and Martha had the opportunity to compete against Italy during the Easter holidays. This August, Martha and Ella will travel to Prague to play the Czech Republic National Team. This has overall been a fabulous experience for all the girls.

Meanwhile, Phoebe Hurt (Year 13) and Ruby Hurt (Year 11) have continued to attend the Wales Academy Programme. They competed against England and Scotland at the Under 21 Home International Tournament in Edinburgh, with Phoebe playing in the 'A' Team and Ruby representing Wales for the first time in a National event in the 'B' Team.

Jonny Brownlee returns

Richmond House School, Yorkshire, was delighted to welcome back its former pupil Jonny Brownlee, World and Olympic Champion Triathlete, who attended Richmond House School with brother Alistair in the '90s.

Jonny spoke about his time at Richmond House School, his

memories of winning a conker competition and delivering milk to the younger classes and talked about how he first got involved in triathlon. The children quizzed him about the places he has visited, challenges he has experienced and his favourite memories of RHS. Much to the delight of all the children, he had even brought along his Olympic gold medal that he won in Tokyo.

Chris Bouckley, Headmaster of Richmond House School said; "It is not often you get the chance to welcome a world class gold-medal winning athlete into your school but it was truly inspirational for our children to see Jonny, who started his sporting life on the playing fields of Richmond House School."



Power player

Brentwood Preparatory School table tennis tornado Charlie Donald clinched two major titles back to back following thrilling top notch competitions.

Charlie scooped the Independent Association of Prep Schools (IAPS) U11 national table tennis championships and continued his winning streak with a win in the Jack Petchey Schools' Under 11 finals.

The Year 5 pupil secured top honours at the IAPS U11 national table tennis championships held at Edge Grove School in Radlett, Hertfordshire. The competition was open to table tennis playing pupils from IAPS member schools, of which there are more than 600, across the UK.

Hot off the heels of that victory, Charlie went on to win his second crown - the Jack Petchey Schools' Under 11 title - with a confident win at the finals held at the University of East London's SportsDock centre.

Charlie took the championship in style with a 3-0 win in an exciting final following sound advice from dad, Daren, to 'keep calm, smile and enjoy it!' More than 150 players competed across boys' and girls' events in four age groups, with the eight champions coming from seven different schools.

Headmaster, Jason Whiskerd, said: "Charlie has won both the IAPS Nationals for Brentwood

School and the Jack Petchey U11 Individual Championship titles. This is an amazing achievement and even more notable given that he is still only in Year 5 and should be competing at Under 10 level."

Charlie started playing table tennis at the age of four or five and was too little to see over the table so his grandad used to stand him up on an old milk crate to play. He has been the Essex U11s champion since the age of 8 and was last year's silver medallist in the 2021 England National Championships. He is currently ranked 4th in U11s by Table Tennis England.

Sporting success comes at a price, and Charlie trains three times a week putting in approximately 8 hours training per week. He then competes around the country most weekends. He first joined Chelmsford Table Tennis Club with coach Lee McHugh, who was instrumental in his development, and then some three years ago, he joined BATTs Table Tennis Club in Old Harlow as he developed into a national level player.

Table tennis is a popular pastime at Brentwood Preparatory School with outdoor table tennis tables proving the focus of activity at break and lunchtime. Mr Whiskerd has even been known to sneak out of his office for the odd bit of practice himself!





Cleaner and Greener High-Performing Sports Buildings

New building regulations coming into force in England in June will make buildings more energy efficient. Sports buildings from Paragon Structures are designed to exceed the new standards, making it easier to cut emissions and meet net zero targets.

Heating and powering buildings currently makes up 40 per cent of the UK's total energy use. New building regulations, which come into force in England on 15th June, are designed to cut energy usage by making buildings more energy efficient.

If you're planning a new sports building, these changes will impact you and will result in higher build costs. But with a BREEAM rating of Excellent, our high performance structures are already designed to exceed the new building regulations. And here's how:

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also cause air loss and impact energy efficiency. By contrast, our premium structures are tensioned both inside and out. This creates a natural seal making the structure virtually airtight. In fact, our airtightness performance approaches Passivhaus levels – the gold standard of energy efficient design – helping you to save energy and cut carbon emissions.

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New Head of Cricket

Queen's College cricket has welcomed Mrs Caroline Foster as the new Head of Cricket.

She has an impressive cricket CV having played in 9 Test matches, 58 One Day Internationals, and 19 Twenty20 Internationals for England between 2001 and 2011.

At county level, Caroline primarily played for Sussex, before ending her career with Somerset. She also spent two Women's National Cricket League seasons with South Australia. Caroline later became a coaching ambassador with the Cricket Foundation.

Head teacher, Mr Julian Noad said "We are incredibly excited

to have Caroline joining us this term, bringing her vast experience and knowledge to a very talented coaching team at Queen's. Caroline's playing experience includes countless international caps, coaching the Western Storm in The Hundred last Summer, and scores of a 100 or more against some of the best teams in world cricket, earning recognition from the MCC at Lords.

Director of Sport, Mr Tom Walter is delighted to have added another top quality coach to his Queen's team saying, "I am thrilled to have appointed an outstanding Head of Cricket. Caroline has exceptional personal



Caroline Foster with Director of Sport Tom Walter

cricketing experience and has shown that she is a first-class coach. Queen's College has a fantastic cricketing pedigree, with many Old Queenians

enjoying enormous cricketing success beyond their school years. Caroline's appointment will continue this path for both boys and girls in the years to come."



Cricketers tour Sri Lanka

A cricket squad from St Benedict's School, London, took an exciting tour to Sri Lanka enjoying great cricket, unforgettable excursions and donating over £8,000 to a children's charity.

The squad of 18 St Benedict's cricketers, drawn from the U13, U14 and U15 age groups, played seven fixtures against Sri Lankan school teams, including two T20 matches at Colombo's P. Sara Oval test match ground. They were also lucky enough to train at the magnificent Galle International Stadium: fringed on two sides by the Indian Ocean, it is considered one of the most picturesque cricket grounds in the world!

The tour included several fascinating excursions, taking in an elephant sanctuary and a visit to the Temple of the Tooth in Kandy – one of the most important Buddhist sites in the world. The boys stayed in three different locations – Kandy,

Hikkaduwa and Colombo.

A highlight of the tour was an inspiring afternoon at the Foundation of Goodness in Seenigama near Hikkaduwa – a charity founded by the MCC following the Tsunami of 2004, which transforms the lives of rural communities in Sri Lanka. St Benedict's is a long-standing supporter of its work and the boys presented the charity with a cheque for £8,600, which they had raised themselves by running, cycling, and rowing the circumference of Sri Lanka on the school's rowing machine!

St Benedict's Senior Master, Dicky Thomas, said: "This brilliant tour provided wonderful experiences, and featured five great wins and two incredibly close defeats in challenging and unfamiliar conditions. Congratulations to all the boys who took part!"

Ski champs

The New Hall School, Essex, high-performing ski team scooped first place in the Artemis Interschools races in Andorra, bringing home the Interschool Champion School Cup.

Twenty nine skiers recently took to the slopes in Granvalira representing the School both as individuals and as a team in Slalom and Giant Slalom events. Team members raced against skiers from more than 40 other UK schools.

In two days of racing New Hall racers took to the podium 22 times, with students aged 9-18

gaining multiple top three finishes. The excellent times led to the School's overall top ranking.

Daisy Perez, Head of skiing at New Hall School, commented on the team's achievements saying: "This year's Interschools championship was exhilarating. I can't express how proud I am of every student who represented the school and what brilliant ambassadors they were both on and off the slopes. Not only did they cheer on their peers, but they also cheered everyone else racing and showed some great sportsmanship".



What to do when the dream comes crashing down

What Is Your Dream?

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These dreams can come crashing down in an instant when traditional build proposals are received, and construction contractors cannot commit to the building of your project when you need.

The disappointment of not being able to deliver on your dream is becoming more and more common and sadly many schools are having to compromise on visions or worst-case scenario cancel project plans and look for alternative methods to accommodate growth or strategic objectives.

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Our ability to provide the internal fittings and finishes means that you have a one stop shop and all the desired teaching equipment can be brought into the design at concept stage. Our team of Directors take great care in making sure that every last detail has been thought of, and the design, layout and facilities are bespoke to you.

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completely project managed by us and the experience can be enjoyed by staff, pupils, and parents alike.

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Our vast experience of working with Independent Schools includes sites that are steeped in historical architecture, have building restrictions or difficult site access. The team are highly experienced in delivering solutions and providing the correct design specifications that will meet planning regulations or work for difficult sites.

The complete beauty of our unique hybrid construction method allows us to externally clad the building in your chosen finish. This is important to sites where planning stipulates new buildings must blend with the existing structures or if the building is an extension to an existing structure. Seamless and blended or stand out and modern, either way we can accommodate the dream.

If you are facing your dream being compromised or having to cancel a project due to budget or time restraints, call us and let us advise you how we can help.

Dreams can come true and we believe in showing you how we can achieve this and help you be the best educational provider possible.



Please call 01202 813121 or visit our website for more information www.modulek.co.uk

Preparing to undertake a building project

Architect Neil Turner describes the steps required to deliver a successful build.

Every school estate needs constant investment as education changes and evolves and with this comes the (seemingly) ever increasing need to expand facilities. So, this guide should assist, irrespective if you are planning a sports hall, a refurbishment, or a major new classroom wing.

The first step is to write a brief. I would always suggest the school head and governors attempt this first, as they know their school and grounds. It should be a wish list of what ideally you want to create.

Don't worry about how to solve the problems – that's the architect's job – focus on the ideals.

If you are struggling to write this down, some architects have an additional qualification as a 'client design adviser' and can help articulate the school's requirement into a written brief.

Without a brief, a project is rudderless and can head off in any direction. The project may evolve and change but should always reference back to the first brief. The brief should be clear and everyone in the school should have agreed it prior to the external consultants commencing work. There will always be differing views when the building design is under development, but the key brief shouldn't have conflict or contradictions in it at the start.

Assuming you have your brief and created a list of requirements, it is then vital to get the right consultants. Do you appoint a project manager or an architect first – or the whole team together? There are differing views on this. As both an architect and a project manager, I can see both viewpoints. If you choose to use a project manager, then you need to consider what this additional role is to achieve. Maybe the architect can (and should) do both?

On many projects there is no need for an additional project manager and a competent architect should function as lead consultant. So, finding the right people is the key task. I would suggest asking around your region and other schools to find out who they have used (good and bad) and accept recommendations.

Invite your shortlist of potential practices for an interview and make your selection based on experience, quality and price. I always place great stock on wanting to know previously who I am having on a specific job, not just a presentation team.

The chosen architect will then advise on the wider team, and you will need a wider group of skilled professionals.



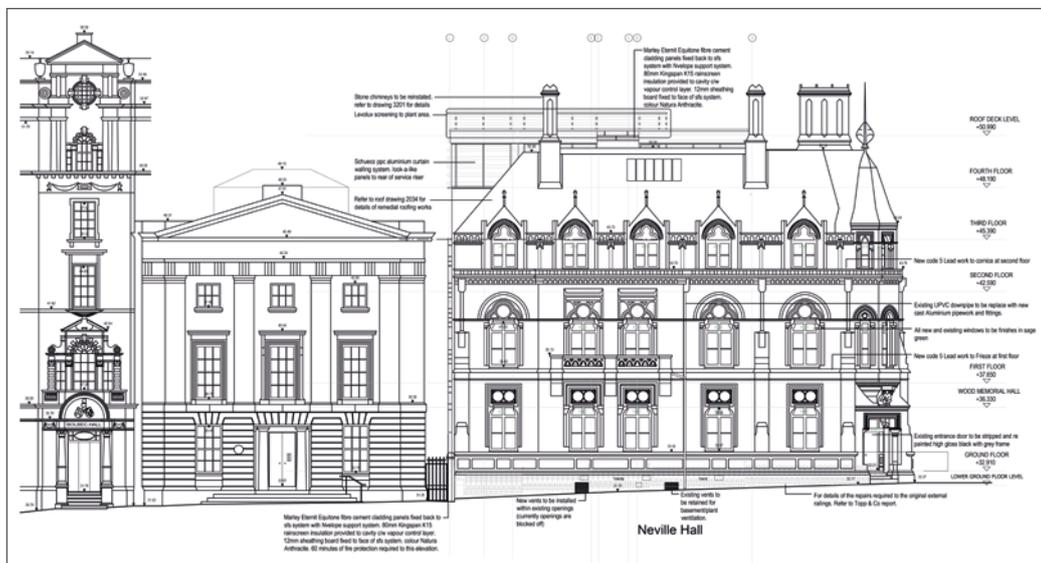
- Quantity surveyor – the building equivalent of the accountant, they will prepare cost plans and financial advice on the project, along with cash flow for the projects. They can play a key role in monitoring costs and expenditure as well as handling claims during a build
- Structural and civil engineer – this engineer designs the structure, foundations and drainage and collaborates closely with the architect to make sure the concept design is safe secure and withstands the test of time
- Mechanical and electrical engineer – this engineer deals

with the heating, lighting, ventilation and the increasingly complex sustainability issues as we all try to reduce our carbon footprints in new developments.

- Planning consultants – planning permissions can be difficult to obtain and in recent years this new consultant role has grown in significance as the architect needs specialist advice to navigate the important hurdle of achieving permissions.
- There are several other specialists from ecology, acoustics and lighting that will all have a role depending on the size, complexity and function of your planned development.

You should now be in a position to start designing your new building project and all the excitement and challenges that brings!

Neil Turner is a director of the award-winning chartered architecture practice, Howarth Litchfield. Located in Durham, the firm was established 40 years ago and has earned a solid reputation for delivering world class solutions in architecture, interior design, building surveying and design management services. Active across many sectors, Howarth Litchfield is particularly well known for its conservation, education, leisure and commercial work.



Pictured: North Elevation of Neville Hall, a listed building in Newcastle city centre for which Howarth Litchfield obtained planning consent for refurbishment and redevelopment



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Chapel Extension

A decision by Radley College, Oxfordshire, to increase their pupil intake – primarily through assisted places – meant that the Chapel needed to be increased in size, as it is there that the school meets as one on a daily basis. An invited design competition was decided upon as the best approach to find the right team to extend the chapel. The project has delivered on this challenge, increasing the seating capacity of the Grade II* Listed Chapel by 30%, sensitively reordering and restoring its highly significant artefacts and future-proofing this place of worship.

Combining 21st Century technology with traditional craftsmanship, the completed extension to the Chapel at Radley College is a bold, yet sympathetic, intervention to Thomas Graham Jackson's original design. Architect Purcell's competition-winning design has now been brought to life, creating an enhanced space for the school community to meet, worship and reflect.

The Radley College experience is centred around the school community living and working together on site, with daily services at the Chapel at the very heart of this.

Supporting school growth whilst maintaining the intimate quality of kinship found in the daily services was key to the design. The Chapel is the only place at Radley where the whole school congregates, making it the most intensely used and important space in the College.

The resulting scheme is a conscious continuation of Jackson's design, whilst also having its own contemporary character and presence. The architectural detailing, material selection, scale and proportion of the extensions have all been driven by the sense of design unity within the chapel.

A series of localised extensions that respected the integrity of the collegiate Chapel form were proposed, retaining the clerestory and stained-glass windows. The primary intervention is to the east end: a striking octagonal extension with a complex oak Images by courtesy of Nick Kane



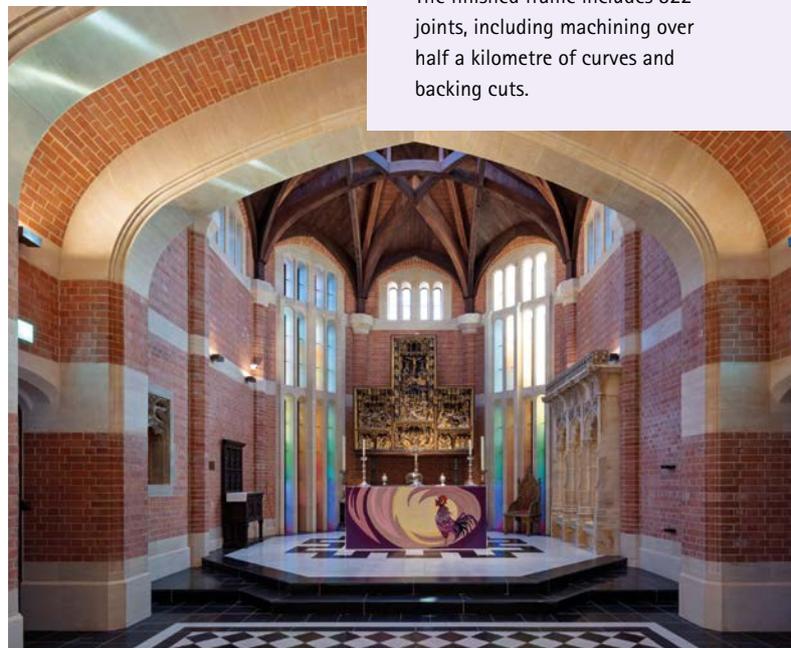
room design with a glazed lantern, providing space for the sanctuary and an opportunity for reordering. A sequence of apses on the north and south elevations facilitate additional rows of seats: combined with an extension to the gallery, the proposal delivers a total of 207 additional seats to provide a total of 807.

These proposals respond to the Chapel's exceptional architectural quality, style and principle building materials (brick with stone banding and detailing), which are characteristic of Jackson's interventions at Radley. The extensions slot within the vertical buttresses so that Jackson's original building and details remain predominant.

Purcell also worked alongside an acoustician and organ specialist to improve the acoustics and incorporate a new organ into the Chapel. The organ has been repositioned from the North elevation back to its original position in the West Gallery ensuring greater aural experience. An extension to

this Gallery further strengthens the symmetry of the chapel and ensured that there was no reduction in the number of seats at first floor level.

The organ has been built by Nicholson and Co from Malvern. It includes 2660 pipes, the largest of which is over 20ft long and the smallest of which is the size of a pencil.



Windows

- 88 separate stained-glass panels
- 1,300 hours to design, fabricate and install
- Team of four from The York Glaziers Trust

Roof Lantern

- 64 panes of double glazing
- Naturally self-supporting form allows for minimal structure and glass-to-glass joints

Masonry

- 87 different types of brick special
- 70m³ of finished stone, from 150m³ of raw stone
- Over 20,000 hours of labour

Roof

- 6.7m at its widest point
- 4.7m tall
- Over 12 cubic metres of oak, made up of 1177 sections including the sarking boards. The finished frame includes 322 joints, including machining over half a kilometre of curves and backing cuts.

How to Extend Your School Dining Room Cost Effectively

When it comes to upgrading your school facilities, you must be mindful not to spend too much of your budget on just one improvement. So, if you're in need of more room, whether that be for teaching space or dining space, it's best to look at all the options available before committing to the obvious, an extension.

One of the most cost-effective ways you can extend your school dining room without blowing your budget on an extension is to invest in an outside dining canopy. Whilst canopies may seem to be a big outlay, they are a fraction of the cost of an extension and will leave you with lots of leftover cash for further school supplies.

Able Canopies' commercial structures can be supplied as standard canopies with open sides, or you can add side panels and doors to almost completely enclose the structure, blocking driving wind and rain. The most popular outside dining canopy is Tarnhow



Dome Free Standing Timber Canopy as pictured.

Able Canopies Ltd. recently supplied and installed a 33.1m x 7m Tarnhow Dome Free Standing Timber Canopy at Eastbrook School in Dagenham. The canopy extended their dining space by 270 seats which is a dramatic increase in the useable space for their pupils.

Visit www.ablecanopies.co.uk to find out how we can help you extend your dining space cost effectively, call us on 0800 389 9072, or email us: sales@ablecanopies.co.uk

Work Starts at Boarding House

Significant extension and alteration works have begun on the collection of Grade II Listed and historically significant buildings which form Whitelaw, a boarding house at Rugby School.

Dating back to the early 19th Century, Whitelaw House is one of Rugby School's largest and first purpose built boarding houses, with the first dormitory block constructed in 1874 and another prominent block added in 1887.

Primarily, the internal works are to increase room sizes and to improve the flow and use of the building so that it can perform most effectively. The extension within the courtyard is to have a modern aesthetic and will be detailed to contrast with

the existing structures, allowing for visually appealing interactions while also enabling the building's history to be easily read.

This remodel will allow for inclusive usage, as an accessible bedroom has also been included to the ground floor to enable students with different needs to be able to live easily amongst their peers.

This project has also presented an opportunity for GSSArchitecture to work with the school to establish how sensitive upgrades can be made to the building fabric. This will involve lining external walls, upgrading existing fenestration and increasing the presence of insulation throughout.

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Low-carbon classrooms constructed

Work has begun at Gordonstoun, Moray, on construction of a new low-carbon classroom village. The first 'classroom hub' will have UPV roof panels and ground source heating, along with outdoor learning spaces. Each classroom opens directly onto the outdoors, in keeping with Gordonstoun's architectural language of being a school without corridors.

Principal Lisa Kerr said: "Our new classroom hub, which will

open next year, represents more than £2.5m of investment in our academic learning facilities. These classrooms fit beautifully into the landscape of our woodland campus and will offer flexible, future-proof learning spaces. They are the first building in our new 'classroom village' – a range of new buildings which amount to the most ambitious construction programme at Gordonstoun since World War II. The project will



transform our campus in time for our centenary in 2034."

The classrooms were designed by award-winning architects, Rivington Street Studio, who are also managing the project.

The classroom village will be funded by parents, donors and

reinvestment. With further support from the Gordonstoun community, the next buildings to be constructed will be a new sixth form and summer school centre, new boarding house and new STEM classrooms, alongside increased access to the Grade A listed buildings on campus.



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Summit encourages positive behaviour on climate change

Belhaven Hill School, East Lothian, has launched an inaugural sustainability summit designed to encourage children to adopt a positive and confident mindset and skillset to face the challenges of climate change.

Six schools across the county participated in the first COPPS1 event, all of which are members of the Independent Association of Prep Schools.

Gordonstoun Junior School, Strathallan Prep School, Ardvreck School, Fettes Prep and Cargilfield Prep School joined Belhaven Hill School for the inaugural event.

The brief was to produce a plan for a product or initiative and an accompanying poster and presentation. Each school linked their plan to a relevant charity.

The categories for the climate change event were defined by the annual Earthshot Prize, including:

- The Restoration and Protection of Nature
- Air Cleanliness
- Ocean Revival
- Waste-Free Living
- Climate Action

The teams presented to a panel of judges from the sustainability sector: Jonathan Hodges, Senior Innovation Engineer at Wave

Energy Scotland; Duncan Lang, Senior Environment Specialist at the Asian Development Bank; and Izzy Heard, Technical Officer for the Climate Disclosure Project. The panellists introduced themselves before watching each ten-minute presentation and giving immediate feedback.

The teams then completed a carousel of environmentally themed talks and activities. They heard from Surfers Against Sewage and were encouraged to 'Think Global; Act Local'. The girls and boys represented their own projects on a collaborative 'Tree of Life' art installation. Then, courtesy of Marie-Clare James, the owner of local Belhaven Smokehouse, they tasted sustainably sourced salmon and learnt about the fish production process.

Olly Langton, Headmaster of Belhaven Hill School said: "We wanted to ensure that our pupils know that they can have a significant impact on their environment now and in the future. So, my wife Rosie and I came up with the idea of developing a Community of Prep and Primary Schools (COPPS1) in Scotland to energise the children and bring them together to form an alliance to protect the things they love.

"We were also keen to involve members of the local Dunbar

community where there is a strong environmental ethos which encourages collaboration."

"It was a pleasure to hear the great ideas and passionate presentations from this next generation of climate-aware thinkers," said Jonathan Hodges from Wave Energy Scotland.

"The projects started by these students have already created positive change in their schools and communities and I have no doubt they will follow-up with more. Great career opportunities await them in the future - they are all poised to make a really positive impact on the world's challenges."

In the afternoon, pupils took part in the Scottish Prep Schools Debating Championship - the motion challenged the children to consider whether short haul flights should be banned. An eloquent and passionate debate followed, demonstrating the enthusiasm stimulated by the day's opportunities.

Cargilfield achieved well-deserved victories in both the competitive elements of the day.

The prize for Outstanding Individual Award on the day went to Alec from Ardvreck, who went away with a voucher for a surfing lesson down at Belhaven Bay, thanks to the generosity of the local

surf school, Coast2Coast. The next day, the Bay was also the location for the first ForthSHORE beach clean by pupils from Belhaven with GreenTweed Eco.

All the children took away a bird box, thanks to the East Lothian Primary Schools Bird Box project sponsored by Ard Moor, a certificate, a sense of achievement, a better understanding of climate and environmental issues, and new friends. It was also a reminder that, after two years of enforced separation, there is immense value to be found in the collaboration of optimistic young people, inspired by a common cause.

The next stage of this collaborative venture is for all of the schools to take part in a joint fundraising venture this term. This will raise money for the initiative and charity chosen by Cargilfield, which was their prize for delivering the best presentation.

Jonathan Hodges added: "COPPS1 was a brilliant event and has clearly inspired this new team of environmental advocates."

Belhaven's focus on Outdoor Education, in its idyllic setting above Belhaven Bay, combined with its exciting new digital programme, aims to instil the children with a love of nature and the ability to affect change in the modern world.

Plastic tree-guard clean up

Green-fingered pupils from the Royal Hospital School, Suffolk, have helped a local village by collecting plastic waste found in the local woodland.

The eco-committee at Royal Hospital School worked with the Suffolk Coast and Heaths Area of Outstanding Natural Beauty (AONB) working party, to organise the collection of plastic collars which had fallen off growing trees. Hundreds of thousands of these tree guards are used every year, most are made from single use plastic, and if left they will slowly break up and degrade into micro pieces of plastic, causing local pockets of pollution or ending up in waterways, ultimately washing out to sea.

The students aged between 11 and 15, who are part of RHS' eco-committee, joined AONB 'Free the Trees' volunteers and filled three heavy duty bags full of plastic collars.

The project was coordinated by Chemistry Teacher Dr Ryan, who said: "At the Royal Hospital School, we're continuously looking for projects for our students to get involved in and give back to the local community. Suffolk is a wonderful place to live, work and play, so we must protect it at all costs!"

Neil Lister, Countryside Projects Officer with the AONB, added: "It was an absolute pleasure to work with such a motivated, polite and



cheerful group. Everyone has the opportunity to work to make the AONB and the environment better and the pupils grasped

that opportunity (and the tree guards) with both hands. Thank you RHS. We hope you will be back!"

Green Canopies take root

Queen Elizabeth II asked for people to plant a tree to create a canopy around the country for her Jubilee next month (June). Schools up and down the country responded to the Green Canopy call. Here are three project examples:

Westholme School welcomed Amanda Parker, Deputy Lieutenant of Lancashire, to their Prep School for a visit and their ceremonial tree planting.

During assembly, Mrs Parker spoke to the school about the Queen's Platinum anniversary.

Then later, at the Meins Road site, a tree planting ceremony was held next to the new Prep School as part of the Queen's Green Canopy initiative.

Along with the help of children from the Prep School and headteacher Rebecca Barnett, Mrs Parker officially planted a young oak tree. The children then took turns putting some of the fresh soil around the base of the tree.

Mrs Barnett said: "We're looking forward to seeing it grow into

a fully-fledged oak tree on the front lawn, to welcome visitors down the drive and this tree marks the beginning of an exciting

new chapter for Westholme School, with our state-of-the-art Prep School due to launch this September."



Bede's School, Sussex, had planted 1,200 trees by the end of last term at the Senior School site with a further planting of some 800 trees will take place later in autumn.

The tree-planting initiative is the result of a generous donation from a former parent at the School. This is one of the many environmental initiatives that Bede's School is currently involved in. From biomass boilers, to carbon reduction plans, avoiding single-use plastics, energy monitoring and wildlife conservation through their zoo, Bede's is doing everything they can to make the school greener and more sustainable. The trees are being planted as part of the Queen's Green Canopy initiative as a celebration of the Platinum Jubilee this year.

The 2,000 trees being planted at the Senior School represent every pupil and staff member within

the Trust, with the first 1,200 representing the pupils. There have also been a further 250 trees donated by parents within the Bede's community. This initiative provides both Senior School and Prep School pupils with the opportunity to contribute to a greener landscape, and leave behind something that will be a part of the Upper Dicker village forever.

The initial 1,200 trees include Field Maple, Wild Cherry, Silver Birch and Rowan. These specific trees were carefully selected after consulting with a local environmental services contractor. They provided a list of native Sussex trees that encourage birds, wildlife and berries. The bare root trees were acquired directly from English Woodlands.

This project has been brought to life by the Grounds team at Bede's, who have thought carefully about the placement of the trees. They

have ensured a 3-metre radius for each tree to guarantee no overshadowing and the trees have all of the sunlight and space they need to grow. There has been a 12-metre island left in the centre of the trees which will eventually be home to a plaque to commemorate the tree planting experience of 2022.

The trees are being planted in batches of 400 at a time, giving every pupil the opportunity to plant a tree. The pupils have been writing their names and attaching them to their planted tree. They have been planted alongside biodegradable rabbit spirals. Already over the course of the last few weeks, the trees are coming into bud and bloom.

Bede's Senior School Headmaster, Peter Goodyer comments, "I am very proud of our community for putting this initiative into action. It has not been an easy task but as always, our community's enthusiasm and determination remain unwavering. Every tree that is being planted makes a difference in the fight against climate change. Our newly planted trees will be enjoyed for many future generations to come."



Ellesmere College, Shropshire, has planted 70 trees.

The school now boasts an additional 41 different species of trees in their stunning grounds including fruit trees, hedging trees, a *Cornus controversa* - known as a wedding cake tree - a Giant Redwood, Himalayan Cedar, Monkey Puzzle, Swamp Cypress, Tulip Tree and many more.

Mike McCarthy, Director of Operations at the school, said: "This has been a great project for the school.

"Ever since I have been here we have had an ongoing project to plant new species so this national scheme for the Queen's Jubilee was a brilliant occasion to be part of and make the most of the site.

"There has been educational value to it, environmental benefits, sustainability for future generations to enjoy and of course CO2 benefits of having more trees on site.

"We tried to put the species where they will be suitable and stand out, creating a welcoming atmosphere to the College and have maximum impact.

"We are so pleased with the outcome, it is great to have them on our site and it has caused quite a buzz, we have had some really positive comments.

"We have got more room so we won't stop here."

The scheme was coordinated by Head of Grounds Ian Morris and involved some students who helped plant them too.

Lewis Reardon, a year 12 pupil at Ellesmere College, planted a tree as part of his Extended Project Qualification, an A Level additional project.

His evergreen Oak stands between Lower School and the Tennis Academy Centre.

Some trees around the Ellesmere College site came from the Woodlands Trust and some were donated by Old Ellesmerians and the Ellesmere College Parents Society, but most were provided by the school itself.

Girls' schools reduce carbon footprint and unveil sustainability commitment

The Girls' Day School Trust is now a CarbonNeutral® organisation for the first time in its history.

The family of 23 independent girls' schools and two academies has achieved the certification by reducing its emissions internally and supporting four emission reduction projects around the world, to offset its carbon footprint in accordance with The CarbonNeutral Protocol. These include clean cooking using biomass in India, land restoration using fungi in Chile, improved water infrastructure in Africa, and protecting rainforests in Indonesia.

The projects have been carefully selected in partnership with climate impact company Natural Capital Partners to ensure that they align with GDST's emerging

sustainability strategy. The strategy has been shaped by those UN Sustainable Development Goals (SDGs) most closely related to the Trust's ethos and mission: Good health and wellbeing, Quality education, Gender equality, Climate action, Responsible consumption and production.

The certification will provide a route to take immediate action and is a first step towards achieving the Trust's long-term aspiration to reduce carbon emissions by 42% by 2030. It will also be a stepping stone to reaching the net zero carbon target by 2050.

The Brookings Institution identified girls' education as one of the best and most cost-effective investments against

climate change. Therefore, the GDST aims to show its commitment to Earth Day 2022's 'Invest In Our Planet' theme by continuing to educate girls to ensure they are involved in finding solutions to climate change.

GDST will also be unveiling its new mantra for sustainability to help emphasise the urgency and importance of the climate challenge, now and for the future. The "One world. One future. One chance." is an encapsulation of our world, with an urgent call to action to use this one chance still available to us to protect the future. It will be used across all of the GDST's sustainability-related activities.

Cheryl Giovannoni, Chief Executive, GDST, said: "At our 25 schools all across the country,

girls are applying their ingenuity and passion in their commitment to sustainability. Every year group, no matter how young, contributes to their individual school's sustainability programme. Whether they are organising litter picking committees or making 'pledgehogs' to make their individual commitments to climate change action, our girls believe that they have the power to make a difference. And they are holding us to account as an organisation too."



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Shrinking pay packets, burgeoning workloads, lingering covid legacy

NEU independent sector officer John Richardson reflects on the NEU Independent sector pay & Conditions Survey 2022.

Over 1,200 teachers and support staff took part in the National Education Union's 2022 independent sector Pay & Conditions survey which was conducted between 22 March and 5 April 2022.

The survey's findings reveal falling living standards, while the legacy of covid adds to workload.

For the current academic year, September 2021 to August 2022, more than a third of independent schoolteachers saw their pay frozen, with 26% of support staff suffering a similar fate.

For support staff, the cost-of-living squeeze is acutely felt due to lower wages and for the fact that most support staff [61%] are only paid for term times only, leaving their annual salaries even lower.

And at the same time, covid has added to workloads. Staff worked exceptionally hard rising to the covid challenge – something that employers have been quick to use as a marketing opportunity but not so keen to recognise in pay or workload.

A Head of Faculty in the Southeast has this advice for her employer: "Recognise that where a school has successfully navigated Covid times and where a school is using this success as a primary marketing statement to recognise that those at the chalk face – in the classrooms – in the extra 1:1 sessions – phoning the parents – have made this happen and should be remunerated accordingly."

Despite the return to the classroom, the additional covid workload has not abated. The pressure to provide catch-up and make parents an enhanced offer, has given rise to unreasonable expectations taking a toll on staff family life.

A member of the leadership group in London commented: "Unreasonable before and after school duties that make childcare for teachers impossible to negotiate as most childcare providers do not operate 7am-7pm (when having to factor in commuting time) -these issues are driving teachers out of the profession as it is not family friendly due to childcare issues".

A burden that falls more heavily on women. Another member commented, "Young, well qualified female teachers are being driven out of the school by unrealistic expectations."

In terms of covid health and safety, staff generally feel that their school is currently providing a safe working environment – 76% of teachers and 77% of support staff.

However, a significant minority – 24% and 23% respectively – do not think this is the case. Staff are concerned by the reduction of government safety precautionary requirements. As a teacher in the Eastern Region commented: "I am concerned about covid safety especially now the government is saying under 18s should only self-isolate for 3 days if positive. I am alarmed at this for the safety of staff and pupils. As a parent, I am concerned at



the effect on exam years (my daughter is year 11)."

Teachers working in the independent sector face further woe as employers continue to consider leaving the Teachers' Pension Scheme.

The large majority (71%) of teachers responding said that their employer currently provides access to the TPS. Though, a worryingly high proportion – 60% – reported that their employer has proposed leaving.

Happily, NEU member representations had persuaded almost a half [49%] to remain in the TPS, while 19% left on improved terms. 32% left on the original terms proposed.

Commenting on the survey results, Dr Mary Bousted, NEU Joint General Secretary, said: "It is clear from the NEU independent sector survey that the legacy of covid casts a lingering shadow over schools.

During lockdown, our members worked tirelessly to ensure the best education possible continued while coping with the health risks to themselves and their pupils.

Yet their reward is falling living standards, as pay fails to keep pace with rampant inflation, and burgeoning workloads.

NEU members are rightly raising alarm that excessive workload demands are eroding family life and driving young female staff from the profession."

*Survey responses to question 11 on TPS, adjusted to subtract the answers No and those where consultation has not been concluded. Full details of the survey results can be seen on the NEU website: NEU independent sector Pay & Conditions Survey 2022.

Focus on future careers

RGS Worcester welcomed over 70 exhibitors and more than 650 visitors to its annual Careers & Higher Education EXPO this year.

As the school has been unable to hold this event since 2019 due to the pandemic, the return of the EXPO this year was greeted with much anticipation and was bigger and better than ever.

Aimed to inform pupils and young people on potential careers and options of higher education courses and apprenticeships, the event saw exhibitors from universities, organisations and businesses welcomed to the school.

RGS Head of Careers & Higher Education EXPO, Mrs Audrey Williams, said: "This year we welcomed representatives from a wide range of organisations, businesses and professions including: NHS, the Armed Forces, Solicitors, Architects, Technology, Engineering, Creative Arts and Financial services."

Adding "As a major event of its kind in the area, the reputation of the RGS EXPO attracted considerable interest both locally and further afield, with exhibitors travelling from as far north as Stirling in Scotland.

St Dunstan's College, London, hosted its inaugural Women in Tech Festival aimed at breaking down the barriers and stigma surrounding women in tech roles, and demonstrate the variety of opportunities and pathways for students thinking about their future careers.

St Dunstan's Head of Digital Innovation, Ronan Mcstravick, who organised the event, explained: "I have seen first-hand, how women are underrepresented in tech careers. There is a saying that 'Diversity is being asked to the party

and inclusion is being asked to dance', so while we would all love for more girls to become interested in STEM, it's not going to happen overnight. Policies, practices, and a positive working environment must be in place first, before we invite girls to be a part of that experience".

"The purpose of the Women in Tech Festival was to break down those barriers and lead the way in discussions surrounding diversity and inclusion and open a dialogue for girls to play a leading role in these discussions."

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Wakefield Grammar School Foundation benefits from new WiFi

High-performance Cisco Meraki WiFi from Redway Networks has helped Wakefield GSF improve the student experience and meet its digital curriculum goals.

The Foundation wanted to work with a company who shared its similar passion for IT and selected Redway Networks as it offered a real insight into the future.

Simon Cunningham, Infrastructure & Security Manager at Wakefield GSF says "Meraki has delivered the network reliability and performance we required to support our 1:1 learning programme and access to the digital curriculum. We've seen lots of IT benefits as all our information is now in one centralised cloud-managed dashboard, so searching for top apps, users or devices is easy.

Read the full case study here:

www.redwaynetworks.com/case-study/wakefield-grammar-school-foundation



Network security has also improved as Meraki's WiFi 6 technology delivers high levels of encryption with regular updates."

"We now have a future-proofed network that's very capable from a capacity point of view and won't ever hit a limit as we add new devices."



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The Independent Schools Magazine

Vires per Verum – Strength through Truth

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

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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:

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Berkshire RG8 6BS

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Independent Schools Magazine is published by Bull Nelson Limited.
Reg in England No 2876999.

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Printed by Micropress Printers, Reydon, Suffolk.



Mrs Jo Field has been appointed as the new Head of Beech House, the Infant School for girls and boys aged 3 to 7 years at Bolton School.

Previously, Mrs Field had roles as Deputy Head and Acting Head Teacher at Eagley Infant School in Bolton, where she taught for seven years. She also worked for seven years at Ladywood School in Bolton, at St John's Bromley Cross and at St Ethelbert's Primary School where she began her career. She has worked

predominantly with Key Stage 1 and EYFS children.

Mrs Field graduated with a degree in English Literature from the University of Lancaster and undertook a Graduate Teaching Programme at St Ethelbert's. She has always aspired to be a school leader and has completed a number of professional courses including the National Professional Qualification for Headship (NPQH).

Mrs Field is married with two teenage children, lives in the town and enjoys hiking and time spent in the great outdoors.



Asa Firth is the new head at Ashville Prep School, Yorkshire. He was previously at JESS (Jumeirah English

Speaking School) in Dubai. Prior to this, Mr Firth was the Deputy Head at JESS and before that a teacher at Wellington International School, again in Dubai.



The Trustees of the Girls' Day School Trust (GDST) have announced the appointment of

Ms Annabel Davies as Head of Croydon High School, with effect from September.

Annabel is currently Principal Deputy Head (Curricular) at Harrow International School, Hong Kong, and has held leadership positions in international and UK-based schools throughout her career.

At Harrow International School, Annabel led the strategic development of the curriculum and learning from Early Years through to Year 13. She oversees numerous successful projects including the design and delivery of a flagship STEAM centre as well as fostering the school's reputation for academic excellence and pastoral care.

During her time as Assistant Principal at Surbiton High School, Annabel became a strong advocate of the benefits of an all-girls' education.



Chris James-Roll joins Cundall Manor School, Yorkshire, as head in September 2022 from Sherfield School in Hampshire where he currently holds the position of Senior Deputy Head. With a BSc(Hons) in Science and IT, Chris began his early career in financial services before qualifying as a teacher in 2010 and then embarking upon the role of Head of Physics and Housemaster at St

James Senior Boys' School in Surrey. Chris was then appointed as Director of Science and Physical Education and Assistant Principal at Christ the King College on the Isle of Wight before moving to Sherfield School, initially as Director of Teaching & Learning before accepting promotion to the Senior Deputy Head position. In 2018 Chris also held the role of Acting Headmaster at Sherfield.



Emily Hair is the new Head of Northampton High's Junior School and Nursery.

Graduating with a BA Hons in Primary Education and English from York, Emily started her teaching career in a village school in Buckinghamshire, and then moved to a second school in Buckinghamshire where she embraced the challenge of being part of a team opening a brand new two- form entry primary

school. Having gained her SENCo qualification, she has since worked in a number of senior leadership roles in primary school settings.

Emily is a keen swimmer and has enjoyed trying wild swimming in local lakes; she also loves to travel and explore new places. An accomplished musician in her formative years, she has recently dusted off the piano at home and is enjoying rediscovering her musical skills.

Heads Hunted

Among the upcoming head and principal appointments:

Bootham School	Yorkshire
Edge Grove School	Hertfordshire
Lady Eleanor Holles School	Middlesex
Roedean School	Sussex
St. Benedict's School	London

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

Ooops...

Apologies to Mr John Shaw who was incorrectly identified below a photograph of Mr Kenneth Robertson, Head of Senior School at The High School of Glasgow in last month's story about the opening of the John Shaw Science Wing.

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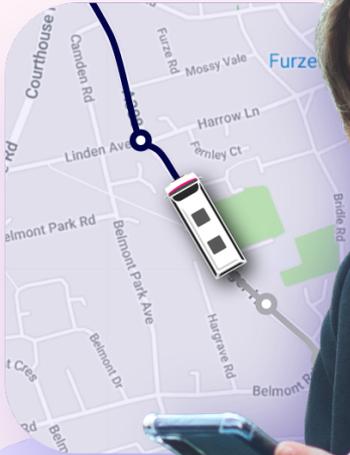
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Chloe Doe

Green Oak School



Parent alert

Chloe just boarded her bus.
Estimated arrival 16:15.



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