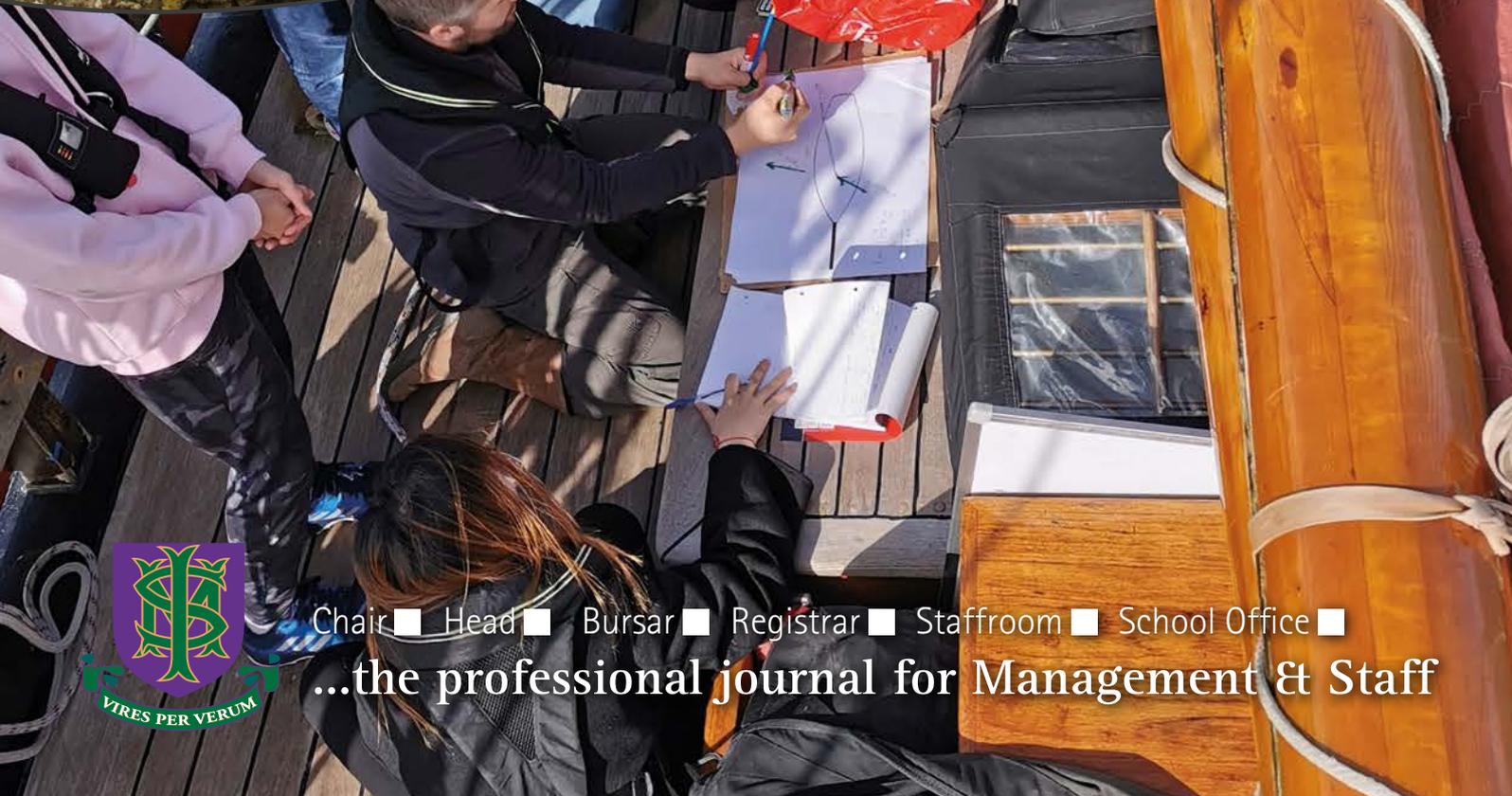


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NATIONWIDE SUPPLIERS OF PEUGEOT (RECOMMENDED), FORD & VAUXHALL

In this issue...



Pupils encourage community kindness

Primary school pupils at The Glasgow Academy's Milngavie campus are inspiring hope and kindness within their community during the new round of Covid-19 restrictions.

The 'Little Notes of Kindness' campaign has been launched by the Prep 4 class to keep spirits up ahead of what is set to be a challenging and difficult winter.

Pupils will write to elderly residents at Abbotsford House who have been forced to shield during the ongoing pandemic, as well as those in the Milngavie Friendship Circle – a local group who would normally meet once a week in Milngavie town hall.

The children are also calling for all Scots to support the campaign by distributing their own little notes of kindness throughout their local community.

Jean McMorran, Head Teacher at The Glasgow Academy's Milngavie campus, said: "Just a few kind words can bring so much joy to a person's day, and if we can inspire even just one smile then the campaign has been a success.

"The children have been wonderful during the initial nationwide lockdown and quickly adapted to home-learning with a positive attitude. Hopefully their sense of optimism and cheerful nature can be spread with some little notes of kindness."

Cover background

Physics on board

A group of A level Physics students from Dauntsey's School, Wiltshire, spent a day on board the school's tall ship, Jolie Brise, measuring and analysing the forces in her rig and sails to determine how she stays upright and why she sails so fast. The trip formed part of their 'Physics of Sport' A level module.

Dan Darwell, teacher of Physics, said: "Sailing on Jolie Brise was a brilliant way to bring the topic to life and perhaps the best ever Physics lesson!"

Jolie Brise, the world famous, gaff-rigged pilot cutter, was the last boat to carry the Royal Mail under sail and has won the Fastnet Race three times, including the inaugural race in 1925.

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Season's Greetings

As has become our custom, this is a combined November~December issue.

Our next issue will be out in January.

The team at ISM wish all readers, advertisers, and advisory board members a pleasant Christmas and successful New Year.



Exams 2021 – are changes fair & appropriate?

It is rare for a professional journal such as ISM to receive a letter from a student. But the following was received from just such a correspondent at an independent school in Birmingham...

"I am a young person due to sit my GCSE's next year. My friends and I feel that not enough is being done to help students and the proposed changes are poor and do not reflect the lost learning. We feel our lives are being messed with by people who have no experience of what current GCSE's are and their hardness, the people in charge sat their GCSE's around 40 years ago a lot has changed since then.

"For example, in English alone we have to remember 15 poems off by heart and two full texts. That's not even the tip of it, we have to remember 10 other subjects on top.

"We have lost months of education and it is an undisputed fact that we will be at a disadvantage relative to any previous years including 2020. The disruption to education still continues across the country, pupils being confirmed with COVID and other students having to isolate. This happened to me on my second week back and I had to isolate for two weeks. On my

SCOTLAND:

Dorothy MacGinty, Head of Kilgraston School



The Cabinet Secretary for Education, John Swinney, announced at the beginning of October that

Scotland's 2021 exams will take on a very different format.

However, unlike many other decisions the education sector has recently had to stomach, it was not one that I met with a sense of foreboding.

Scotland's GCSE equivalents, National 5s, are currently – Covid notwithstanding – taken by pupils at the end of Year 11, Scottish schools' Fourth Year. Highers are taken one year later, with Advanced Highers at the end of Sixth Form, the English Year 13.

Mr Swinney, in conjunction with two recommendations from Professor Mark Priestley, a member of the Scottish Government's Curriculum and Assessment Board and leader of a review into the SQA exam grades controversy, has taken the decision to offer an "alternative approach" to awarding Nat5 accreditation in 2021.

This academic year now sees us operating under a suspension of

the usual 'sit-in' exams method, qualifications being awarded by teachers on the basis of "centre estimation based upon validated assessment."

In addition to this adjustment, having found themselves amid national controversy and public outrage regarding the 'moderation' technique of 2020, a "nationally recognised, fully transparent and proportionate system for moderation of centre-based assessment" has been implemented.

Highers and Advanced Highers are still to take place, but a fortnight later than usual.

Of course I, like every Head across the country, wish that we were not having to make adjustments that potentially threaten the stability of the teenagers' lives for which we have responsibility, now and in their future.

But I don't think it is an entirely negative situation. The Nat5 curriculum – which constitutes more than half of all exams taken – is heavily reliant on course-work, indeed, final outcomes in English attribute to 30per cent of work carried out through the year: Drama even higher at 40per cent. Latin and Maths are the only two subjects

return, someone else got confirmed with COVID in my year and now they are isolating.

"The current provisional release of 2021 exam dates is actually shorter compared to previous years, there is no real three-week delay. My first exam will take place on the 26/05/21 and my last 29/6/21. My exams have only moved by one day and in fact, the exam season is shorter in some cases. This means we have less time to revise during exam season which is the most important time to revise.

(name supplied but withheld on request)

This prompted ISM to ask two heads – one from England and one from Scotland – to reflect on what was said and provide a view on the current proposals for 2021 examinations in the two countries. (Wales: As ISM went to press the Education Minister Kirsty Williams said there will be no GCSE, AS Level or A-Level exams in 2021. Assessments will be done under teacher supervision, and will begin in the second half of the spring term; they will be externally set and marked but delivered within the classroom).

purely awarded on a single exam.

This new system is potentially more flexible in accommodating enforced classroom absence – very likely to be an accelerating factor. Additionally, increased flexibility in timetables can now be tailored to suit the individual school's commitments.

Of course, I am fully aware that Kilgraston's Upper Fifth – Year 11s – will, like so many, not have the opportunity to experience the 'defining moment' of external exams, potentially until their Highers in 2022.

Even now, I remember that palm-sweating instant when doors to the vast gym hall, masquerading as an exam centre, were opened, revealing a swathe of 'socially distanced' single desks awaiting my arrival.

But now, removed from the 'goal post' exam dates, we are in a position to offer additional prelims this month (November), for all intents and purposes, external assessments, offering the same pressure and gravitas as those of the SQAs and a further point of performance evidence. Study-leave will continue with revision sessions being offered both in school and remotely.

It remains to be seen how the ravages of the virus will affect learning patterns, perhaps resulting in a pared-down curriculum being offered, pupils being tested on less. But for years, debate has raged around continual assessment suiting many pupils; perhaps this is the moment to put the theory to the test?

I am aware of reports of some pupils feeling anxious about the pressure being placed on them of every piece of work counting. It has been a sudden sea-change for an entire generation. But, however brutal, it is a fact of life that we must be accountable for our actions. Long-term assessment could prove to be a more accurate reflection of ability.

Michael Morpurgo, an advocate of alternative learning, recently criticised long-held traditional exam patterns, espousing, "Are we educating our children or programming them?"

While I wouldn't have wished the sudden imposition of the 'new normal', I do wonder if it might not give us a legitimised platform on which to rethink a child's entire learning and assessment experience. Diversity does, after all, have many guises.

ENGLAND:

Jane Prescott, Head of Portsmouth High School



It has been reported that public examinations have been delayed by three weeks next

summer in order to make up for lost teaching time from the first national lockdown and for any that has or might happen this year. However, in reality the examination season has been extended by only a few days ending early July rather than at the end of June. Furthermore if your school sits international GCSE and A Levels these dates currently remain unchanged meaning the examination season will last two months. It seems wholly unfair that three months of missed time in the classroom is to be compensated by a short delay to the start of official examinations. This year's cohort has every right to be upset as arguably the class of 2020 had a much less interrupted two years of study as their examinations were cancelled towards the end of the course gaining more time in the classroom. There is disparity across the country between regions who have suffered a greater number of cases of Covid and tougher restrictions. Schools have stayed open but rates of infection in some areas have led to year groups being sent home for two weeks of isolation.

Scotland has already announced that their equivalent of the GCSE examination is to be replaced with school based assessments. As compulsory education lasts until aged eighteen it would be sensible to do the same for those sitting GCSE examinations. As long as teenagers are able to move onto the next stage in their training or study that is what should matter. A Levels are different as they are the measure by which students gain places at university and institutions of higher education. These should go ahead but in a reduced format allowing schools the freedom to select less content and for their examinees to sit fewer papers. This could be backed by a school assessment grade

along with special consideration given to schools or individuals who miss significant amounts of valuable teaching time. Schools and colleges have shown this year that they can provide valid assessments and with thorough planning and enough time this can be achieved in 2021 too. The proposal for an early sitting in the spring of an externally set "mock" does not compensate for lost learning time.

There is a worry about over-inflating grades and students gaining better results when predicted by teachers than if they sit unseen independently set papers. This could be combatted by a general acceptance that students will do better when not subjected to the anxiety and randomness of how they perform on one day. Institutions that submit widely differing grades should be asked to submit evidence for their assessment.

What is important is that those sitting examinations this year are assured of their future. At the moment there is so much uncertainty which is adding pressure to an already stressful situation. Students need to know how and when they will be assessed so that they may plan their study and prepare as best as they can in these unusual times. No longer can we say this situation is unprecedented as we have the experience of last year and we know that what is required is a less rushed, more planned approach. It is simply not fair to hang on to a system broken by this pandemic when there is an alternative which will produce fair results. What is proposed at the moment is unreasonable and unjust. It is little wonder that our class of 2021 feel aggrieved and angry that more is not being done now to alleviate some of their unrest and disquiet. This is our students' futures that are at stake and there is a duty of care to listen to their concerns and act now to salvage an equitable outcome for all.



Happy Birthday!

Bruton School for Girls, Somerset, celebrated its 120th Birthday last month (October) and pupils and staff enjoyed a delicious birthday cake to mark the occasion.

While times change, the core values of the school do not. The first Headmistress, Miss Edith Radford, described the Sunny Hill girl as '...able to turn her hand to anything' and this remains true 120 years later. Bruton School for Girls has always concentrated on educating girls who are fit for the future, whatever that may hold, and the school remains committed to this aim. Embracing new technology, new ideas and innovative approaches to ensure

girls receive an education for life, rather than just a set of exam grades.

The school has been at the forefront of online learning and has been recognised for the quality and innovation of its teaching during the recent lockdown as a Finalist in the Independent School Awards 2020.

Headmistress, Jane Evans, said: "We are proud of our heritage and while we celebrate our past, we look to the future and the next 100 years. We are in a superb position moving forward to educate the next generation of girls locally, nationally and internationally."

Pictured (left to right): Headmistress, Jane Evans; Nursery pupils, Margaux and Hugo; and Head Girl, Emily, with the BSG Birthday Cake to celebrate 120 years

Chatsworth Schools announces new acquisition

Chatsworth Schools has announced the acquisition of Tiny Toes Day Nurseries, three nurseries for 0- 5 year olds located in Oxfordshire.

Anita Gleave, Founder and CEO of Chatsworth Schools, said: "We are delighted to make this announcement and to welcome Tiny Toes to Chatsworth Schools. There are now twelve schools and nurseries in the Chatsworth family and we will continue to enable outstanding futures at each and every one of them".

Tim Ashlin, Partner at Synova Capital, said: "As a leading private equity investor, Synova is extremely pleased to have been part of the core team that

worked on these acquisitions with Chatsworth Schools. We have a strong track record of value creation and are committed to building partnerships and providing support throughout the life of our investments".

Chatsworth Schools are:

Highfield Preparatory School, Berkshire; Pattison College, West Midlands; Benedict House Preparatory School, Kent; Griffin House Preparatory School, Buckinghamshire; Crown House Preparatory School,; Buckinghamshire; Tiny Toes Day Nurseries, Oxfordshire; Duchess Nursery, London; Hall School, London; Swinbrook House Nursery School, London; The Village Prep School, London

Can independent schools access public resources to remotely educate state-funded pupils?



As the government rolls out measures to help schools comply with their obligation to provide remote learning for self-isolating pupils, there is confusion over whether independent schools can benefit from state support in respect of publicly-funded students.

A report by lawyer Laura Penny...

As the UK's independent schools welcomed students back for the 2020/2021 academic year, many head teachers were deeply concerned about how to maintain pupils' education amid soaring Covid-19 infection rates and repeated bouts of self-isolation.

The Department for Education (DfE), which is also worried about pupils falling behind, responded by imposing a legal duty on schools to "provide immediate access to remote education" where "a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home".

The new legal duty was published as a temporary Continuity Direction on 1 October 2020 in The Gazette (an official public record of legal notices), together with an explanatory note. The Direction came into force on 22 October 2020 and "will have effect until the end of the current school year, unless it is revoked by a further direction".

Paragraph 1 of the Direction specifies that it applies to fee-paying independent schools, but

only in respect of pupils whose places at those schools are wholly paid for out of public funds. The Direction does not apply to post-16 education.

To help schools uphold their duty and ensure the provision of high-quality education that aligns closely with that which would be provided in school, the government has provided links to a variety of funded resources that schools subject to the Direction can access to deliver remote learning.

While it is clear that the Direction applies to independent schools providing schooling to state-funded pupils, neither the Direction nor the explanatory note makes clear to what extent independent schools can access government-backed support in respect of these pupils.

The government documents also make no mention of restrictions on independent schools accessing the various resources available, which include government-issued laptops and funded support for setting up and getting trained on the Office 365 Education or G Suite for Education digital platform.

The Key for School Leaders organisation, which rolls out the digital education platforms for the government, stated on its website in June 2020 that independent schools are not eligible for funding for a digital education platform (which is one of the resources available for remote pupils) but "can still apply for support as long as they cover the costs themselves". Whether this remains the position now that the new Direction is in force is unclear.

This lack of clarity presents a number of questions.

Does it prevent independently schooled but state-funded pupils from accessing these useful resources at home, should they need them, if their school is unwilling to pay?

Does it infer that the funding/provision of such resources should come from the independent school, as opposed to relying on state funded provisions?

Or should independent schools, if barred from accessing the funded support, ignore the new Direction, on the basis it is not applicable to them, as they are unable to make

full use of the provisions available without a cost?

Most independent schools have been educating their pupils remotely since March 2020, irrespective of their status as state-funded or privately-funded. This includes access to remote educational resources both on and offline.

It is likely this will continue, in line with the new provisions – and be funded by the independent schools themselves. Whether any will seek to access the government-funded support, and whether this will be successful, remains to be seen as the Direction plays out across the next academic year.

It should be noted that any school that fails to comply with the terms of the new Direction could face an injunction in the High Court or County Court to compel it to act in accordance with the Direction.

However, the DfE said taking legal action would be a "last resort" and that the department "will take a proportionate and fair approach to assessing the adequacy of remote education provision".

*The author contacted The Key for School Leaders for clarification but did not receive a response.

Unexpected pandemic silver linings

The coronavirus pandemic has been particularly testing for schools but the response from the teaching profession has been widely admired. Remote learning has given parents a rare, perhaps needed, glimpse of the demands on teachers, while the successful delivery of online lessons has showcased an ability to adapt and learn. Amidst unprecedented challenges the pandemic has ushered in many changes; some of which might transform education for the better, suggests Andrew Copeman, Assistant Head of Year 11 and Teacher of English at Latymer Upper School, London.



It is in times of crisis that people pull together and the increased camaraderie among pupils and staff has been palpable. This shared sense of purpose has galvanised staff and given pupils renewed zeal. While remote learning was successful for many, nothing beats the experience of face-to-face classroom teaching. Time in exile reminded even the most cynical that at the heart of what we do lies the fostering of positive relationships. There seems to be a gentler, more understanding, even optimistic attitude within schools, with everyone looking out for each other. Even the Tiger parents seem tamed.

Debate about the efficacy of our public examinations has rumbled on for years. The impact of the pandemic and the time lost in schools has accelerated this conversation, leading to the very real possibility that change is afoot. The main criticism

derives from the idea that these examinations are no longer fit for purpose, particularly the GCSE, which came into being when most children left school at 16. When the person responsible for their introduction, Lord Baker, joined the clamour to scrap them, you sense Westminster is ready to listen. With the pressure of public examinations so often the source of friction and unhappiness, any move to find better alternatives should be welcomed. The pandemic may herald a less stressful system where pupils' abilities can be more accurately gauged with increased nuance and sensitivity.

The need for social distancing and bubbles has acted as the catalyst for schools to rethink the shape of the school day. Past discussions about shifting the timings of the day to better suit teenagers' sleep patterns have moved from the theoretical into the practical. Although too soon to form a

concrete opinion, the early signs are looking good: older teenagers, emboldened by an extra hour or two in bed, seem better focused in class and more engaged in form time. Staggered start and departure times afford pupils and staff opportunities to bypass rush hour, allowing for a less frenetic commute and reduced stress. Trust is also engendered with the recognition that productivity is not confined to school walls. When we return to normality some of these structural changes are bound to remain.

In a world full of colour and noise, children of a more introverted disposition can be drowned out by their more exuberant peers. Under lockdown a number of these children emerged from their shells and flourished. No longer needing to navigate awkward social interactions or rowdy classrooms, anxiety levels lowered and introverted pupils found

themselves able to work at home with more focus, drive and happiness. Schools are mostly good at tackling unruly behaviour and managing extroverts; now our focus has been sharply drawn to how we can better cater for the introvert.

More often than not children adapt better to change than adults. Sticking to tried and tested methods give teachers confidence; change can be unsettling. The pandemic has shifted teachers into the digital age. Navigating previously uncharted waters, teachers quickly grappled with teaching virtually, pre-recording videos and marking online, alongside hosting virtual parents' evenings and 'live' assemblies. With little time and enormous pressure to adjust to vastly different work patterns teachers learnt fast and delivered. Leopards can change their spots.

Olympic boxes finally reach the athletes!

Durlston Court Prep School, Hampshire, pupils were thrilled to receive a message from Olympic rower Beccy Muzerie thanking them for her care box which was one of many boxes that Durlston pupils created for Team GB.

Back in January the Durlston Art department were tasked with decorating boxes which would be filled with care items for Team GB as they headed for Tokyo. Due to COVID-19 the boxes didn't make it to Tokyo but they did make it to the athletes – Beccy tweeted “Thanks for the beautifully

decorated care package as we return to training. Designed by Oliver from @DurlstonCourt and filled by @eis2win #tokyo2020ne”.

The children had designed their own boxes with good luck messages and in very different styles making full use of the Durlston Art Studio – using various techniques and media including paint, paper collage, inks, marker pens, oil pastels. Each design was unique.

It was especially fitting that the message came from an Olympic

rower as Durlston have recently set up their own rowing team

and hold a weekly indoor rowing club!



Teaching Engineering from the age of 7 years

Edge Grove School, Hertfordshire, has opened a new, state of the art engineering facility in a bid to broaden its STEAM offering and to enhance the overall educational experience in engineering for its prep-aged pupils. The fully repurposed classroom space has been transformed into an innovative technology workshop allowing budding young engineers from the age of seven to design, build and evaluate products in a way that many top senior schools do today.

Mr Damien Rodwell-Davies, Head of Tech and Engineering, (pictured), said, "Younger children aren't bound by preconceived ideas of the 'right and wrong way' so they tend to

experiment with much greater freedom and expression than older children, who can become influenced and constrained by fear of failure amongst their peers. We are keen to inspire an interest in engineering from a very young age. Personal interests are also often nurtured during the early years of life and so exposure to a wide range of experiences allows children to explore a multitude of career paths, many of which they may not have considered."

The well-equipped facility includes brand new purpose-laid flooring with a full rewire, a range of new workbenches and a full tool refit. Some of the tools purchased include a pillar drill, band saws, fret saws and a range

of high-end materials and hand tools. £1,000 has been allocated from the school's Annual Fund run by the Development Office for materials and tools.

Mr Rodwell-Davies added: "Our engineering technology workshop offers pupils a totally new experience and the ability to study a subject that the school was previously unable to offer. The opportunities for design and product development will be invaluable in broadening pupil knowledge and exposure to the principles of mechanical engineering."

Miss Lisa McDonald, Head at Edge Grove School agreed: "It's crucial that we provide opportunities across the school to cultivate and nurture creativity, curiosity and risk-taking. Our new facility inspires our pupils to broaden their creative thinking and visual skills by making connections between STEAM subjects. This is a great opportunity to enrich



the overall learning experience for our children early on in their educational journey."

With the workshop now open to pupils, many have been enthused and excited by the new equipment and the projects they will be working on this term, which include; a noughts and crosses style game that the children will design before producing the final piece in wood. Year 5 also used SketchUp during lockdown to design a tangram and will use the new facilities to put this into production. Year 6 are researching and designing a passive speaker docking system and will be using the workshop to produce these, evaluate their finished products and offer possible improvements to the design.

Sustainable development action



Holme Grange School, Berkshire, hosted the 13th Beyond COP21

Symposium with over 100 pupils attending onsite and 4 local schools (Ewendons, St Crispin's, Waverley and St. Teresa's) attending via 'Zoom'.

Beyond COP21 Symposium contributes a key ingredient to future success as a result of the historic Paris talks: the education and mobilisation of the youth and school communities. It links the Climate Crisis to the crucial role of, and action on, the UN's Sustainable

Development Goals through a platform which supports whole school engagement, community outreach and corporate responsibility.

Guests included Matt Larsen-Daw, Education Manager WWF-UK; Tara Golshan, Director of Education at Jane Goodall's Roots & Shoots; and Ricardo Carioni, Deputy Ambassador of Nicaragua to the UK, Ireland and Iceland (pictured) who said: "What a brilliant symposium. I'm truly grateful for the opportunity to be part of it and engage with such wonderful young students. It really gives me hope seeing their interest and knowledge in sustainability and climate action."



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Union merger

Voice: The Union for Education Professionals has joined forces with Community Union in a new development for both unions. Voice has transferred to Community to become its education and early years section, following a ballot of Voice members earlier this year which saw 78.5% of votes cast in favour of the transfer.

Roy Rickhuss, General Secretary of Community, said: "Voice has long been an organisation whose values align closely with our own. As a member led union which believes in a modern approach to trade unionism, Voice is the perfect fit. We know that members

who work in the education and childcare sector will value the Community approach and the stronger collective voice as well as the additional benefits they will now have access to. We have been impressed by the work Voice do to support individual members and will ensure that members receive the same high level of service throughout the transition and beyond."

Assistant General Secretary (Voice Section of Community) Deborah Lawson added: "We are delighted to be joining Community, with a clear mandate for change from our membership in the ballot result. The transfer offers the best of both worlds for our members. Both unions are modern and forward-thinking. As a section of Community, Voice will retain its name, its identity, policies, and its dedicated specialist staff. It will continue to set

its own distinct and unique agenda and priorities for education and early education and childcare. However, as part of a much larger union – with representation on Community's National Executive Committee – members will be part of a larger campaigning union, and that will strengthen and increase their influence on issues that are important to them. Transferring to Community is the best way to strengthen Voice's influence, its service to members, and provide a modern trade union approach in an increasingly challenging world. As Voice celebrates its 50th anniversary, it is time for another key milestone in our journey that began in 1970 when the Professional Association of Teachers (PAT) sought alternative methods to resolve disputes.

Gender Action

King Edward VI School, Hampshire, has been recognised as an Official Gender Action Supporter.

Gender Action is an award programme which promotes and supports a whole-school approach to challenging stereotypes. Founded by King's College London, The Institute of Physics (IOP), University College of Modern Languages (UCML) and The Institute of Education (UCL), the initiative exists to help every school environment to offer choices & opportunities freely; not edited through a gender filter.

King Edward's works to ensure a gender balance, such as:

- Acknowledging we all have different skills and abilities
- Not making assumptions about who people are and what they are interested in
- Being aware that all books, sports and colours are for everyone
- Actively thinking about the words we use when talking to others
- Speaking up and challenging things we think are unfair

King Edward's is dedicated to ridding the school of any gender stereotypes and increasing its support of GenderAction.

Helping Pandemic-Proof Admissions Testing

We are Password

Password are providers of world-leading online English language and Maths assessments designed with international learners in mind.

"Password Pupil testing is our 'new normal'. It has transformed our international admissions processes making them speedier and simpler despite the problems thrown up by Covid-19. We would never go back."

Maura Power, International Registrar, Culford School

We are Partners

Password tests are used by over 250 universities, colleges and schools in the UK and overseas.

"We'd recently started working with Password to test our international applicants, so when lockdown began and the need for online entrance tests more generally became apparent, we had no doubt they could provide us with reliable and trustworthy tests across all year groups. Their support desk can't be praised enough."

Laura Trainer, Admissions Manager, Ipswich School

We are Global

Designed by experts and controlled by our partner schools' own staff, Password's user-friendly tests have been taken by students in more than 120 countries.

"When the pandemic hit, swiftly shifting to 'at home' online testing of our prospective international pupils was easy: we were safe in the knowledge that Password's huge databank of test questions meant our assessments remained reliable and secure, despite agent offices being closed."

Vera Ixer, Director of External Relations, Clayesmore School

We are Growing

Uptake by universities and independent schools in the UK and overseas continues, even as we all face very new challenges.

To find out how our school partners are using Password Pupil tests to COVID-proof their admissions processes, book an online demonstration with our Head of School Partnerships: helen.wood@englishlanguagetesting.co.uk

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

The lessons that we must learn from virtual school

It is probably accurate to say that the closing of schools in Scotland led to the most rapid digital upskilling of staff and pupils across the independent education sector. St Columba's School, Kilmacolm, moved the entire school curriculum online, writes Antonia Berry, Depute Rector...



Pupils and staff logged on for period 1 at 8.50am from Monday 23rd March and from this point on we did not look back.

What teaching staff achieved during this time was nothing short of extraordinary. Teachers' faces were projected into kitchens and dining rooms across Renfrewshire and Inverclyde. Pupils were able to engage in group discussions and work collaboratively with staff and peers from the comfort of their own home. Assemblies were often pupil led and broadcast every Monday morning. The School orchestra came together online to produce a very moving performance of 'Somewhere Over the Rainbow' in support of the NHS and even Prizegiving became a digital affair and a fitting celebration of what our School community had achieved.

Inevitably, some pupils struggled with this new way of learning, but others did not just cope,

they excelled. Some pupils with specific learning needs, such as dyscalculia or dyslexia, benefitted from being able to work at their own pace, revisiting recorded lessons and PowerPoints after the 'school day' was finished. Some pupils who would sit silently in the physical classroom, found security in learning from behind a screen, and contributed readily in online forums and discussions. Remote learning gave students greater autonomy to work at their own pace, in their own way; they could choose to have their camera on or off, to contribute orally or via text, they could listen passively or engage actively and as such many pupils thrived.

Please do not misunderstand me - there is no substitute for face-to-face teaching and learning and it is imperative we do all we can to keep schools open. Pupils and teachers respond to visual cues and body language and make instant adjustments to delivery as a result, feedback

can be far more immediate for pupils and important connections and relationships are easier to forge and maintain. Returning to school this August, "recovery" was a key priority. There are some pupils who will require additional support to plug gaps in their learning and to rebuild academic confidence that may have been lost during lockdown. However, there will be some pupils who will mourn the loss of remote learning, and we must be equally vigilant of their needs.

There is a great deal to learn from this period of 'virtual school'. Undoubtedly, we must continue to develop the use of digital tools at our disposal: we must allow a greater range of ways in which work can be accessed; we must not simply pay lip service to the idea that we all learn differently but acknowledge it in our curriculum planning. What the classroom teacher must seek to do is to tailor the educational experience for every member

of their class. They should not insist that each pupil is involved in whole class Q&A but engineer ways for the introverted pupil to engage and work collaboratively. We must continue to encourage a greater level of independence and loosen the parameters of learning tasks without diluting academic rigour and intellectual challenge. Ultimately, we must acknowledge that the definitive goal is to create autonomous learners and that this period of time allowed us to make a considerable stride towards that goal.

We cannot go back to the model of teaching and learning of 2019. Instead we must look to the future based on an understanding that now more than ever we are living in a digital world and we have a responsibility as teachers to ensure that we are equipping pupils with the skills they need, not simply to participate in that world, but to shape it.

Students 'adopt a grandparent'

Year 7 students at Westholme School, Lancashire, 'adopted a grandparent' for National Grandparent Day last month (October) by delivering pamper hampers and hand written cards to the residents at Springfield

Care Home on Preston New Road, to show they care.

Due to the COVID-19 restrictions the residents at the care home have been on lockdown and unable to have visits from friends or relatives over the last few months.

Head of Year 7, Louise Cowan, said: "We realise it has been a tough six months and with the home still on lockdown, we wanted to show that we care. Our Infant children have loved performing small carol concerts for the residents in the past and we wanted to show that all the young people and staff here at Westholme School are thinking about them and our wider community during these difficult times. Over recent months we have tried to support the community as many ways as possible - providing meals to disadvantaged young people, drinks for paramedics, and PPE for frontline workers - so when

this idea was suggested we jumped at the chance. We only wish we could be there on the day to see their faces."

Lynn Weller, Manager of Springfield Care Home, thanked the school for their thoughtful gesture. She said: "It's lovely for the residents to be able to see how much they are being thought about by the wider community with gestures such as these hampers. They have found it difficult not being able to have the usual visits from their family and friends, but the gifts and handwritten notes from these students do make a big difference in lifting spirits".





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Pupils supporting each other to bridge learning gap

Students deliver virtual maths mentoring



The West London Partnership (WLP) was set up during the course of the last academic year, led initially by St Paul's and St Paul's Girls' schools, along with Latymer Upper, with the aim to create a genuine partnership built on sustainable, collaborative projects, social inclusivity and diversity, and the sharing of resources and expertise, in order to address educational needs and to enrich learning for everyone.

As well as enhancing and avoiding duplication of existing partnership work between independent and state schools in the local area, there is a focus on staff CPD, student (social) entrepreneurship and peer support, such as sixth form students mentoring younger pupils across the partnership in key subjects. The WLP was due to launch formally, with various student

St Paul's led two pilot virtual mentoring programmes within the WLP over the summer, one using Google Classroom and Meets (for live, small group video mentoring led by Year 12 and Year 13 students) and another using a unique app, 'EasyA', developed by two ed-tech entrepreneurs, who are former St Paul's School students.

Feedback on both programmes was very positive and, consequently, the programmes have been scaled up during the Autumn Term. The app-based mentoring has the most scope for expansion, given the low technology requirements, flexibility and minimal staff time required once the programme has been established.

How it works:

1. Mentors (Year 12 or Year 13 students, who are currently studying Maths A-level and obtained at least an 8 in GCSE Maths) are provided with detailed mentoring and safeguarding training, developed by EasyA in partnership with St Paul's School.
2. State schools within the partnership advertise to parents of

selected students in Years 7 – 11, who then give permission and allow their children to access the app from home.

3. Mentees ask all questions in the mobile app during homework hours (currently 5.30 – 6.30pm each evening), via chat (see steps below) - the format teenagers find most comfortable. By not having to interact with anyone face-to-face, mentees can focus on learning without feeling self-conscious or shy. Without classmates around, mentees are also more likely to ask questions.

4. All sessions are recorded. Monitoring takes place using sophisticated AI (that checks, amongst other things, for inappropriate language/images) with oversight in real time from staff.

Mentees connect with mentors in 3 simple steps:

- i) Take a picture of the question.
- ii) Get matched with a mentor.
- iii) Start learning by solving the problem step-by-step with their mentor!

and staff physical events, this term. Restrictions surrounding the pandemic have meant that the launch has instead been driven online, creating some exciting opportunities, especially in the virtual mentoring space (see 2).

The financial costs of setting up such a partnership are relatively low (the main costs being staff time and facilities/benefits in kind). A nominal membership fee to cover administration and some external professional input (e.g. for CPD and entrepreneurship) is required, along with a clear memorandum of understanding signed by all heads; this helps ensure buy-in from all schools in the partnership.

Director of Partnerships at St Paul's School, Stuart Block (pictured above) explains more about the Virtual Maths Mentoring initiative...



A short demo video can be viewed via this link: <https://youtu.be/pbKbWPKIIUY>

Over 100 individual sessions took place during October and the programme has continued to run during half term, with mentors from both St Paul's and St Paul's Girls' schools and mentees from Christ's School, Richmond; Fulham Boys School; and Hammersmith Academy.

There are plans to scale this up significantly after half term, with mentors from all schools within the partnership and mentees from all state schools within the WLP, as well as from other maintained schools with which St Paul's partners.

EasyA and St Paul's are planning to open the platform to other independent/state partnerships around the country in January once the Autumn Term programme has been evaluated and refined.

Costs:

Tech costs for the pilots have been provided free of charge by EasyA as part of their mission, with staff time and resources provided by St Paul's and St Paul's Girls' schools. A franchise fee may be applicable for schools interested in using the platform in 2021 to cover the technical and administrative costs.



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Socially distanced community work

Key Stage 3 students from Felixstowe International College have had to adapt the way in which they approach their timetabled sessions on Community Work this term, reports Acting Co-Principal Katherine Murphy.



When our usual avenues of sending students into workplaces with the public, such as charity shops and churches, were inaccessible due to Covid-19 restrictions, we sought a different type of project which would benefit members of the local community.

Having previously established links in 2019 with our regional branch of Home for Good, we contacted them to offer our remote services. Home for Good is a national charity which facilitates peer support for families who are caring for vulnerable children through fostering, adoption, special guardianship and kinship care.

Home for Good: Suffolk is led by County Coordinator Melissa Naish, who was also re-thinking practical ideas to continue to support

families in socially distanced ways. They needed a replacement for their next regular family networking event, in which they usually invite families to meet together for social activities in the school holidays.

She told us that, "It is extremely important to support vulnerable people during Covid-19 so that they don't become isolated. We needed to find a solution to allow families to be doing something together, yet apart in order to follow the local rule of six. We couldn't meet as a large group of thirty families anymore so go bowling or play laser tag, so we thought of ideas which would be active, outdoors, fun for all ages and could be completed by families at different times. I experimented with the idea of a trail over the summer and am really pleased that Felixstowe International College students have been able to take this on."

Together with Melissa, we launched a project for our students to create a navigation trail in a local park using the popular location app, what3words. Amelia, Year 8, and Grace, Year 9, devised a route through a park in Ipswich, central to one of three Suffolk catchments of Home for Good. They located key points of interest along a course to take families from a car park, through a playground, along pathways, past a duck pond and to finish at a locally significant statue. The clues written by our students, including what3words references, were sent via Home for Good to the families they support to provide an activity for them to complete together, yet separately, on any day during the October half-term holiday. From this, they could use a closed social media group to share the experience through comments and photos.

Amelia reported, "I enjoyed the project because we knew it would be giving others a fun time outside. Using what3words for the key locations was a clever idea and I'd just seen an advert about it on TV. It was also great that we weren't given a plan for the trail when we first entered the park, so we were in charge of how it turned out."

Grace agreed: "It was a fun and enjoyable experience. It was quite nice to know that you were helping people in different circumstances to you. We're looking forward to the feedback we'll receive from Home for Good families to find out what they thought of our clues!"

In this time of restrictions, we are encouraged that our students can still find successes in community work and we look forward to further projects to suit the current guidance of social distance. ”

Increasing co-ed provision

From September 2021, boys will be accepted into Remove (Year 7) at Moreton Hall, Shropshire. The following year, the boys progress into Lower Four (Year 8), before leaving Moreton and heading to their senior school of choice. The Senior School will remain all-girls in Upper Four and above.

Moreton Hall says this change offers the best of all worlds – the all-girls provision is retained in the more senior years, and younger boys do not have to prematurely leave a school where they are settled and happy.

All of the successful and distinctive features of Remove and Lower Four life at Moreton Hall's Senior School can

continue exactly as before. The Boarding House remains at the centre of academic and pastoral life for day and boarding pupils and the personal tutoring system continues. Lessons can take place in their usual subject-specific venues around the school and all pupils, boys and girls, can access the full range of Senior School co-curricular activities.

Over in Cheshire, the trustees of St Ambrose Preparatory School have announced the school will become co-educational from 2021 welcoming boys and girls aged three to 11.

Headmaster, Frank Driscoll, who has revealed the news to parents of the Catholic school, said: "We're delighted to offer

families of both girls and boys an opportunity to be part of our wonderful, caring community. By extending our rich and diverse education we will be able to provide a family-based school which can serve daughters and sons together."

The only independent Catholic prep school for boys in the country outside of London, Mr Driscoll added: "This is an exciting moment in the school's 70 year history and one that has been carefully considered over several years.

"We continue to be committed to providing our pupils with a secure, stimulating environment in which they can flourish and believe that becoming co-educational will enable boys and

girls to work together, respect each other, form friendships and better prepare them for the future.

"We strongly believe that with men and women working and socialising together, we need to equip the next generation of young people with the skills to thrive and develop in our diverse society. Being part of a co-educational community can promote respect and understanding and enable the pupils to express themselves in a mixed environment."

The school will initially admit girls from three to nine-years-old from January, with those aged 10 and 11 able to join the school from September 2021.



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Schools to launch in Sultanate of Oman

Cheltenham College, Gloucestershire, and Downe House School, Berkshire, have each announced plans for schools in Muscat...

Downe House have announced they are working in partnership with the Oman Ministry of Defence Pension Fund to open Downe House Muscat, the first girls-only, day school in the Middle East founded by a British girls' school.

Construction is well underway on Downe House Muscat which will provide both Omani and international families with a premium, world class, all-round education tailored just for girls on an impressive purpose-built campus.

Downe House Muscat will offer the Cambridge International Curriculum (CIC) which prepares girls for IGCSE and A Levels, blended with the Oman Ministry of Education's curriculum for the teaching of Arabic, Islamic Studies and Social Studies. All teaching staff will have UK-recognised teaching qualifications and will teach their specialist subject in an extended day which will give more time for girls to get involved in a wide range of co-curricular activities to discover their individual interests and talents beyond the classroom, helping to build character, teamworking skills and self-confidence and so much more.

Downe House Headmistress, Mrs Emma McKendrick commented,

"It is a very special moment for us to be opening a school in the beautiful city of Muscat and to be delivering an education which offers excellence and significant opportunity for the girls in Oman. We have built a strong and diverse global community which we feel is incredibly important as it helps our girls to value and be prepared for the rich and varied world that lies beyond Downe House and of course, Oman will be a very special part of that. We hope to build particularly strong links to enable both our staff and our pupils in Muscat to benefit from all that a Downe House education offers. We place a great emphasis on a global outlook for all our girls and I firmly believe that this development will be of huge benefit for the whole Downe House community. My thanks to the Governors, the staff here and in our partner organisations for all they have done to get the project to the stage it is at now – it won't be long before we welcome the first cohort of girls to Downe House Muscat which is incredibly exciting for us all."

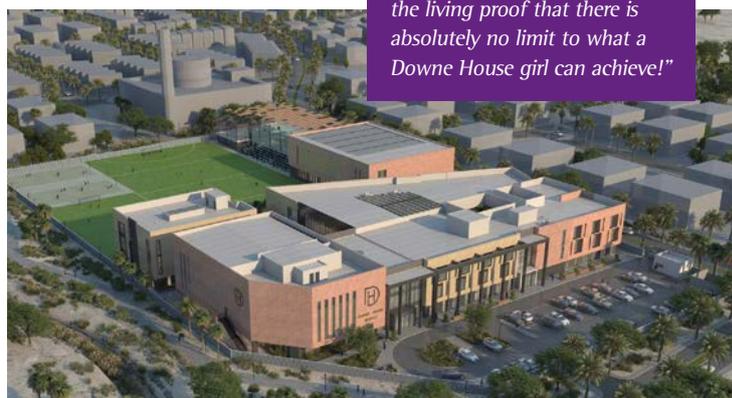
Downe House is working with award-winning architects and many of the design features reflect elements of the Downe House UK

campus, with a distinct reference to our impressive Murray Centre on the UK site. The Muscat campus will consist of four interconnected buildings providing state-of-the-art teaching facilities: a Performing Arts Centre with a stunning theatre as its centrepiece, a STEM Centre, an Art and Design Centre and a Sports Academy.

To ensure the success of integrating every aspect of the Downe House UK ethos into Downe House Muscat, the Deputy Headmistress, Mrs Michelle Scott has been appointed as the new school's Founding Headmistress. Mrs Scott has been a key member of the Downe House community for twenty-three years and is well placed to develop the connections and align the two sister schools.



Mrs Scott said, "I am a passionate believer in the very best education for girls, and feel honoured to be leading the first girls-only school run by a British girls' school in the Middle East, and the first Downe House international sister school. Having spent time talking to Omani families, I appreciate and understand their desire to provide their daughters with the very best education available within a bespoke setting. Excellence in teaching and learning, tailored to the way we know that girls learn best, is the foundation of a Downe House education and our aim is to take each girl on a personal educational journey that challenges her and inspires her at every stage – our global alumnae community is the living proof that there is absolutely no limit to what a Downe House girl can achieve!"



Cheltenham College will be the first British co-educational independent school to open a school in the country.

Cheltenham Muscat will cater for boys and girls and will welcome its first pupils into the school in 2021/22. The school has been purpose built on a 45,000sqm site

within Muscat and will deliver an all round education based on the experience and values of over 175 years of education at Cheltenham College. This, combined with outstanding facilities and inspiring teachers, will provide Cheltenham Muscat with all of the elements required to support young people to fulfil their potential.

Pupils and staff at both schools will benefit from shared learning opportunities, visits, knowledge and best practice. Success in the world of tomorrow will depend greatly on the ability of everyone to collaborate and communicate as part of a truly global community. Pupils and staff at both schools will be well-placed to develop these skills as they interact with each other.

Crispin Dawson, currently Senior Deputy Head at Cheltenham College, will be the Founding Head of Cheltenham Muscat.

Cheltenham Muscat will be locally owned by an independent company led by the Ministry of Defence Pension Fund.

Nicola Huggett, College Head said: "We are delighted to today be announcing the opening of

Cheltenham Muscat. This new school, combined with our existing network of thousands of Old Cheltonians across the globe, will bring huge opportunities and benefits to all of our pupils and staff."



Mr Dawson said: "Cheltenham Muscat will be a leading light of the growing education sector in Oman. I am excited to be a part of this. I look forward to meeting all the children and parents who are seeking a very special education as part of the College community and hope to build a vibrant and exciting school where everyone can, and will, flourish. It is a fantastic opportunity for us all."



Gresham's – First World War Living History

With current DfE advice against domestic (UK) overnight and overseas educational visits, organising a school trip is challenging. For many schools the annual trip to the battlefields, which provides so many wonderful experiences, simply hasn't been able to go ahead. There are however, alternatives. With over 20 years' experience of running First World War Living History sessions, when we were approached by Gresham's School keen to find just such an alternative, we knew exactly what to suggest.



Last week, Anglia's Dickie Knight was delighted to have the chance to deliver two fantastic Living History presentations in the wonderful setting of the school's Chapel. Taking with him a wide range of uniform, kit and equipment, Corporal Knight, as he was known for the day, set about bringing the Western Front alive for Gresham's young historians.

"The presentation I gave covered all aspects of trench life, from what a soldier ate, how he kept clean in a muddy trench, to latrines and trench foot". In the past Dickie would have asked for 'willing volunteers' to assist him. This normally involves dressing a few eager students in the uniform and equipment of the British Tommy. However present circumstances meant he had to come up with another approach. "As I cannot have the assistance of my eager volunteers, I brought along a full mannequin, dressed head to toe as a Tommy and another three half mannequins

each in a different uniform. This meant I was able to give a full presentation without missing any of the interactive sections".

The use of Gas and the development of the gas masks is another subject Dickie would normally cover with a volunteer. However using the extensive range of equipment he has available Dickie was able to show the evolution of gas equipment from "a sock which the soldiers dipped into urine, to the state of the art Small Box Respirator."

For Dickie it was great to have the chance to work with the school. "I put a lot of questions to them throughout the 1 1/2 hour presentation and the students were keen to reply – there were so many arms up in the air. After the presentation it was lovely that so many came up and said thank you. It was really encouraging to talk with the group who hung around afterwards to ask more questions – another chance to feed their inquisitive minds".



The great news was, it wasn't only Dickie who enjoyed the experience. Simon Kinder, Head of History at Gresham's, said "Dickie was brilliant and the event was a huge hit with the kids. They were shown the uniform, weaponry and equipment of British and German soldiers and also explored hygiene, health and the evolution of gas masks and grenades. Highlights included watching First World War rifles in action and getting up close to so much of the technology and equipment. The pupils loved the interactive demonstrations, the amount of authentic kit and the energetic and expert storytelling. Highly recommended".

If you would like more information on the range of themes we can cover in our Living History presentations or would like to book a session at your school please email info@angliatours.co.uk or call us on 01376 574130.

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A small core team hosted this year's virtual Autumn Conference streamed from Stratford upon Avon. It included the new General Secretary Dr Simon Hyde, the new Director of Education Kate Howell, and the Chief Operating Officer Amy Kendrick.

The team operated in bubbles of six and wore masks in all the shared spaces apart from the podium where they introduced remote speakers live, took part in discussions and dealt with any matters arising.

'Head teachers can help the nation to heal'

In a speech on the opening day of the Conference Mrs Sally-Anne Huang, who has recently taken over as the first female High Master of St Paul's School, outlined how some of the world's most respected schools can help the education system and the country recover from the pandemic.

She highlighted the crucial role of independent schools in being a "life raft" for the arts and the 82% of HMC schools who are engaged in music partnerships with state schools, plus the crucial role of the arts in promoting wellbeing.

"In HMC schools, we have long been the guardians of music and drama...We are not trying to keep the arts for ourselves – we are trying to keep that precious flame burning so that it is there for others, now and in the future," Mrs Huang said.

She announced a new national music partnership between HMC and the Music Teachers' Association.

Mrs Huang emphasised that strong institutions such as independent schools will be needed more than ever as the country emerges from the pandemic, saying: "The country needs to recover from multiple wounds. Not only do we need to restore ourselves medically, but in terms of inclusion, education and economics.

"The UK needs its most successful institutions, institutions like ours, more than ever before, to help it heal..."

She praised fellow heads in both the independent and state sectors for steering education through choppy waters and said that far from being "society's villains", independent school leaders increasingly work well with state school colleagues because "teachers naturally help other teachers when finding solutions for their pupils."

She said: "Rather than being the ivory tower we can sometimes be perceived to be, we are instead an essential life raft for liberal education, civilized debate about the future, respect for expertise and for the development of sport and of the arts"

Mrs Huang also expressed her concern about the generation gap, and said she is tired of young people constantly being labelled as snowflakes as they are "remarkable and powerful".

"In this country, I cannot think of a group of young people out of war time, of whom more has been asked or from whom more has been taken than those in our nation's schools in 2020. Anyone who, like me, was with 18- year-olds in March when they suddenly learnt that not just

their chance to prove themselves in exams, but also all those joyous rites of passage at the end of their school days had been taken from them – anyone who saw them pick themselves up, move on, adapt, they would not call them snowflakes. Then they had the traumatic mess that was A level results – and now they are being charged £9,000 a year for a university experience which will be remote at best, with the threat of being locked down in halls of residence when they have not had time to make friends or adjust to being away from home. It's too much.

"We need to heal these wounds for them – continue improving access to our schools, deliver a curriculum that suits their needs, and continue to question what's going on in our exam system and in our universities. I know that HMC schools are already pulling in this direction – I know that I am pushing at an open door.

The Conference featured the most diverse list of speakers in the event's history, including Sonia Watson, CEO of the Stephen Lawrence Trust, comedian Phil Wang and rugby referee Nigel Owens.

Reflections from Chris Wheeler, Principal of Monkton Combe School, Bath...



This was the conference with a plan B (and C and D too!), with a conference team who needed to consider every eventuality and navigate the constantly shifting sands of Covid.

The new HMC Chair Sally-Anne Huang is nothing if not determined, however, and after review of everything from bubbled heads (a concept surely worth developing further) to a fully virtual offering, it was with some trepidation that I arrived at an eerily quiet hotel in Stratford-upon-Avon.

Heading into the lobby there was, of course, none of the usual bustle of conference and a visored up Sue Bishop, HMC's Director of External Affairs, gave me a quick briefing about the main conference room having been set up like a recording studio to try and give those Heads attending virtually the best possible experience.

On entering the studio, the need for quiet was apparent and whispered conversations that got lost behind visors filled me with trepidation

of what was to come. But then Sally-Anne took to the stage and the energy of this 'girl from Bolton', now High Master of St Paul's, was palpable as she urged us to be a 'life raft for liberal education'. There would be no half measures this year.

Tuesday began with a punchy and empowering panel led by HMC's Academic Policy Sub Committee. Initially reviewing the assessment debacle from this summer's public exams, the conversation rapidly grew into a wider discussion about what assessment should really look like and how we might lead on it.

It was great to see increasingly strong partnership between HMC schools and ACSL with their General Secretary Geoff Barton adding great insight about the national conversation of the forgotten third, the unintended victims of the system as it stands.

These are the conversations that should be happening at HMC and although engagement was clunkier than a roving mic might have been, a plethora of insightful questions made clear that this is an issue HMC Heads are passionate about



Fiona Boulton, Guildford High School, HMC Vice Chair; Dr Simon Hyde, HMC General Secretary; Sally-Anne Huang, St Paul's School, HMC Chair; Amy Kendrick, HMC Chief Operating Officer; Brendan Wignall, Ellesmere College, Treasurer

and ready to innovate to be part of a better way forward. Whatever individual views about the current system, there was no doubt that all Heads seek a solution which would, 'underpin the lifelong growth of knowledge and skills' rather than let 'standardisation, accountability, and assessment' become our masters.

Up next, I was hugely honoured to be able to meet and introduce Sonia Watson, CEO of the Stephen Laurence Trust, to a very full virtual room. In the wake of the death of George Floyd, issues of inclusion and race have of course been at the front of many Heads' minds.

I observed before she spoke that I hoped the electricity which Sonia generates would translate to the small screen and feedback from Heads since would suggest it did; she was electrifying. At one point when the sound went down an outpouring of requests to get it fixed in the meeting's chat room made clear, in the words of one Head, that members prioritise this debate as 'SUCH an important topic'. Thankfully with our excellent sound engineer on the case, the interruption was brief as we were reminded that whilst, 'talent is everywhere, opportunity is not'.

Whilst recognising that inclusion is a work that may never be completed,

Ms Watson gave some hope, albeit incremental. Stephen Laurence, she observed, had a chance of less than 1% in achieving his dream to become an architect. Whilst Stephen was not able to realise that ambition, a pupil from a similar background today would have a 6% chance. It was very clear that there is no quick fix but the determination of Heads was equally clear and the questions came thick and fast in what little time we had left to better understand the challenges from such an expert speaker.

As always, every session was worthy of a write up, but these two were perhaps the ones that struck me most. It was impressive how many sessions ended with observations in the room and via various Heads' WhatsApp Groups commenting, 'that was extraordinary'. Certainly in the room, there was a strange power to the oddly intimate context which I hope translated for those delegates online. Despite the conference room having only a handful of people in it, there was a huge sense of support for those speakers able to join us and the applause that welcomed and thanked each brave volunteer who stepped up to help us think, reflect and react was as warm as any I have heard and was, I suspect, echoed across the offices of Heads across the country.

Although this year's conference was not able to provide the same collegiality as other years, in the best spirit of Covid navigation it provided different things. I have spoken to many Heads across the country who still managed to arrange their own mini conference dinners from drinks at the Lansdowne to Steak restaurants in Bath. Above the huge achievement that was this year's conference, those individual moments of connection are perhaps the thing I think was most impressive - and most important. We are a conference - it is in our name. And nothing gets in the way of that.

As Sally-Anne said at the start, 'if you haven't run a school during a global pandemic, you can't know what it's like to run a school during a global pandemic'. There can be no more important time to show one another we care, to share stories and to encourage one another.

For my own part, I highly recommend dancing with your school if at all possible. I returned from the conference so energised and inspired that I decided to lead Monkton in the Jerusalem dance challenge: what more could we ask of a conference in any year, let alone 2020? Maybe next year we'll manage to get members dancing too...

Cadets' success



Kirkham Grammar School Upper Sixth student, Reuben Bond, has been awarded the Lord-Lieutenants' Cadet for this year and will accompany the Lord-Lieutenant of Lancashire to all of his formal events.

Fellow Upper Sixth student, Charlotte Cross, was awarded the Lord-Lieutenants' Certificate of Meritorious Service for Cadets.



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Catch-up talk banned as school allows returning pupils to focus without pressure



David Preston, headteacher of Arnold Lodge School, in Warwickshire, says chasing 'academic intervention' would have been the wrong approach for the first half-term back after lockdown, instead he set out to ensure children were happy, safe and secure.

Having hit the half-way point of this term, we can look back on a successful start to the school year at ALS.

Back in the summer, when we planned our September return, we focused on helping children return to being happy and confident in school and banned any talk of 'catch up'.

For us, that sort of pressure on children would simply have missed

the mark. Instead, children have been able to focus on being their best without undue pressure.

The outcome of this approach? The past half-term has seen happy, engaged children making significant academic progress.

Our thinking stemmed from the fact that when children reflected on lockdown, they did not consider their 'academic losses'.

When I spoke to children when they returned in June, their sense of what they had missed most was so much broader than their studies; it was the loss of their relationships they remembered most keenly. Cancelled football matches. Missing gymnastics. Birthday parties in isolation. Sunday afternoons with Granddad.

Children consistently had more access to 'academic learning' than they had opportunities for during the pandemic and so, when planning for our September return, it was clear that if we allowed our curriculum to narrow or if we went chasing 'academic recovery', we risked ignoring the aspects of the child that really needed long-term intervention.

Rather than a short-term approach, we sought to help children be better learners in the long-term and to help children find their sense of self again, to re-establish friendships and to ensure that they felt safe to resume learning.

Had we focused immediately on 'academic intervention' we would have run the risk of dismissing the impact of the pandemic on our children's readiness and ability to learn effectively.

Instead of talking about academic catch-up with children, we focused on providing a new sense of routine and to return children to as close to normal as possible.

It was a priority for us to find a way to have socially distanced assemblies, remote house

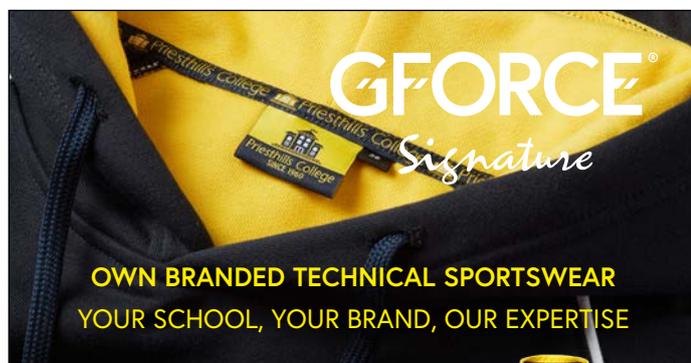
competitions and to keep sharing a sense of community for our pupils. We put emphasis on time in mentor groups and keeping our school values and culture as something children could rely on.

We replaced our usual swimming classes with yoga for children from Reception through to the Senior School and this provided time for children to focus on their wellbeing. We kept as much extra-curricular going as we could safely (socially distanced dance classes, engineering club, extra art sessions, outdoor drama, fencing, karate, golf, to name a few) to help children reignite their wider interests.

All of this took place without putting the stress of 'academic catch up' on the children. Of course, we made adjustments to our curriculum and teaching to reflect what the children need but that's for us, the adults in school, to take responsibility over.

Over the rest of the school year, we'll continue to adapt our teaching and planning to make sure the children are covering the content and the skills they need to be successful but we will do this without putting any worry on to the children.

As far as our pupils are concerned, they just need to come to school ready to be their best, to live up to the school values (to work hard, to be honest and to be kind) and to keep rebuilding their relationships. From there, we'll take care of the rest.



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David Preston, headteacher at Arnold Lodge School which was founded in 1864 by Alfred Kirk, a former Assistant Master at Leamington College; he named the school in honour of Dr Thomas Arnold, the distinguished English educator, historian and Headmaster of Rugby School from 1828 to 1842.



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Decade of growth in self-planted hedge

Eleven years ago, the world was a very different place! This fact was clearly illustrated to pupils at Kilgraston School, Perthshire, when they witnessed the rapid development of a hedge planted by previous pupils in 2009.

"We wanted to show the current crop of pupils how quickly nature grew if you give it a chance," said Dana Cooper, Junior Years teacher and head of the Eco Committee, "We thought it would be demonstrated particularly well if we showed our eleven-year-olds

what nature can do in the same period."

A photograph, taken at the time of planting, by previous pupils in 2009, clearly highlighted the contrast during the intervening years. Miss Cooper continued: "Our pupils are particularly interested in natural habitats for indigenous wildlife, which we have an abundance of here at school, but they are also keen to create artificial habitats and, additionally, are currently building a 'bug hotel' out of palettes and recycled materials."

The hedge, consisting of hawthorn, common lime, hazel and the guelder rose stretches along the boundary of the campus between the School's

swimming pool and agricultural land. It reaches four and a half metres in places and stretches for nearly 80 metres.



The hedge, the children, and Mrs Airlie Mason, classroom assistant in Kilgraston's Junior Years

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Profile

In conversation with Gus Lock

Born: 1976

Married? Yes, to Ali and we have three children

Schools and University Attended:

The Haberdashers' Aske's Boys' School, Oxford University (Exeter College)

First job: Cashier at a service station on the M25

First management job: Head of History, Merchant Taylors' School, Northwood

First job in education: Teacher of History, The Manchester Grammar School

Appointed to current job: 2018

Favourite piece of music: Cross the Heartland by Pat Metheny

Favourite food: Steak with chimichurri

Favourite drink: Pinot Noir

Favourite holiday destination: The French Alps or the Lake District

Favourite leisure pastime: Hill walking

Favourite TV or radio programme/series: The West Wing

Suggested epitaph:
[I have used a line of poetry] – As you set out for Ithaca, hope your road is a long one, full of adventure, full of discovery.

Q As a teenager you attended the school you now lead. Much must have changed at Habs Boys in the 24 years since you took your A-levels and departed for Oxford, but what struck you most forcefully as having remained constant?

A *My school days feel like a lifetime away, but actually, much more has remained constant than has changed at Habs. The intellectual curiosity, the palpable sense of joy and fun in learning, the commitment to educational breadth and the genuine, human concern for each pupil which I saw in my own teachers, inspired me to join the profession. All of those aspects are still central to life at Habs today and are completely obvious day to day throughout the school.*

Q You graduated in Ancient and Modern History, and went on to teach the subject. How will the historians of the future look back on the way UK schools dealt with the current Coronavirus crisis in general, and with last summer's examinations in particular? Will their overall verdict be positive or negative?

A *I rather suspect future historians will have their hands full focusing on governmental responses, so schools may not get much air time! However, my strong sense is that schools have responded impressively. We've all had to learn a great deal and, for institutions that rely heavily on routines and cycles, we have become more adaptable and innovative as a result. Schools and school leaders have been tested and although we may not have got everything right, we have remained resilient and positive, and the sector overall has acquitted itself very well. My greatest concerns centre on the perceptions of a widening gap between maintained and independent school provision, which will not benefit anyone in the longer term.*

Q Tell us a little about Robert Aske, whose endowment to the Haberdashers' Company has funded your school since 1690. Does his legacy influence your thinking today?

A *Robert Aske was a prominent Haberdasher in 17th Century London. He lived through turbulent times: the Great Plague, the Great Fire of London and the Glorious Revolution. Dying childless, he left his fortune to establish almshouses and a school for the*

sons of 20 poor freemen. His spirit of generosity sits at the heart of the School today, just as his portrait hangs on the wall of my office (he has kept his eyes on the Heads at Habs for centuries). The School has always been a place that takes his mission seriously and it really resonates with the pupils and staff too. This academic year, we are devoting close to £2 million in means-tested bursaries, about 10% of senior pupils, and we aim to do much more to provide opportunities to pupils who would not otherwise be able to enjoy this education. Our partnership programme with local schools grows every year and charity work, giving and volunteering are very much part of the fabric of the lives of all pupils here.

Q Habs Girls School shares the same 100-acre campus as Habs Boys. Doubtless you strive to offer the benefits of single-sex education with elements of co-education. How does this work out in practice?

A *This is very exciting. Despite been co-located since 1974, the Schools have historically been rather distant from each other, but this is changing rapidly. We are currently developing plans to ensure that every Sixth Form pupil takes at least one A Level in a co-educational set and are building up a more in-depth collaborative enrichment programme, which will help to prepare young men and women for university, the workplace and life in general. There is already a lot of co-curricular collaboration and more planned in the future, around music, drama and sport and much else besides. It is an excellent model, giving young men and women the best of both worlds.*

Q Your regular morning assemblies are non-denominational, but faith-based assemblies are also held weekly for the various religious groups represented amongst staff and pupils. Given that tolerance and understanding of others is an essential part of life in a multi-cultural society, is there any cross-fertilisation between those latter assemblies or their content?

A *Diversity is hugely important to us, and both pupils and staff respect, understand and celebrate other faiths and cultures through regular and direct experience. Every Thursday morning, we run Christian, Jewish, Hindu, Muslim, Sikh, Buddhist, Jain and Humanist assemblies, many of them student-led, and pupils*

Gus Lock has been head of The Haberdashers' Aske's Boys' School, Hertfordshire, since 2018. He was previously head of Warwick School.



are encouraged to attend the whole range over their time here. This is just a typical part of life here. In fact, many students are a bit surprised when they arrive at university and find that the rest of the country is not as diverse as North London!

Q *Walking, skiing, cycling, mountain trekking, diving – you clearly enjoy the outdoor life. You are also a competent saxophone player. Such wide-ranging interests, combined with your family life and the job, must mean you are always busy. Do you ever just sit and think, or even just sit and do nothing?*

A *Probably not as often as I should do. I did take up mindfulness a few years ago, but I am not very good at practising! When not being a Head, family life is busy and fun, but I do grab some opportunities to reflect, often when engaged in mindfulness activities (the rowing machine is quite good for this) or during the holidays.*

Q *Team sports have been an important part of your life, especially Lacrosse, Rugby, and Cricket. These are activities in which people need to work together. In your experience do management teams work best with autocratic leaders or as co-operatives?*

A *The best management teams must be co-operative – I believe this very strongly. We have to work to find the balance between empowering individuals to take ownership for their particular responsibility and that sense of communal, collective enterprise and mutual support. There will always be moments that require autocracy, but working with other people, listening to and learning from other perspectives and building something together, are some of the very best things about the job.*

Q *'Serve to Lead' is a mantra of yours – the idea that it is necessary to learn how to serve before attempting to lead. What led you to this opinion, and how does it dovetail with the school's motto – 'Serve and Obey'?*

A *I was probably rather brainwashed by our motto 'Serve and Obey' whilst a pupil at the School and I have always been impressed by historical figures who led by quiet example and put the needs of others ahead of themselves. Ultimately, all school staff serve the pupils and I would hope that all pupils aspire to serve the School in return. The alternative, in which everyone is just serving themselves, is simply dysfunctional.*

Q *It took you less than 15 years from qualifying as a teacher to your first headship at an HMC school. In a time when it is often suggested that senior staff hesitate to take on the responsibilities of headship, who or what inspired you to reach for the top of your chosen profession? And to what do you attribute your success?*

A *I love teaching History and still love being in the classroom every week, but I think I have always wanted to be a Head. It is a great privilege to lead and serve a brilliant school community and I regard myself as being very lucky. I love the variety, the challenge and the pressure, the opportunity to drive improvements over a longer term and to work with wonderful people who care deeply. I don't think I can claim to have been successful as yet, as there are so many things that I haven't done and there is a big gap between getting a job and doing it well! But I do work hard, set high standards and care passionately; I have been blessed with many wise mentors throughout my career and have a wonderfully supportive wife and family. And, being honest, I have been in the right place at the right time more often than I care to admit!*



'Musical engagement in young people is an important path to emotional literacy'

What's your favourite song?

...asks former Director of Music at Berkshire's Bradfield College, Antony Copus Head of Education at Out of the Ark Music.

Close your eyes for a moment and think about your favourite piece of music – that one song that really does it for you. Perhaps it's an Adele hit, or a bit of Coldplay, a Justin Bieber track or a snatch of Mozart. Whatever your answer, I'm willing to bet that you didn't struggle to come up with something. Odds are that you have a ton of music you like listening to, and your favourite will change depending on your mood. What might be a perfect accompaniment for a romantic night in is likely not to cut it if you're heading for a roof-down blast to the beach on a hot summer's day... So perfectly does music capture the essence of a time, place, experience or feeling that our emotional lives can be catalogued by the music we love.

We live in a world where much of education is defined by the need for explicit definition and description. In part fuelled and facilitated by our well-developed assessment methods, we constantly measure how much children know and have understood. This process in turn informs the teaching methodology we choose to adopt, and the result is an environment where children are encouraged to articulate, communicate and label. This is important for measuring knowledge of national capitals, or the chemical symbol for magnesium – but there is a world of self-knowledge and emotional literacy that is much more difficult to quantify.

Music is one of those rare activities through which we can learn how it feels to feel. No need for words, no requirement to define or explain; it's ok if words elude us, it's alright if we don't have quite the vocabulary to describe – it's enough just to know. That's not to say, of course, that there isn't an important place for trying to communicate feelings, but we need to be in touch with what we are feeling before we can attempt to tell somebody else about it. And

of course, music also provides us with a powerful way to share and express our emotions wordlessly.

A visiting educational psychologist once described music to a colleague of mine as a safe haven – suggesting that if a child's mind is normally so busy 'staying safe', engaging in music would soothe them reducing anxiety and stress. It is this contact with our inner voice that makes engagement with music, and in particular singing, so powerful in helping children to regulate their emotional response and better manage their behaviour. And we all know that only when children feel emotionally safe in their environment will they feel confident enough to learn.

In my own time as a Director of Music, I was acutely aware of the importance of my department in helping many children make the transition from their prep schools to the sometimes challenging environment of a senior boarding school. The chapel choir really was, for many, that safe haven: a setting where they could establish relationships with children beyond their year groups and live in the moment away from academic or social pressure – literally a place where they could find their own voice in harmony with their peers. When children sing songs and make music together, they often leave behind all other thoughts and become 'lost in the moment'. This presence allows them to connect freely with their emotions. Music is a mindful activity.

Musical engagement in young people is an important path to emotional literacy. Emotionally literate children grow up able to communicate more effectively and form better relationships, and are also more self-aware and better prepared to deal with the challenges that life inevitably throws up, whether they be facing exams, starting their own families, or dealing with a viral pandemic.

Engagement with music in the young is good for society as a whole!

A couple of years ago, I set up the 'Singing School' project in which Out of the Ark Music collaborated with Professor Susan Hallam, to investigate the effect that music could have on schools, children and staff when fully integrated into everyday school life. You can read about this project at www.outoftheark.co.uk, but highlights included a 10% increase in confidence, self-esteem and getting on with others, an 11.3% increase in performance in maths and a 10% increase in phonics, listening and reading skills. The biggest challenge the project faced was providing staff with songs that were appropriate for their curriculum (or extra-curricular) area. The key lay in universal access to our entire catalogue, ensuring that everyone, from a PE teacher to a dinner lady to a Head, could find age-appropriate songs they found genuinely useful. Unsurprisingly, our results were most striking in schools where music was not just confined to music lessons.

There are well-documented relationships between music and brain development in areas as diverse as social wellbeing and spatial reasoning, but perhaps the truth behind the success of the Singing School project lay simply in the power of singing to help establish a positive classroom environment where children can flourish emotionally. Or as Paul Quinton (then Head at Caroline Haslett school in Milton Keynes) said: 'children sing, they are happy; when they're happy they learn better; when they learn better, they make better progress. It's a win-win all round.' Perhaps he has a point?!



Music publisher Out of the Ark Music has announced the release of its full catalogue of songbooks, to support the recovery curriculum and encourage singing and music in the classroom, post lockdown.

'Universal Access' makes available Out of the Ark's extensive song catalogue to all schools by offering a year's access to £2,500 worth of content – including more than 900 classroom-friendly songs, 300 complimentary activities, 150 music activities, 30 assembly plans, 19 signing videos, and nine choreographed videos – for just £100 (plus VAT).

Head of Education at Out of the Ark Music, Antony Copus, said, "Schools are facing a massive challenge this year – and supporting children's mental health is crucial to post-lockdown recovery. We've seen the positive effects music and singing has on children's confidence, mental health and engagement, so we're offering universal access to our materials to help schools boost their pupils' wellbeing at this critical time."

'Universal Access' enables teachers to use music as a tool to establish routines, rebuild confidence and rekindle a love of learning, with resources and activities that can be used whether they are singing in school or not. The catalogue is being made available through their digital player, 'Words on Screen™'.

To find out more about Universal Access, visit: www.outoftheark.co.uk

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Beethoven-athon raises funds for charity

Musicians at King's Ely celebrated the great German composer Ludwig van Beethoven's 250th birthday in style – and raised funds for charity while doing so.

Dozens of students from Year 2 through to Year 13 took part in the King's Ely Beethoven-athon – an action-packed day of non-stop musical performances of Beethoven to celebrate his milestone anniversary. Several members of staff also participated, resulting in more than fifty Beethoven pieces being performed. The event was organised by Director of Music at King's Ely, Neil Porter-Thaw, and his team.

Performances were held at King's Ely Acremont, King's Ely Junior and in the Gibson Recital Hall at King's Ely Senior. Three students, Christian-Peter Hiemstra, Samuel Trueman and Eleanor MacGillivray performed complete piano sonatas and King's Ely Senior string students performed movements from all ten of Beethoven's violin sonatas.

Other highlights included James Schoenberg's incredible version of the last movement of the 'Moonlight Sonata' played on the electric guitar, and the Year 13 Music A Level class' rendition of 'A Fifth of Beethoven' from 'Saturday Night Fever'. The youngest student who took part was Year 2 pupil,



Asher Randall, who played 'Ode to Joy' on the piano. This was live streamed to all classrooms at King's Ely Acremont, which is the pre-prep at King's Ely, enabling all children and staff to enjoy his performance.

Thanks to generous donations, the event has so far raised more than £500 for Tearfund, a Christian aid charity dedicated to helping the poorest in society, working in over fifty countries across the globe. To donate, visit: www.justgiving.com/fundraising/KingsElyBeethovenathon

King's Ely's celebration of Beethoven is not stopping there. The Orchestra are currently preparing movements of his 5th, 7th and 9th symphonies which they will perform in Ely Cathedral just before his birthday in December. King's Ely's Jazz Band are also working on 'A Fifth of Beethoven', famously arranged by Walter Murphy.

Music listening initiative to promote well-being

Ballard School, Hampshire, is encouraging pupils to 'Drop Everything And Listen' in a new whole-school initiative to boost well-being.

The school, which educates children from the age of 2 to 16, is giving pupils a chance to take time out from their usual schedules to listen to music, selected from a wide-range of genres.

The Drop Everything And Listen (DEAL) programme follows the successful Drop Everything And Read (DEAR) programme at Ballard, which encourages pupils to stop what they're doing and spend time with a book.

Once a week during tutor time, a chosen piece of music is being shared with each class across the school. To mark the start of Black History Month, week one of the initiative saw pupils listening to Nina Simone's, 'I wish I knew how it would feel to be free.'

Pupils were given information about the genesis of the song and the artist's background as a piano prodigy and civil rights activist in order to spark class discussion before and after listening to the track.

Victoria Gray, Director of Music and Performing Arts at Ballard School, said: "The benefits of listening to music for mental health are widely documented and we hope that encouraging our pupils to stop and really listen to a piece of music during the school day will contribute to their well-being. We are all so used to being busy and

multi-tasking, and music especially is often consigned to being the backdrop to another activity. 'Drop Everything And Listen' is the perfect antidote to that, for pupils and teachers alike, providing a little oasis of calm, focussed attention, inspiration and joy."

Headmaster, Andrew McCleave, said: "At Ballard, we have seen for ourselves the wide-ranging and tangible benefits of music and musical education for our children; from the contribution it makes to academic success, to the development of self-confidence, to building vital skills such as teamwork, commitment and discipline. Not to mention the joy of music and the sheer fun of sharing it with others. This new initiative from our music department is another way for our school to enjoy the considerable benefits of music. The idea is that pupils switch off and listen to a range of musical genres, providing a real boost for their well-being, and bringing fresh energy and inspiration into the classroom as only music can."

Ballard School has a long-standing commitment to musical education and encourages all pupils to participate in music lessons and to learn to play an instrument. Children have lessons with specialist music staff from Reception upwards. The popular Instrumental Starter Scheme sees pupils in years 3 to 5 paired up with an instrument, a free term of individual one-to-one lessons and the loan of the instrument.

Cathedral choristers at St Peter's School

The sound of music has returned to St Peter's School, York, this autumn following several months of making music from home. Among the young people taking part are the York Minster Choristers, who are now educated at St Peter's following the closure of The Minster School. They have resumed their rehearsals and sing Evensong at York Minster every day except Monday, and services throughout the day on Sunday.

Almost 200 St. Peter's children continued to practice their music skills during lockdown, with over 1,900 music lessons delivered virtually over the summer term. Singalongs were hosted on Zoom

for younger pupils and the school hosted 20 virtual concerts involving over 160 performers aged 5-18.

Since returning to school, pupils of all ages have enjoyed reconnecting with friends and teachers through music.

Mr Jeremy Walker, Head Master of St Peter's School, said: "Music gives a heartbeat to life at St Peter's and I am so proud of all our pupils and their teachers. Playing and listening to music is an elemental part of being fully human and the skills developed go beyond the musical to those needed for life such as creativity, problem-solving, leadership and collaboration."

Electric Violin lockdown project

Sophie Reid, a gifted musician and future engineer, tasked herself with the challenge of designing and building an electric violin during Lockdown as her entry for a school competition. Sophie is a student in her final year at St George's for Girls in Edinburgh.

Each year at St George's, senior pupils are invited to enter a piece of independent work to be assessed for a prestigious Sixth Form Research Award.

Sophie explained why she chose an electric violin as her entry: "I am interested in engineering and earlier this year I learned to use the software package Fusion 360 to create computer designs for a 'Water-Powered Flood Barrier' in response to the global issues caused by flooding each year. A friend and I worked on the project and entered the design into the Big Bang Fair competition where we were named runner-up in the final for our entry.

"This experience taught me how to use computer-aided design (CAD) to create 3D concepts on screen. I wanted to experiment further to see if I could take my design

ideas to the next level and create a physical object. I thought it would be fun to make something that I was interested in, and as I am a keen musician and play the acoustic violin, I decided to have a go at creating an electric violin so I could find out what it was like to play."

Sophie spent six weeks working on her project during the summer, and to fulfil the entry requirement for the school award she had to document the whole process. She did this by videoing each stage of the procedure from her initial drawing of the designs at the start to tuning and playing the finished violin. She now has a 10-minute video of her whole journey. Click here for video <https://vimeo.com/463031889>

Once Sophie was happy with her drawings and had mastered the software to create them as 3D computer designs, she started the physical production phase. Sophie described this process:

"To custom cut the plank of wood for the violin body of my design, I used the machining function of Fusion 360, which allowed



me to programme a CNC milling machine so it could interpret my computer designs. I learned to do this by watching a lot of tutorials on Youtube and my Dad helped me to set up and work the milling machine so that it cut the exact design that I had programmed.

"The hardest part was getting the design dimensions 100% accurate. I worked through many designs and re-designs to improve angles and to fine-tune the exact shapes and sizes of the components. I needed to work out how elements

should fit together with complete accuracy and precision. There were many measurements in different units which needed to be converted. Problem-solving was a key part of this iterative process and I also needed to understand how working with wood was affected by each of the processes.

"The best bit was seeing the progression from my initial sketches to the final product. I had a physical instrument at the end that I could tune and play."



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Dream show

Pupils at Bruton School for Girls, Somerset, performed an abridged version of Shakespeare's 'A Midsummer Night's Dream' outside in the school grounds. Pupils from the Nursery right up to Sixth

Form took part in this creative masterpiece, which was filmed to enable parents and the wider school community to enjoy the performance from the comfort of their own home.



Commemorating fallen former pupils with 100 poppies

One hundred poppies have been planted in the gardens of The Glasgow Academy to mark the centenary of the school being set up as a War Memorial Trust.

Established in 1920 in honour of the 327 former pupils who gave their lives during the First World War, The Glasgow Academicals' War Memorial Trust remains the school's governing body to this day.

Poppies were sown ahead of Remembrance Sunday which was marked by the school with a virtual service on Wednesday 11 November. The laying of the wreath below the memorial, was broadcast through the school's digital channels to allow other pupils, parents, teachers and the school's wider community to join in the commemoration.

Matthew Pearce, Rector of The Glasgow Academy, said: "It has been 100 years since The War Memorial Trust was founded, but the memory of the fallen remains the foundation for our school's values-driven approach to learning.

"We lost more boys than any other independent school in the First World War and it is important that

we do all we can to ensure their sacrifice is never forgotten.

"The memory of our former pupils is kept alive in everything we do here. Our school crest represents the four loyalties of our school – loyalty to country, loyalty to city, loyalty to school and loyalty to the dead, 'by whose sacrifice we live.' Fundamental to upholding these values is educating and sharing our

past knowledge with our pupils so that we can continue to honour this significant part of our history.

"We are also proud participants in the Combined Cadet Force (CCF) programme which teaches leadership, personal responsibility and self-discipline. We have a voluntary contingent of over 200 pupils entirely reflective of our diverse community. This is a

rewarding experience that offers them an opportunity to hone the skills, qualities and values that best prepare young people for the exciting but unpredictable challenges of 21st century life.

As the 100 poppies are planted and eventually bloom, we hope that the community will stand with us to remember the bravery and sacrifice of The Glasgow Academy boys."



Photography by Chris James

Individual stories of service & sacrifice

Former Chief of the General Staff – the professional head of the British Army – General, The Lord Dannatt was the 'virtual' guest preacher at The Service of Remembrance at Framlingham College, Suffolk.

250 poppies were laid, The College Chapel bell rang 250 times and 250 red scarves were tied around trees to mark the 250 pupils fallen.

Richard Dannatt was a soldier for forty years. In 2011 he became an independent member of the House of Lords. He is a frequent commentator on defence and security issues in the media.

He was awarded the Military Cross (MC) granted in recognition of "an act or acts of exemplary gallantry during active operations against the enemy on land".

Framlingham College remembers the 250 pupils of the College that gave their lives as soldiers during the First and Second World Wars each year.

This year was the first that the event has been live streamed. Only a very small number of guests

were permitted due to the safety guidance from the Government. Guests included the Chair of Governors, Air Vice Marshal Bill Rimmer CB, OBE.

General, The Lord Richard Dannatt started his sermon by looking back to a day in 1982 at the end of the Falklands War when two British soldiers came under attack from the Argentinians. He depicted a bleak scene, where two soldiers didn't have a hope of succeeding against such superior fire power at that moment. Captain John Hamilton ordered his signaller to run whilst he gave him cover. Hamilton gave his life so that another, his signaller might live.

Lord Dannatt continued to bring the enormity of the sacrifice of the armed forces over the years back to personal and individual stories that resonated deeply. He said, "Give thoughts not to mass armies, but to individual soldiers each with their own hopes and dreams. Wars might be started by Governments but they are fought by individual people."

The entire service was filmed and broadcast live on YouTube for a huge audience of well over a thousand people all over the world.

An Old Framlinghamian now in a Care Home sent this email of thanks:

"I feel that I cannot turn off my computer without writing to you and asking you to convey my most grateful thanks to everyone who made it possible for me, at 84 years of age and now a permanent resident in a Care Home, to share with everyone at dear old

Framlingham College in that most moving and beautiful Service of Remembrance in the College Chapel that I remember so well."

A current pupil said, "I am sure that throughout my life I will go to a lot of remembrance services, but few will be as memorable. There was a huge sense of community within the chapel that morning, something that during these strange times we are not able to experience much, so to have the pleasure of experiencing it today made me feel incredibly lucky."



If you would like to watch General, The Lord Dannatt GCB, CBE, MC, DL speak, please go to www.youtube.com/watch?v=p4eBEuqvLTw

Masked education?

Lara Pechar, Head at St Margaret's School in Hertfordshire reflects on the latest government Covid guidance for schools - issued at short notice at the beginning of this month (November) - which suggested staff and older students should wear masks in corridors and communal areas



In the case of my school, the latest guidance from the Government around the compulsory wearing of face coverings has meant little change. Our Senior School pupils and staff have been wearing masks in corridors and communal areas since the new school year began in September. Pupils have also been able to choose whether or not to wear face masks in classrooms if they wish. As our general understanding of the impact of face coverings has improved, we have been encouraged to wear them more.

As a school we have also increased the use of masks this half term. This means we now ask that pupils wear masks in spaces where the whole year bubble might meet at

once and where they do not need to be actively talking, for example, during an assembly. In line with this, we have also requested that parents remain in their cars at drop off and pick up times and that if they have to exit their vehicle for any reason, they are asked to wear a mask to protect those around them.

This latest advice has reinforced the fact that we are in a fluid situation. Up until this point, we have always offered our pupils the freedom of choice to wear masks in the classroom if they wish to, but I do wonder if this will be the next logical step for government advice in the wearing of face coverings at school? This remains to be seen of course.

Like many other schools, we have considered the pros and cons of wearing masks during lessons, especially for older pupils. We do feel that the wearing of masks in class would impact involvement, concentration and that all-important sense of inclusion in a lesson.

Some schools are considering stocking disposable face masks in school, in our case that is unlikely to happen. In all honesty, different styles and types of face coverings are a fairly personal thing. There is also some benefit in people having different designs etc. Within reason it gives young people a chance to celebrate diversity, difference and to personalise their look.

Some children are of course exempt from mask wearing and it is important that we communicate this to our pupils. We have actively invited anyone who is concerned about wearing a mask or who cannot wear one, to talk openly with a member of staff to seek support if needed.

Would it have helped to have known about the recent guidance earlier? I think we have always expected safety to be ramped up as the weeks go on. This is simply another example of how schools are trying to keep their communities safe and if this year has taught us anything, it is that we always have to be three steps ahead of the game...

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Alpaca surprise boosts student wellbeing

Christ College Brecon welcomed a herd of furry friends as part of a wellbeing afternoon for young pupils.

Six alpacas from local business Alpaca My Boots visited the school ahead of half term last month (October) surprising twenty-three year 7 pupils during their personal and social education (PSE) lesson.

Extensive research has shown the value of bringing gentle animals into schools to work with children and the docile nature of alpacas make them exceptional therapy animals. During the wellbeing afternoon at Christ College Brecon, pupils were able to pet the friendly

alpacas and lead them around the school field.

Rhiannon Goodrich, Head of PSE at Christ College Brecon, said: "Every week students in years 7 and 8 have the opportunity to have an afternoon focused on promoting their wellbeing. As well as addressing issues that affect their lives and futures, the children have the opportunity to get outside the classroom to help them to stay active, connecting with others and the world around them.

"This term students have been able to explore the local area, setting themselves goals as they walk up hills and along rivers, and also to



unwind and practice mindfulness through yoga when the weather has been less clement.

"Developing well rounded, emotionally and physically healthy young people has never been more

important and being able to enjoy the natural world through meeting and learning about alpacas, courtesy of local family, the Bishops of 'Alpaca My Boots', has been a high point to finish this half term."

Advertorial Feature

Proximity contact tracing for schools

Schools need effective and affordable ways to be Covid-19 secure now that contact tracing and social distancing are an important part of keeping pupils and staff safe.

The UK Government advises keeping a record of students, employees and visitors to help contain virus outbreaks. If someone who had been at your school later tests Covid positive it will be necessary to collate contact details of those who may have been exposed to the virus. It can be extremely cumbersome manually collecting, maintaining and supplying contact details, especially using shared pens and notebooks or on-screen devices that involve contact and can therefore also pose health risks.

Now, an intelligent Wi-Fi & Bluetooth technology can help schools manage proximity more easily and to collect, assess and report contact details.

Proximity Contact Tracing from 360ict works by tracking the Bluetooth ID of a device to record movements and interactions. This can be in the form of a mobile device or token. The system

deploys AI-driven WIFI and Bluetooth Low Energy technology to communicate with the devices (or tokens) of students, educators, employees and visitors. It can then use its analytics technology to trace, map and alert:

- **Proximity Tracing:** If someone is found Covid-19 positive, students, staff and visitors need to know if they have been in contact with them, shared any equipment, and how long for? You will be able to report on contacts within 1 to 3 metres going back over days and weeks and months.
- **Journey Mapping:** in the event of a Covid-19 case being identified, organisations can review that person's journey around the premises or site so that any reconfiguring and extra cleaning can take place of any specific equipment and facilities.
- **Hot Zone Alerts:** real-time,



location-based alerts will tell you when you need to divert traffic away from congested areas. You can look at the trends over time and identify areas which need further safety measures.

- **Way Finding:** Visitors and guests new to your school can use the system to assist with

getting from a to b, reducing the need for maps and staff being placed to offer directions.

- **Geographical Marketing:** As you will know where your visitors are, they can be sent reminders to visit certain parts of the school – this will be of particular use during socially-distanced open days.

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Teacher writes his thirtieth book

A teacher at King's Ely has written a new book all about the subject he loves.

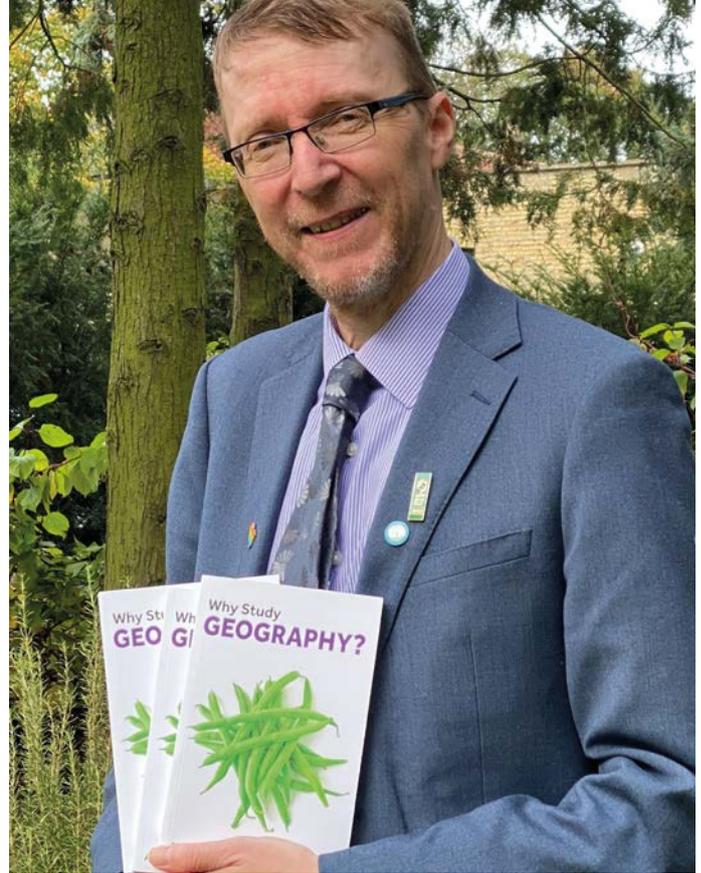
'Why Study Geography?' is the thirtieth book that Alan Parkinson, Head of Geography at King's Ely Junior, has written or co-written.

Alan said: "Considering studying Geography at University? Wondering whether a Geography degree will get you a good job, and what you might earn? Want to know what it's actually like to study Geography at A Level or even degree level? My new book will tell you what you need to know, and why Geography is such

an important subject, particularly at the moment."

Alan, who lives in Norfolk and who has been teaching at King's Ely for seven years, is Vice President of the Geographical Association and is scheduled to be President for 2021-22. Some of his other books include a series of children's activity books called Mission:Explore, written with the Geography Collective, and many Key Stage 3, GCSE and A Level Geography textbooks.

Alan's latest book was written during lockdown and the first draft took a couple of months to write,



Secondary Geography Quality Mark Award



Farlington School, Sussex, has been awarded the Secondary Geography Quality Mark (SGQM) by the Geographical Association in recognition of excellence in teaching and learning in Geography.

The Secondary Geography Quality Mark is an award which recognises and promotes quality and progress in geography leadership, curriculum development and learning and teaching in schools. It is recognised nationally and internationally, and is valid for three years.

Farlington is one of just 24 schools globally to be awarded the Secondary Geography Quality Mark in 2020. The process is a rigorous one, and schools are assessed on a number of challenging criteria, including quality

of geographical education; how this education shapes behaviour, attitudes and values; how it supports students' personal development; and how geography education is led and managed within the school. The department is required to provide evidence to demonstrate excellence across all these areas.

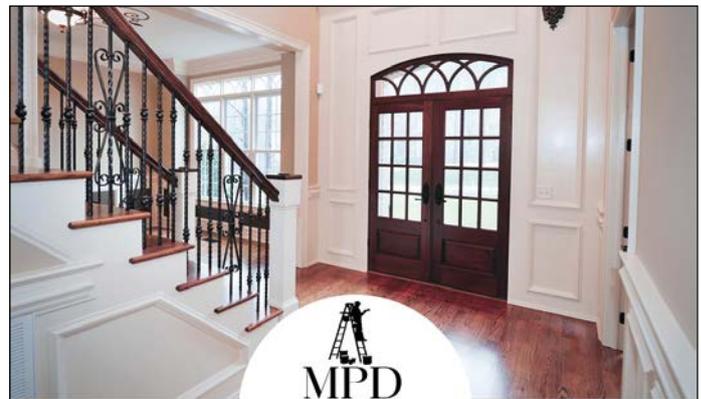
Nicky Edgar, Head of Geography at Farlington School, said: 'I am absolutely thrilled to have successfully led the Geography Department through the Secondary Geography Quality Mark. To be awarded the prestigious mark of quality for excellence in geographical teaching and learning, is testament to the dedication and enthusiasm of the Geography Department at Farlington School over the past 18 months.'

before he worked with editors, proof-readers and early reviewers to ensure that the manuscript was accurate and as up to date as possible.

In 2019, Alan was also one of the first teachers in the UK to become a United Nations accredited

'Climate Change Teacher'.

'Why Study Geography?' is out now, priced at £12.49 and is available to buy at most well-known book shops, as well as online. The book is also available for Kindle and eBook readers.



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Putting human development at the heart of education

"COVID has given new impetus to explore things that we have had an instinct about but which have come to the foreground," argues Peter Hyman, Co-director of Big Education. He was speaking at a virtual event held last month (October) called 'COVID as a catalyst' hosted by Ivy House London.

Director of Teaching & Learning at Eton College, Berkshire, Jonnie Noakes reports...

This event brought together a dynamic and eclectic mix of speakers from education and business to discuss how we can put 'human development at the heart of education'. They discussed how we can refocus education to develop human potential as a top priority, at a time when we seem caught in a narrow paradigm that sees education as passing on (in Arnold's famous phrase) "the best which has been thought and said" and the testing of that knowledge.

A June 2020 Edge Foundation report on 'The Impact of COVID-19 on Education' found that, "The most striking thing that parents and teachers agree upon is that they want this pandemic to lead to a much broader and more rounded education, which helps children to develop a range of skills and positive values, and is grounded in real world examples and practical opportunities."

Foremost among the concerns coming to the foreground is pupils' wellbeing. Mental health problems among children and young people are on the rise. The figures in the UK are grim. Rates of depression and anxiety among children and young people have doubled in 30 years. In 2017, the most rigorous study of its kind found that 12.8% of 5 to 19-year-olds and 16.9% of 17 to 19-year-olds in England have at least one mental disorder. A follow-up report by the same group in 2020 shows that during COVID these trends have only become more acute. How can we teach pupils to protect their own happiness and wellbeing, both at school and after they have left?

Much excellent work is done in schools and by charities, some of which provide schools-based mental health services. Successful strategies include offering counselling, tackling stigma, creating a culture

of openness and training teachers to recognise the signs of anxiety and depression early. Schools can teach young people how to use social media healthily, how to recognise signs of depression in themselves, and how to take a proactive approach to maintaining their physical and mental wellbeing.

This work is supported by an increasing body of research literature on indicators of wellbeing. Besides exercise and sleep, the main indicators are motivation, meaningful work and flow; competence, autonomy and personal responsibility; optimism; gratitude and empathy; social connectedness; growth mindset and resilience. All of these are teachable.

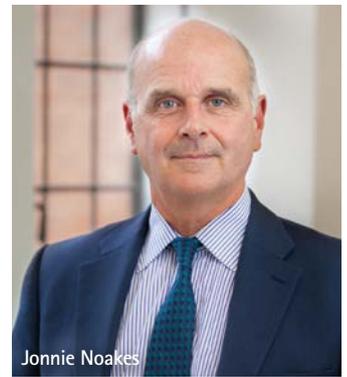
We need to ensure that children and young people develop the character strengths that will enable them to thrive no matter what is happening around them. Rachel Johnson, CEO of PiXL, argues that the character dispositions of leadership, organisation, resilience, initiative, communication and kindness need to be explicitly taught, as well as caught from a school's ethos and from adult modelling. Schools in the independent sector already specialise at teaching character. In the state sector, where pupil performance is used as a high-stakes accountability measure, it is inevitable that schools will prioritise those parts of the curriculum that are tested, often at the expense of others that are not. As Ofsted's chief inspector, Amanda Spielman, has noted, "Where (an) accountability measure becomes the sole driver of a school, college or nursery's work, their real purpose – to help young people learn and grow – is lost."

The world of work is changing exponentially. The attitudes and abilities that schools teach, such as being achievement driven, competitive and compliant, are

a poor match for the attitudes that are increasingly valued in the workplace, "where human skills such as empathy, curiosity, creativity and lateral thinking will be the capabilities that cannot be replaced by machines" according to Helen Cook, Chief HR Officer at NatWest Group.

The knowledge and self-knowledge required to thrive cannot easily be taught through the normal curriculum: they must also be taught through the co-curriculum, explicitly and implicitly, cognitively and experientially, through collaboration between peers, between schools, and between the school and the wider community.

Elke Edwards, Founder of pioneering leadership and life skills development company, Ivy House has spent the last 20 years working with 40% of FTSE 100 CEOs. She is now bringing her knowledge into schools through The Ivy House Award, arguing that a lack of life skills is "a massive gap in both formal and corporate educations. The impact of this deficiency is being seen at an individual, organisational and a societal level. Organisations in every sector are struggling to identify leaders with the credibility and capability to do the job in front of them; while schools and universities are struggling to equip students with the necessary skills to create



Jonnie Noakes

If you're passionate about making human development a priority at your school, Ivy House London – the trainer in leadership and life skills – has developed a suite of resources to support schools who wish to make human development a priority. This includes free webinars and podcasts, and skills programmes for students and teachers.

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lives that are right for them and look after their wellbeing."

The crucial life skills schools need to teach their pupils are knowing who you are, why you think and behave the way you do, and how to change that if you want to; what puts you in your element; how to build authentic trust-based relationships; and how to have effective conversations in any situation. Edwards describes the importance of "taking 100% ownership for your behaviour, your actions and the impact you have and, how to stay mentally, physically and spiritually well while you do it. These are the skills that enable us to lead our lives and form the foundation for how we lead others successfully. These are the skills that currently don't exist within our formal or corporate education systems and this needs to change."



Line-up of speakers at the Ivy House London event last month (October)

https://www.edge.co.uk/sites/default/files/documents/covid-19_report_final_-_web.pdf (accessed October 2020) p.25

Govt Statistical Service (2018). Mental Health of Children and Young People in England, 2017. NHS Digital. <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017> (accessed Oct 2020)

<https://www.gov.uk/government/statistics/mental-health-of-children-and-young-people-in-england-2020-follow-up-to-the-2017-survey> (accessed Oct 2020)



New Head of Stamford Junior School, Lincolnshire, from September 2021 is Mr Matthew

O'Reilly.

Matthew joins from St Mary's Junior School, Cambridge. He has risen through the ranks at St Mary's, having started his teaching career there, progressing through from Classroom Teacher to Assistant Head, and serving as Head since 2016.

Prior to starting his teaching career in the UK, Matthew worked as a teacher in Japan and was an interpreter for Siemens, Goldmans

Sachs and Deutsche Bank. He has also worked with and mentored underprivileged teenage boys in a previous role.

Matthew holds a degree in German and Politics from Newcastle University and achieved his Post Graduate Certificate of Education at Cambridge University. He currently sits on the Independent Association of Prep Schools (IAPS) Finance committee and is a Governor at St Mary's, Hampstead, in London. He takes an active role in his local church. Matthew is a keen runner and has completed two London Marathons for charity. He and his wife Jess have three daughters, who will also be joining Stamford Junior School in due course.

Broomwood Hall, London, has announced two new heads for its Lower School and Upper School to take over the reins from Carole Jenkinson when she retires at the end of the academic year (July 2021).



Miss Jo Townsend, currently Deputy Head (pastoral) at Broomwood Hall has been appointed

Head of Lower School, and Mrs Louisa McCafferty, currently Deputy Head (academic) at Broomwood Hall will take over as Head of Upper School.

Miss Townsend joined Broomwood from Kew College where she was Deputy Head and

Designated Safeguarding Lead for the nursery through to Year 6 and before that Head of KS2 at St Nicholas Prep School.



Mrs McCafferty arrived at Broomwood Hall as a class 1 assistant before heading off

to university to study classical civilisation and then a PGCE whereupon she returned in 2006 as a newly qualified teacher, remaining for four years. After a spell teaching overseas, Mrs McCafferty returned to Broomwood Hall in 2014 moving up the ranks from Head of History and Drama to Assistant Head (Teaching and Learning) and then on to her current position.

Solihull School merged with Saint Martin's in September 2020 to create a 3 - 18 day school across two campuses.

Mr David EJJ Lloyd, joined Solihull in 2010 and is Headmaster of the 3 - 18 school.



Mark P Penney has now been appointed Head of the Preparatory School.

Mark who graduated from the University College Cork, Ireland with an Honours degree in Applied Psychology went on to complete his PGCE at Aberystwyth University, Wales before starting his career in education working in schools in rural, urban, inner city and international settings, across both the maintained and independent sectors.

Mark joined Solihull as a Form Tutor in 2003, before progressing to a subject leader role. He was quickly promoted to Director of Studies followed by the post of Deputy Head before being appointed Head of Solihull Junior School.

Married with two children, Mark's wife, Donna, is the Curriculum and Learning Support Coordinator at

the Prep School and their children attended Solihull from the beginning of the Junior School. Outside of work Mark enjoys reading, spending time with family and friends and travelling pretty much anywhere.



Mr Sean A Morgan has been appointed Head of the Senior School.

Sean, who graduated from Leeds Carnegie with an Honours degree in Sports Science and a PGCE, joined Solihull in 1990 as a PE and English teacher. In 1998, he was promoted to Director of Sport, during which time he led a number of long haul overseas sports tours and also coached international schoolboy teams. In 2005, he became Deputy Head and in 2010 he accepted the role of Senior Deputy Headmaster of the then 7 - 18 school.

Married with two children, Sean's wife, Rachel, is a Junior School Teacher at Solihull Preparatory School and their sons attended Solihull from the age of seven. Outside of work Sean enjoys cycling, travel, experiencing other cultures and continues to have a passion for sport in all its forms.

Heads Hunted

Among the upcoming head and principal appointments:

Albyn School	Aberdeen
Canbury School	Surrey
Derby Grammar School	Derbyshire
Hereford Cathedral School	Herefordshire
New Hall Preparatory School	Essex
St. Mary's Junior School	Cambridgeshire
St. Mary's School	Essex
Windermere School	Cumbria

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.

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Matthew Copping is the new head of Stockport Grammar Junior School. He previously led a number of schools in the maintained sector.

Mr Copping graduated from Anglia Ruskin University with a B.Ed, Primary Education with Maths and Art.

Developing a programme for students with High Intellectual Potential



Alice Lucas
headmistress@sthelens.london

We developed a programme for students with high intellectual potential for two key reasons. First, just as only a limited number of first-class athletes can be on the netball team, so too may a specialised educational programme be geared towards stretching and challenging the academic elites.

Second, we recognise that the pastoral needs of our able, gifted and talented (AGT) students are an essential element of their well-being and development, with exceptionally intelligent children often socially isolated. Gifted students differ significantly from others with their own social-emotional needs, including 'sensitivity, intensity, high expectations of themselves or others, a strong sense of justice, perfectionism, depression or underachievement...' (ACT 2014)

In turn, all those identified as AGT, just like students with individual needs, are to have individualised learning plans that detail their academic interests and pastoral context, which are made clear to all relevant staff and stakeholders.

A 'HIP' Programme

The controversies surrounding AGT led us away from using this term in our school. Instead, we decided on identifying our most able girls as students with 'high intellectual potential' (HIP). The term captured our beliefs that just as intellectual ability is to be celebrated, so too must it be seen as an aspiration for all our students; the notion of 'potential'

suggests fluidity and accessibility (Matthews and Jolly 2017: 448).

Girls selected for the programme are therefore made up of two groups of equal standing:

1. Scholars as identified by performance in our scholarship assessments at 11+, Year 9 and for Sixth Form
2. HIP girls as identified annually through a 'common-sense combination' (Stephen and Warwick 2015: 5) of:

- quantitative data, i.e. CEM score of 122 serving as the typical benchmark, which can vary depending on the year group
- qualitative data, i.e. teacher feedback requiring three subject nominations to qualify

The use of quantitative data helps mitigate protests of bias and sets a clear dividing line between HIPs and their peers (Johnsen 2004). This is buttressed by calling on subject teachers to nominate students based on performance in each discipline, honouring the principle that 'intelligence is not a unitary concept, but rather there are many kinds of intelligence' (Renzulli & Reiss cited in Heller et al. 2000: 369). With teachers' nominations confirmed by pastoral section heads and the Head of Academic Enrichment, a rigorous selection process is finalised by a committee led by the Headmistress to ensure strict impartiality and consistency.

To help create a unified understanding of the characteristics that would help identify a HIP girl, we turned to the literature and utilised the following two schemes:

Characteristics of student with high general intellectual ability

- Ability to retain unusual amount of information
- Great depth of comprehension
- Quick processing speed and learns new content easily
- Unusual diversity of interests
- High level of curiosity

- Advanced ability to synthesise thoughts and make connections across disciplines
- Flexible thought processes
- Creative and inventive
- Think critically
- Power of concentration
- Advanced level of vocabulary and verbal proficiency
- Advanced or unusual sense of humour

Source: Clark 2013

Whilst Clark's numerous characteristics helped all teachers gain a clear grasp of expectation across all subjects, Renzulli's 'three-ring conception of giftedness' highlighted the overlap and interaction between the key traits for high intellectual potential:

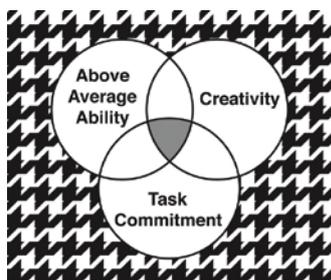


Figure 1: What makes giftedness?
Source: Renzulli (n.d.)

HIP Mentors and Supervisions

HIP girls are provided with teacher-mentors for specialist weekly supervisions. As teachers develop a close mentoring relationship with each of their mentees, the girls also spend more time with like-minded, able girls pursuing their academic interests in a safe and stimulating environment. As Stephen and Warwick (2015: 3) argue, 'if able children are to have their potential realised, they have to spend a significant amount of their school time together with children of similar ability'. We have opted for vertical supervision groups to provide leadership opportunities for the older girls and a sense of aspiration for the younger girls, building bridges between different year groups. Moreover, with the



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priority being to bring together students of similar academic potential and interest, the mentors who are subject specialists are in a prime position to cater for the intellectual development of their mentees. The younger vertical supervision groups, e.g. Years 8-9, focus on a broader range of subject areas enabling them to explore new areas of academic interest across all disciplines.

After consulting with Ian Warwick, a specialist in able, gifted and talented provision, he noted that:

The provision is quite unique in terms of providing specialist teacher mentors for HIP girls to help them explore their academic interests and immerse themselves in their passions. This is the single most important element of more able education as it is key to encouraging students to have a love of learning in itself. Research demonstrates that this commitment in turn has the inevitable impact of helping learners in their studies for final exams and improving overall performance and grades. There are no shortcuts to this, and the higher up the academic ladder the more important this supported independent study becomes.

Based on 'Nudge theory' (Thaler and Sunstein 2009), we have identified the following positive reinforcements that may be applied to aid all in the school community help HIPs make better choices for themselves:

St. Helen's School for Girls, Middlesex, head Alice Lucas and Assistant Head (Academic Enrichment) Glenn Bezalel report on the thinking behind their new and unique approach to supporting students with exceptional potential.

1. All HIPs sign a 'contract of expectations': what they can expect of us and what we can expect of them
2. Mentors write reports for their mentees to formalise the process and feedback to parents as for regular subjects and pastoral tutor groups
3. HIPs are given a timely heads up on termly opportunities to plan with parents, mentors and teachers the academic challenges they would like to take on and commit to

At the same time, all stakeholders need to be engaged and supportive. As Stephen and Warwick (2015: 3) warn, AGT provision may be hampered by staff who 'either do not recognise teaching the most able as a category of special need or are wary of it'. This entails specialist CPD for teachers together with seminars and workshops to help parents support their daughters and provide a harmonious message that chimes with the school's ethos.

What will success look like?

Aiming to teach to the top and scaffolding downwards is a key part of our wider cultural shift. We evaluated the HIP differentiated tasks and sought to develop these further by creating termly challenges for all girls wishing to participate – whether identified

as HIP or not. Special focus was on looking for natural synergies between departments to support inter-disciplinary projects. The higher numbers of HIP girls taking up such opportunities is an immediate sign of success.

In the longer term, a key marker for progress is even better exam results by all students, especially greater value added by HIP students. This is matched by higher levels of retention at key transition points. Whilst entry into the programme must never be used as a carrot to entice students to stay, one parent informed us that, 'the specialist provision my daughter receives through her supervisions has furthered her love of learning and created a special bond with her mentor... we wouldn't risk such a relationship by looking elsewhere'.

We look forward to documenting the future intellectual journeys of our HIP students, especially those with bursaries. It will be exciting to hear of those who take up research and careers based on the areas of interest they pursued with their mentors during their time at St Helen's. We would then aim for those alumnae to feedback into the programme and link up with future HIP students. Ultimately, for all our students to live a life that recognises the pursuit of learning as an end in itself is the true value of such an enriching educational experience.

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Parcels of Love to lockdown uni students

West Buckland School, Devon, has sent parcels containing treats and messages of support to all its recent leavers who are currently in lockdown in their university halls.

Aware of what an anxious time it is for many new undergraduates, with many risking feeling isolated and far from home, the school's alumni organisation has arranged for the boxes to be sent to each student at universities across the UK.

As well as treats such as chocolates and shortbread, the boxes contain items of stationery and a personalised, hand-written card with offers of support and good wishes. So far, the school OWBA (Old West Buckland Association) has sent out over 40 boxes, with many more due to go out in the next few weeks

Director of the OWBA, Amanda Reynolds, was moved to act following news stories of students being in lockdown and isolation for weeks on end. "With university



students having to minimise social contact and lectures and seminars being taught online, we wanted our 2020 school leavers to know we were thinking of them. Our signature home-baked shortbread biscuits complete with school logo will bring back happy memories of their time at West Buckland. We have also put them in touch – via social media – with former WBS students at the same university, in higher years, so they don't feel quite so isolated."

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Top line achievement for Scotland's only winner in worldwide poetry competition

A Kilgraston School Sixth Form pupil has become the only top-placed winner from Scotland in the global Foyle Young Poets of the Year Award 2020 competition, where only fifteen places are awarded.

Anna Gilmore Heezen's work 'Total' – equating exam stress for teenagers to prices – was chosen from a field of 6,000 entrants and over 15,000 poems. First, Second and Third places were not awarded, with all fifteen winners earning equal significance.

"The poem was written the week before results day, it's a poem about exam anxiety," Anna, 17, commented on her submission. She continued, "Every line was given a monetary value to equate to the emotional strain I was experiencing. However, you can't put a price-tag on personality; I am so much more than just results. The final line - 'Trying to add up the breeze' - represents the impossible, like catching smoke, it's a poetically expressed concept of being unquantifiable. I think the judges all had their own results day memory so this struck a chord."

Entries were selected by two judges, distinguished poet Maura Dooley and UK Poetry Slam Champion, Keith Jarrett, whose work explores Black British and Caribbean history and religion. Dorothy MacGinty, Head teacher at Kilgraston School, said: "Anna has been an inspirational pupil to teach throughout her seven years with us. We have witnessed her talent and enthusiasm for the subject of English rapidly develop and could not be more thrilled for her." In normal circumstances, competition winners would be invited to attend a prestigious ceremony at the Southbank Centre in London. However, the on-going situation with Covid-19 required the move to an online

celebration. In addition to the digital ceremony last month (October), Anna's winning poem will be published on the The Poetry Society's website and featured on its YouTube and Vimeo channels. Anna will also receive a range of prizes, including an invitation to attend a writing residential course at the Arvon Centre, 'The Hurst', during February 2021 half term. At the 'ceremony', Anna read her poem to the other 14 winners, assembled guests and judges. "It was still a very moving experience. Such a shame not to actually be with the other winners and to meet the judges face-to-face but a momentous opportunity nonetheless," she said.

The Foyle Young Poets of the Year Award is for entrants aged 11-17. Since beginning 22 years ago, the Award has kick-started the career of some of today's most exciting new voices like Caroline Bird, Martha Sprackland and Jay Bernard. It is the largest competition of its kind and free to enter. Each year 100 winners (15 overall winners and 85 commendations) are selected by a team of high-profile judges. The top 15 and 85 poets receive a range of book prizes, membership to, and continuing support from, The Poetry Society. Commenting on Anna's success, Natasha Ryan of the Poetry Society, said: "This is an amazing and impressive achievement."

Last year, Anna achieved a top 85 place in the competition when judge and national Poet Laureate of Scotland, Jackie Kay CBE, FRSE, vividly recalled judging Anna's entry when speaking to her at the London ceremony: "Jackie immediately remembered the name of my poem and its content as being truly unique," noted Anna. "I was so flattered that out of all the thousands of



entries mine stuck in her head."

Anna started entering competitions when she was 13, inspired by poets like Philip Larkin and Seamus Heaney: "From an early age, Mum really encouraged my sister and I to read and appreciate poetry. I've always preferred creating more abstract work which can be interpreted individually by each reader, provoking reaction," she continued, "During lockdown I continually wrote poetry, finding it therapeutic and soothing. I had control over my words, allowing my individual voice to be heard. Exam concerns consumed my head-space at that time, so this was a reflection of my true feelings."

Commenting on Anna's success, Margaret Saunders, her English teacher, said: "Anna has a unique talent. She has the ability to come at a subject from a totally unexpected angle creating an element of surprise and delight. The overall effect seems effortless and light-hearted but belies a deep awareness of structure and the potency of language. She is always a complete pleasure to teach."

TOTAL by Anna Gilmore Heezen

///TOTAL///	
All slow summer long	£9.99
I have been living	£6.90
in a glass jar of anxiety	£16.60
and dreading	£7.68
a day in August	£6.87
when a devious envelope	£12.90
with a barbed paper tongue	£3.76
will slither through the door	£2.46
to determine my fate	£6.83
with only a few	£5.80
letters: grades that might	£5.45
be as sharp as blades	£9.90
or as soft as rising dough.	£5.87
At the end of the day, is this	£3.54
all that I amount to?	£12.80
Five letters on a flimsy	£6.53
ghost of paper?	£6.45
The narrowest indication	£3.87
of my past	£7.90
and my future.	£14.90
God, these	£1.65
endless days of waiting	£8.76
and balancing on these tenterhook	£17.76
cobweb tightropes just won't do,	£4.50
they just won't do.	£14.90

I don't want to be calculated	£8.76
counted,	£6.84
or summed up	£7.36
in cold numbers and letters	£3.56
that are typed by robotic fingers	£4.90
that have no grace nor growth,	£23.90
because I am breathtakingly	£16.00
three dimensional, and	£5.35
to total me	£2.95
would be like	£0.90
trying to add up the breeze.	£???.???

///Please retain receipt for your records//

College on the right track with sporting reaccreditation

A Shropshire college has been re-accredited as an Athlete Friendly Education Centre (AFEC) by the World Academy of Sport (WAoS) in recognition of the way it helps student-athletes balance sport and education.

Ellesmere College is one of only a limited number of schools to be awarded the accreditation globally.

The announcement was made by the International Baccalaureate (IB) and means the College can offer not only the two year IB Diploma but also an extended three-year diploma for students who want to follow an athletics pathway alongside their studies.

The WAoS is committed to helping athletes on their journey by working with those individuals

in their education provision to understand the unique needs which must be balanced in such circumstances.

Tom Gareh, Head of Sixth Form at the College, said the reaccreditation was excellent news for the College in its ongoing commitment to ensure athletes have the best possible help and support in furthering their sporting careers while advancing their educational needs.

"We are very proud to be an 'athlete friendly' school and of our sporting record which continues to be among the very best - something which has once again been recognised through this reaccreditation from such an esteemed body," he said.

Cricket hub trials looming

Framlingham College, Suffolk, is one of the MCC Foundation Cricket Hubs for 2021. The programme aims to raise the profile of cricket amongst state-school pupils and enable those players with talent to reach district and county youth age group standards.

The Hubs will offer 10 weeks of intense, indoor cricket training delivered using their coaches and facilities totally free of charge in order to open-up access to the talent pathways to ensure that any young person can reach their full potential in the game regardless of gender or background.

The Hubs are therefore open to talented and motivated state-school players who face cultural, social or financial barriers to joining a cricket Club and/ or lack the additional opportunities and support systems required to progress into representative squads. They must not represent a County Cricket Club at present to be invited to the trial.

Trials will take place on 29th November. From the trial, 20-24 players will be selected for each

age group who will then gain access to a 10 x 1.5 hour weekly winter programme of sessions at Framlingham College with top level coaches including Chris Gange, Level 3 Coach, current elite playing full member of the MCC and Head of PE at Framlingham College.

The MCCF Hub programme now supports 55 MCCF Hub programmes nationally and in 2019, engaged with over 2400 participants, many of whom progressed to district and county sides, as well as becoming valued and enthusiastic members of their local cricket clubs.

46% said they had little to no opportunity to play cricket at their school

95% said the Hub Training has made them a better cricketer.

81% of parents said attending the Hub had improved their child's personal confidence.

97% said The Hub had increased their desire to keep playing cricket

For more information contact Chris Gange, Framlingham College cgange@framcollege.co.uk



Zara leads the way in eventing

Bishop's Stortford College Senior School pupil, Zara Clark-Jones, has won the U18 Childéric Saddles Little Downham International One Day Event, on Rickamore Royal, a horse she had been riding for just two weeks.

Zara, who first started jumping in 2017 and began to participate in One Day Events just one year later, scored a total of 29 (penalty) points with Rickamore Royal in the dressage, jumped clear in the show jumping and also the 100cm Cross country course inside the time limit. This was Zara's first time out on Rickamore Royal, who stands at 16.2 hands. A win, so early in their partnership, should not be underestimated yet Zara also rode in the same competition section on her other horse, Arthurian Legend, on whom she placed 6th after scoring a total of 33 points.

The win means Zara and Rickamore Royal have now qualified for the U18 Regional Championships due to be held

next Spring. Last year, Zara qualified for the Badminton Grassroots 2020 competition on Arthurian Legend which was cancelled due to Covid but she hopes will be rescheduled soon.

Prior to One Day Eventing, Zara competed in 'Showing', an equestrian discipline that does not involve jumping. As well as riding 4 times a week, weather and light permitting, Zara receives additional tuition from specialist trainers and attends training camps during the holidays. She is inspired by reigning Badminton Horse Trials Champion and one of Britain's leading event riders, Piggy French. Zara's long-term ambitions include selection onto the Junior GB Team but for now, is aiming to get onto the Frickley U18 team.

The College would like to congratulate Zara on her recent achievements and wishes her the best of luck for all future competitions.

Issy makes history in thrilling MCC match

The annual match between the MCC and The Leys, Cambridgeshire, 1st XI has been held - but behind closed doors.

It proved to be a real thriller despite the lack of a crowd. Supporters were able to follow the action remotely on a live twitter feed.

Taking her place in The Leys team, strictly on her own merit and making history in the process, was

Issy Routledge (U6). She has been a star of girls' cricket at The Leys, captaining the U15 team that reached the finals of the School Sports Magazine national T20 competition in 2018.

Playing in brilliant sunshine, the MCC won the toss and batted first making 216 for 8 off their 35 overs. The Leys snatched victory off the last ball, winning by four wickets.

Help at hand to support pupils get through the Covid crisis

It has been wonderful to see children returning to schools where they benefit enormously from education and social interaction. However the mental health challenges of Covid-19 are still very much here, reports Paula Talman, founder of iSpace Wellbeing...



New research from the Centre For Mental Health¹ predicts that 1.5m children in England will need either new or additional mental health support as a direct consequence of the crisis. As someone who is truly passionate about the importance of giving young people the tools and the resilience to manage their mental health for the long-term and to know who and how to ask for help, this latest report is extremely worrying.

Unfortunately though, it's not surprising. Covid-19 has impacted every aspect of children's lives – school, family and social – and, as a result, there is little respite. It looms large in the lives of everyone in both the immediate and the long-term, and so the children we're seeing in school today are facing unprecedented challenges to their mental health.

A ready-to-go open access Mental Health and Wellbeing curriculum

Even before Covid-19, research showed that teachers wanted to help children with their mental health and wellbeing but felt they didn't have the skills and support to do so².

The iSpace Wellbeing Curriculum is an evidence-based, award-nominated curriculum for schools. It's underpinned by mindfulness, positive psychology and neuroscience frameworks, and is designed to make learning about mental health and wellbeing fun.

Already in 11 forward-thinking schools, the curriculum provides a ready-to-go whole school approach that brings mental health conversations to life with a new language, creative characters and more than 100 lesson plans covering KS1, KS2 and KS3.

Children across the country saw, in a recent feature on CBBC Newsround, how iSpace's tools have helped children through the lockdown and beyond, and we were proud to hear pupils talking about the benefits they have seen.

Up until now, our curriculum has been a paid-for service but, with everything that's happening in our society right now, we just couldn't stand by and watch teachers, pupils and parents struggle. It's our mission to protect and improve the mental health and wellbeing of children and so we knew that we had to take action.

That's why we took the decision as a company that, going forward, we're making a change to our business model³ by removing our previous charges of up to £2,500 per school and offering all schools free access to our Mental Health and Wellbeing Curriculum. Going forward this evidence-based, proven and ready-to-go curriculum will be available to every school in the UK and Ireland at no cost.

How the iSpace Wellbeing Curriculum works

Our Mental Health and Wellbeing Curriculum takes children on a journey where they learn more about their thoughts and emotions and about how to attend to themselves, to others, to learning and to dealing with life's challenges.

In KS1 children are introduced to inspiring characters like Dunican (Dun 'I can') and Niam (N 'I am') who live on the Planet Wellbeing, which is part of the Wellbeing Galaxy. Through these characters children learn new words like 'niggles' and 'stressors', discover 'brain science' concepts like 'fight, flight, freeze' and gain important lessons in sharing, friendship, physical and emotional health and anti-bullying.

In KS2 these characters travel through the Wellbeing Galaxy, visiting places like Planet Confidence, Planet Problem-Solving or Planet Resilience as part of a journey that covers all aspects of their wellbeing. Here they collect backpack tools, which include breathing techniques like 'I Stop Pause And Calm Everything' – the phrase that gives iSpace its name – and activities such as identifying people that can help children to 'land their rocket'.

Through the lessons in the curriculum we hope to equip teachers with the tools they need to support children through these challenging and uncertain times and beyond. The feedback from our pioneering schools suggests the curriculum does that and more – so we're delighted to be providing it free of charge going forward.

Further information:

To find out more about the free iSpace Mental Health and Wellbeing Curriculum, visit: www.ispacewellbeing.com

Dulwich Prep Cranbrook is among the 11 schools using the iSpace Wellbeing Curriculum and this year it was a finalist in the Wellbeing category at the Independent School of the Year Awards. Claire Pepler, Wellbeing Lead at Dulwich Prep Cranbrook, says: "iSpace Wellbeing has strengthened the three-way link between children, teachers and parents – a link which is essential for the success of a wellbeing curriculum."



* as a social enterprise and business created to do good, the funding iSpace has raised this year has enabled them to be able to offer the curriculum for free whilst still building their business through products and services such as their toolkits, books and forthcoming digital products.

¹ Centre for Mental Health (2020) <https://www.centreformentalhealth.org.uk/publications/covid-19-and-nations-mental-health-october-2020>

² Young Minds – 'Wise Up' report <https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf>

³ Chartered College of Teaching (2020) <https://www.theguardian.com/society/2020/jul/19/therapists-and-teachers-warn-of-looming-mental-health-crisis>

Spirit of two schools captured

Two Birmingham schools have captured how their whole school communities have responded to the pandemic in a new publication.

KE Spirit brings together stories from pupils, parents, staff and alumni at King Edward's School, Birmingham and King Edward VI High School for Girls. Collected over the last six months, hundreds of contributors from all over the world share the ways in which they have helped support the local, national and international effort.

Stories range from a doctor sharing his account of working on an intensive care unit to pupils and teachers making PPE for the frontline. From personal challenges and local initiatives to international programmes, KE Spirit demonstrates the extraordinary ways in which the communities of two schools are responding to the pandemic.

Dr Katy Ricks, Chief Master of King Edward's School, said: "The past six months have undoubtedly been some of the strangest and most difficult in living memory, but they have been met with a renewed sense of community spirit. This magazine illustrates the way in which our wider school communities have



sought to make a difference and respond to the ever-evolving circumstances.

"I am incredibly proud to be the head of this great school and witnessing the multitude of ways in which our communities have responded makes me prouder still."

Kirsty von Malaisé, Principal of King Edward VI High School for Girls, said: "Having joined this fabulous school in September, it is already abundantly clear to me how strong the community spirit is. It is very uplifting to see how our schools' values translate into positive contributions at this difficult time."

To read a copy of KE Spirit, visit: www.kes.org.uk/kespirit



CCF battles against the odds

St Peter's School, Yorkshire Combined Cadet Force (CCF) have battled against the odds this term to ensure that their newest recruits can celebrate their passing out parade

The recruits received their berets last month (October) with a special passing out parade at school. Promotions to Lance Corporal were awarded to Ella Roebuck and Lucas Winn, with Lucas being named 'Best Recruit'.

The parade would have traditionally been held in the summer after their final exercise, but the recruits were unable to finish their training earlier in the year due to lockdown restrictions.

The recruits join a team of 22 cadets at St Peter's School in the Fifth and Sixth Form, and they are

now joined by Fourth Form pupils who began their basic training after half term.

This term also sees the new appointment of Captain Sal Sleight as Contingent Commander. Sal served as a Regular Army Officer prior to joining the school and is the first ever female Contingent Commander in the history of St Peter's School CCF.

Jeremy Walker, Head Master of St Peter's School, said: "It is remarkable how many life skills are developed during CCF training, from problem-solving and creativity to resilience and leadership skills. I am confident that our new recruits will thrive as they continue their education at St Peter's and in later life. Congratulations to them all."

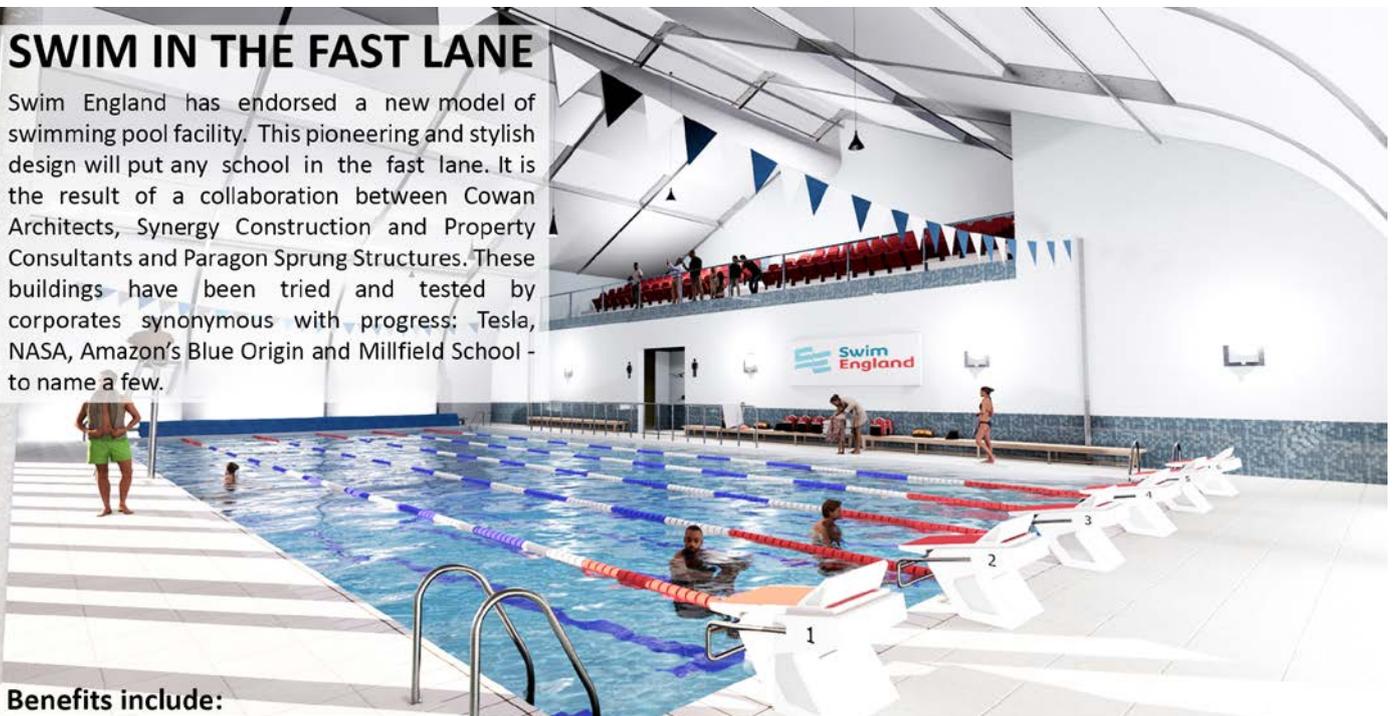
Pictured: The five recruits with Sal (far left) and Jeremy (far right) and Captain Thomas Smith MBE

SWIM IN THE FAST LANE

Swim England has endorsed a new model of swimming pool facility. This pioneering and stylish design will put any school in the fast lane. It is the result of a collaboration between Cowan Architects, Synergy Construction and Property Consultants and Paragon Sprung Structures. These buildings have been tried and tested by corporates synonymous with progress: Tesla, NASA, Amazon's Blue Origin and Millfield School - to name a few.

Benefits include:

- **Lower build costs:** around 40% saving
- **Lower running costs:** at least 5% year-on-year savings on heating costs and a reduced capital cost for a reduced plant capacity
- **Rapid build time:** The fully insulated structure can be erected in five weeks, with the fit-out taking 35-40 weeks
- **Increased energy efficiency and sustainability:** carbon footprint is much lower with increased air-tightness (up to 5 times better than standard), improved insulating properties and a potential BREEAM rating of Excellent
- **Reduced maintenance** for the self-cleaning envelope



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Masterplan gets planning go-ahead

Planning approval has been granted for a new masterplan for St. Paul's Girls' School, London.

The scheme, which will be delivered in phases, consists of two new buildings and the reconfiguration and refurbishment of the Grade II listed Main Building, which knits the school's campus into a cohesive whole.

The new masterplan aims to offer students and teachers an exemplary 21st century learning environment, whilst retaining the character and prestige of the listed Edwardian buildings. The plan emerged from an extensive stakeholder consultation exercise, alters the existing Main Building, designed by Gerald Horsley between 1903-1911, by creating permeability throughout the under-utilised lower ground floor, whilst retaining and enhancing the much-loved historic spaces above. Two new buildings

replace a redundant swimming pool and gymnasium, themselves much altered, and no longer used for their original purpose following their replacement by modern facilities on the neighbouring sites.

On the western side of the campus is the two-storey Centre for Design & Innovation (1,240m²). A pioneering building; it is a cross-curricula multi-faceted space incorporating technology, design, and maker spaces conceived around collaborative working and shared educational experience. On the eastern side, the second new building is a three-storey Staff Hub (1,110m²) which consolidates disparate staff accommodation into a new collegiate and agile working environment. Unusually for a staff facility, it is also designed to be student-centred, improving opportunity for informal communication between staff and students in its close vicinity.

Other works involve remodeling and refurbishment of the three principal levels of the Main Building to provide improved pastoral spaces for students including a wellbeing suite, together with upgraded teaching and administrative spaces. Glazed links will join both the Centre for Design & Innovation and Staff Hub to the Main Building creating a continuous concourse at the lower ground level.

The two new buildings take their design cues from the Arts and Crafts detailing of Horsley's original. Contemporary gable forms, chimneys and red brick and stone detailing allow them to sympathetically integrate into the school campus. Sustainability has informed design thinking from the outset. The chimneys are part of a ventilation strategy which maximises natural ventilation, and includes a labyrinth thermal mass for temperature stability. Glulam

and CLT form the majority of the superstructures, which alongside re-use of existing masonry, significantly reduces embodied carbon of the new buildings, whilst the introduction of a site-wide ambient heating and cooling loop linked to heat pumps will substantially reduce operational carbon.

Ellis Whitcomb, Deputy Head - Director of Strategic Development at St Paul's Girls' School: "St Paul's were looking for an architectural team that would listen and respond to the school's specific needs and not to impose a signature of their own. The design team assembled by Jestico + Whiles have been hugely reassuring and professional to work with. We consider ourselves to be extremely lucky and we are very grateful that we now have approval for the next phases in this very exciting building plan."

Academic centre opens for pupils

St. Edward's School, Oxfordshire, has opened its new Academic Centre.

The development provides state of the art learning spaces, designed for the modern way in which



young people learn, enabling them to discover new ways to work together, think together and be together.

The main academic facility – The Christie Centre – houses a modern and bright library where pupils can collaborate on ideas and discussion, with breakout spaces available for further stimulating meetings. The Oxley Library sits alongside flexible classrooms spaces that can be shrunk or enlarged as needed, and the stunning collegiate-style Roe Reading Room, reminiscent of an Oxford College, sits on the top floor, encouraging quiet and thoughtful study.

The Olivier Hall, named after one of St. Edward's most famous alumni, seats 1,000 and will allow the growing St. Edward's community



to come together for concerts, performances and countless other events. It has been designed as a professional class acoustic space, and the school hopes to extend its use beyond the immediate school community.

This major development, at the very heart of the School's Victorian Quad is the culmination of a two year project, and has been described by the Oxford Design Review Panel as 'High Quality Architecture'.

£60m redevelopment completed

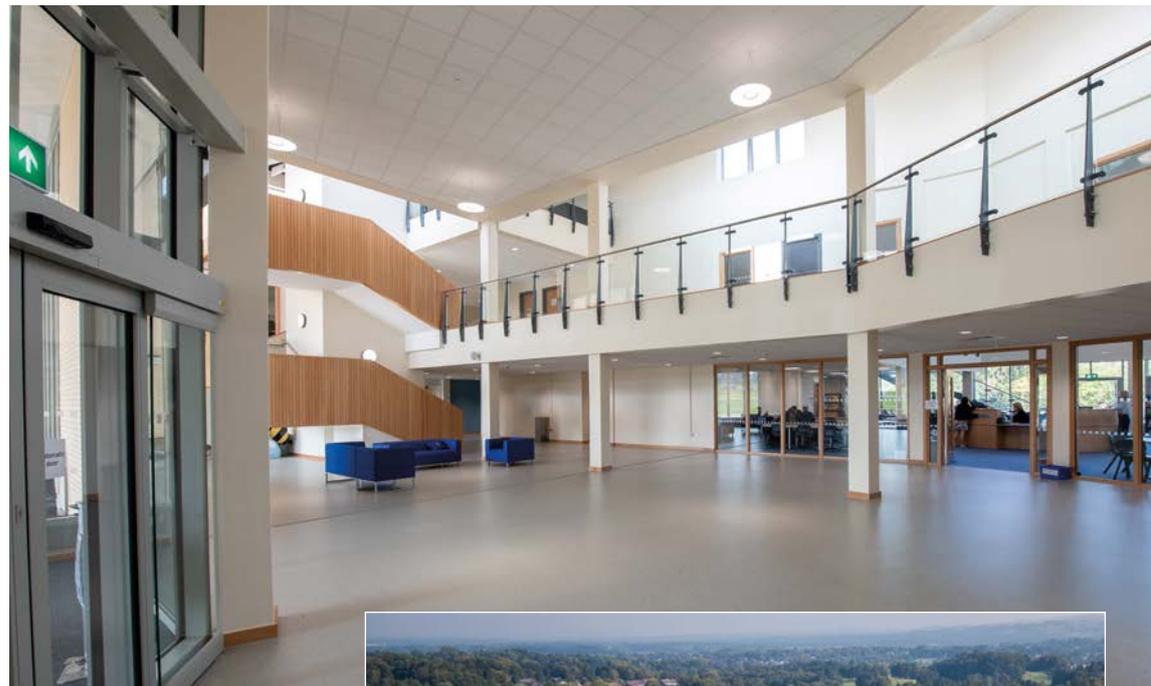
The multi-million-pound redevelopment of The King's School, Cheshire, now unites two previous sites across Macclesfield into one central area, with the new campus sitting adjacent to the school's existing sports pitches at Derby Fields.

21,000m² of new academic building has been built, creating 350 rooms, along with a separate sports centre and 75-acres of sporting and outdoor facilities.

The new sports centre houses a 25m, six-lane swimming pool, a six-court sports hall, an indoor cricket centre, a dance and martial arts studio, a fitness suite and a café. Outside, students will have use of five new rugby football pitches, a rounders field and two floodlit AstroTurf hockey pitches, and netball courts.

National independent property, construction and infrastructure consultancy Pick Everard has provided full design and engineering services for the project.

It was important to the school that the new facilities provided a reduction in its carbon footprint, while also improving budgets through energy efficiency, so that money saved on fuel bills can be reinvested back into the curriculum



for the benefit of the students.

The new, sustainable facility has been rated as BREEAM 'very good', and incorporates eco-features including sustainable drainage systems (SuDS), bat and swift boxes, beehives and outdoor classrooms to further connect pupils to their natural surroundings.

The project has been funded by the school selling its previous two sites in Fence Avenue and Cumberland Street for housing.



'The power of networking'

Former Pocklington School, Yorkshire, student Jodie Hill returned to the school recently to talk to Sixth Form students about 'The Power of Networking'.

Jodie trained as a barrister and then cross qualified to become a solicitor. Having specialised in employment law and mental health from a very early stage in her career, Jodie launched Thrive Law in 2018, based in Leeds. She also runs Thrive Women events which feature inspirational speakers and are an opportunity for women to come together to empower each other by sharing actionable steps to build a successful business. Jodie has featured on the Northern Power Women 'Future list of leaders and changemakers' and has recently been appointed by the Law Society to sit as a member of its Employment Law Committee.

In her presentation, Jodie spoke of her personal experiences of networking, from being a newly



qualified graduate to the successful business owner she is now. She explained how she had grown her network, why networking is important and when you should start. She also looked at the impact of COVID on traditional networking methods, and how online and in person networking differ but can both be beneficial. Some of her 'top networking tips' are to always follow up with people you have met after events and to be consistently proactive on LinkedIn.

Advertorial Feature

Battle of Hastings re-enacted

To commemorate the anniversary of the Battle of Hastings, Year 7 pupils from Stroud School, Hampshire, re-enacted the battle as a cross-curricular activity between the Modern Foreign Languages (MFL) and History departments.

The Battle of Hastings was fought on 14 October 1066 between the Norman-French army of William, the Duke of Normandy, and an English army under the Anglo-Saxon King Harold Godwinson, beginning the Norman conquest of England.

Mr Jonty Stewart, Deputy Head - Pastoral and History Teacher, who ran the event, says: "It was fantastic that the children could experience, discuss and debate the key moments of the battle field. This active learning gave us a great foundation upon which to build subject skills and develop our understanding and analysis of this event."

Speaking to the children it was clear that a great depth of learning, questioning and understanding of events took place - alongside the fun of being outside and acting out a key event in British History. The Norman soldiers even spoke French during this battle! Madame Lopes, Head of MFL, was pleased with the accents and speeches incorporated into the battle, ensuring that "Par le splendeur de Dieu - William took the day once more."



Dive right in with new pool designs

Swim England endorses a cutting-edge pool design turning the traditional lengthy and expensive construction method on its head.

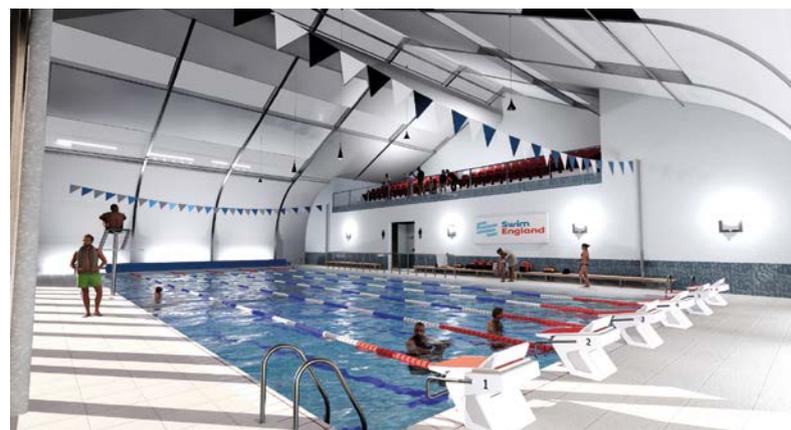
Typical construction methods make pool building an expensive outlay and with increasing pressures on budgets, bursars will have to work increasingly hard when the time for a refurbishment comes around.

With 44% of pools across the country coming to the end of their 30-year lifecycle, Swim England needed an economical solution especially at a time when exercise for the Nation's wellbeing is of particular importance. They approached Paragon Structures, who initiated a unique collaboration with Cowan Architects and Synergy

Construction Consultants to create a feasibility report on an innovative approach to pool and leisure design using Sprung tensile structures.

Sprung structures are impressive and use innovative, insulated, air-tight, tensioned membranes offering rapid erection times and versatile designs for on-going cost proficiency. They were used to house Millfield School's latest award winning, state-of-the-art golf and cricket centres.

Swim England has now endorsed this cost-effective and environmentally-friendly swim and leisure solution. The results will be particularly attractive to the independent school sector, most of which offer their customers swimming facilities as standard. Any school wishing to replace an old pool, cover an external pool or upgrade their facilities will be interested in this outstanding model.



Benefits include:

- **Lower build costs:** around 40% saving in cost
- **Lower running costs:** at least 5% year-on-year savings on heating costs and a reduced capital cost for a reduced plant capacity
- **Rapid build time:** The fully insulated structure can be erected in five weeks, with the fit-out taking 35-40 weeks
- **Increased energy efficiency and sustainability:** carbon

footprint is much lower with increased air-tightness (up to 5 times better than standard), improved insulating properties and a potential BREEAM rating of Excellent

- **Reduced maintenance** for the self-cleaning envelope

The flexibility of a Sprung structure allows the design to be tailored to meet the individual needs of the school community.



Queen's Birthday honours

The Queen's birthday honours recognise the achievements and service of people across the UK, from all walks of life. The original list was due to be published in June but was pushed back to later in the year to enable nominations for those playing key roles during the first months of the coronavirus pandemic... including one independent school student from Newcastle upon Tyne.



Reigate Grammar School, Surrey, Head Shaun Fenton has been awarded the OBE for services to education.

Mr Fenton's career has seen him work in schools serving disadvantaged communities and he was also part of a local authority team that was sent in to help failing schools. He is the only person in the country

to have been Headteacher of a state comprehensive school, a state grammar school, an academy and now an independent school. His last headship at Pate's Grammar School in Cheltenham saw that school named school of the year; he has been a National Leader of Education, Chair of the Grammar Schools Heads'

Association, Chair of HMC and he is a Fellow of the Chartered College of Teachers.

About his award, Mr Fenton said: "The important thing is the positive experience of children in our care every day and the impact of our partnership work on the local community. It is a privilege to be a teacher."

Graeme Lawrie, ACS International Schools' Partnerships Director has been awarded an MBE for his services to education.

Mr Lawrie has spent over two decades working in education and is passionate about supporting quality education, social mobility and increased social capacity via education. Through his various roles in the sector, Graeme has worked with hundreds of schools, refugee camps and other charities to create and provide opportunities to those in less fortunate circumstances. Graeme joined

the ACS executive team in January 2019 and has since been working hard to drive ACS's charitable mission to advance the education of its own students and also the wider community, by working locally and internationally in partnership with schools and communities to share expertise and resources.

During the height of the coronavirus pandemic, Graeme spearheaded a number of charitable initiatives to support communities in need. For example, the ACS community raised and donated £5,000 to

the Magic Breakfast programme, which provided 13,000 meals to children of families experiencing hardship in the local communities around ACS's three schools in the Surrey and Greater London area.

Mr Lawrie said: "I am absolutely overwhelmed to be named on the Queen's Birthday Honours list for 2020 and to be awarded an MBE for my services to education. Education is an incredibly powerful tool; when delivered effectively, it can transform lives. Having worked in the education sector for more than two decades, I have seen



what quality education can do for social mobility, and it makes me proud to have been able to contribute to this throughout my career and, now, through my partnerships work at ACS."



16-year old **RGS Newcastle student Theo Wride** received a British Empire Medal (BEM) "for services to the community and keyworkers in Sunderland during Covid-19."

Theo gave hundreds of hours of his time designing and creating protective face coverings for his parents, both medical professionals, and their colleagues as well as care home staff up and down the country.

Theo used the 3D printer he had at home to produce the face coverings. The not-so-

simple task involved melting plastic and then extruding this into the face visor shape. At the start. Theo was making four visors a day, before fine-tuning some of the settings to allow for production to increase to six/seven.

With demand for his visors increasing due to the PPE shortage across the NHS and Care sectors, Theo successfully raised £3,000 through a crowdfunding campaign enabling him to increase his production to 70 visors in 24

hours thanks to the addition of new materials and printers.

Theo, who hopes to have a career in engineering, was also recently honoured with an Arkwright Engineering Scholarship. Each scholarship supports students through their Sixth Form studies and consists of an annual financial award and access to enrichment activities, such as industry visits and mentors, to enhance the scholar's experience of engineering in an industrial context.

Salute to excellence

First Prize in History competition

A pupil from The Mount School York won first place in a national essay competition held by a Cambridge University college.

Phoenix Woolnough, 17, a sixth form college student, was awarded first prize in Trinity College Cambridge's annual Robson History Prize competition, in a competitive field of over 300 high calibre entries. She said of her win, "I can't believe it!"

Phoenix chose the topic, Was the global Cold War simply a new form of imperialism? "I didn't enter to win, but I thought it would be a good opportunity to learn referencing and develop a better writing style. During the start of lockdown, I became obsessed with finding essay competitions. Trinity College had presented a massive list for entrants to select our chosen topic. The wording of the Cold War topic attracted me because I'm interested in colonialism," said Phoenix. "This topic was helpful for me because I've now decided to do an extended project qualification (EPQ)."



The Robson Prize aims to encourage ambitious and talented Year 12 students to read History and to recognise the achievements of high calibre students and of those who teach them.

Michael Spiers, Head of History at The Mount who also heads the all-girl Quaker school's Sixth Form College, said today, "It is simply stunning the way in which Phoenix won first place if you bear in mind that this year's Robson Prize had twice as many entrants as last year's competition. Phoenix is such an accomplished historian, that at this age she is able to hold discussions at the level of a good undergraduate. She Chairs our Politics Society and I am looking forward to her EPQ on the socio-economic dynamics of Thatcherism."

Dresden Scholarship

Linguist Immy Cheney, an U6 student at the Leys, Cambridgeshire, won the prestigious Dresden Trust scholarship 2020, which took her on a four-week cultural and educational visit to this historic German city.

The Dresden Trust is a British charity dedicated to fostering good relations with the city in Saxony. One of the greatest centres of European culture, Dresden was destroyed by Allied bombing in February 1945 but since then has been painstakingly rebuilt and restored as a vibrant city. The scholarship is designed to strengthen harmonious relations between the UK and Germany by encouraging contacts between their young people. It is open to pupils from schools participating in the British-German Association's Youthbridge Scheme, a British-German project to promote the teaching of German in British schools. Nationally, the number of pupils studying for GCSE German has more than halved in the last decade but the German numbers at The Leys remain strong and buck national trends.



"Much of my visit was spent tracing the impacts of the war and evidence of reconciliation," said Immy. "I continue to be deeply moved by the spirit of the people to reclaim the 'Florenz an der Elbe' as efforts to rebuild the famous Baroque city go on to this day."

Helen Williams, Head of German, said: "Immy is a truly deserving winner of this prestigious award. She grasped every opportunity offered to her to experience life in a beautiful German city in a German grammar school and within a family context. She returned with outstanding proficiency in the German language and is an excellent role model for younger pupils studying German".

The Digest

The ISM Digest

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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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