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NATIONWIDE SUPPLIERS OF PEUGEOT (RECOMMENDED),
FORD & VAUXHALL

In this issue...



£4,000 for hospice charity

The Glenalmond College community has raised over £4000 for Children's Hospices Across Scotland (CHAS) in a series of 10k runs during a 24 hour period.

Glenalmond College, Perthshire, employs around 140 staff, most of whom live on site at the school. The runs undertaken by staff and their families were carefully coordinated to meet social distancing requirements and members of the school's community around the world were also invited to join in.

The #Coll24 initiative was strongly supported by staff, pupils and their families who took part on site, and by current and former pupils and staff elsewhere, who took part as far afield as Kenya, Antigua, Holland and Switzerland.

Among the runners were Dr Michael Alderson, Head of Glenalmond College, and his wife, Emma, (pictured) who ran their 10ks on the school grounds, between midnight and 2am on Sunday morning.

Dr Alderson said he was delighted that the initiative had generated so much interest and such a great sum for CHAS.

Another positive outcome of the event, he said, is that it seems to have inspired more people to pull on their trainers and get out running to improve their fitness.

Cover background

Sitting comfortably

Two sixth form students at Solihull School have set up a business to create extra seating for beer gardens – from excess kegs – a timely initiative in these days of social distancing.

Full story page 9

Your magazine

ISM is now mailed in an eco-friendly recyclable paper wrapper rather than the old plastic one.

We have refined our mailing list over the summer and hope we have got it up to date.

If your head has changed please let us know:

admin@independentschoolsmagazine.co.uk

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Detecting wellbeing issues among fragile learners & others

Lengthy school closures will have had an effect on every child's wellbeing, says Crispin Chatterton. So what should teachers look for if they suspect a problem – and should they assume all is well even if those signs are absent?

This is a new academic year like no other: most teachers will be desperate to return to school and some kind of normality after months of lockdown and limited contact with their pupils. But that enthusiasm will be tempered by nagging concerns as the Covid crisis persists – how will we keep pupils and ourselves safe, how 'normal' can teaching be in a time of class bubbles and social distancing, what happens when the local or school infection rate spikes?

Children, being children, won't for the most part echo those concerns. Teachers tell me that the vast majority of pupils cannot wait to begin school. They miss their friends, their teachers and the comforting daily routine of school life.

Yet that welcome exuberance is only part of the story. Although most coped with lockdown remarkably well, teachers also suspect it wasn't without emotional and educational costs, particularly for the youngest children. The problem is that it isn't always readily apparent who has really struggled and what the consequences for their wellbeing and learning will be. Teachers will understandably be concerned about children who have recognised learning or attitudinal issues – but they will also worry that many more pupils outside of this group may have been adversely affected by the lockdown.

As one headteacher, Jill Wilson of The Gleddings prep school in Halifax, told me, "It's impossible to guess how individual children have coped. Each child's circumstance will be so different. I have some pupils who have not seen another child for the best part of five months and others with two or three siblings who haven't lacked company. Some of our children, even

though they come from relatively fortunate backgrounds, will have struggled during lockdown but others won't. The only way we can assess their wellbeing is scientifically – through the evidence."

Jill has used GL Assessment's PASS (Pupil Attitudes to Self and School) psychometric measure to assess pupils' wellbeing for several years. This year, she plans to test Year 3s and above much earlier than usual – at the end of September rather than in the summer term – because she wants a clearer understanding of how lockdown has affected children's deeper attitudes to learning and school.

One common observation she and other teachers have made is the damaging effect the months away from school have had on simple study skills. How to sit still, how to behave in class, how to listen and how to work together. "The 21st-century child," says Jill, "is not a good sitter and not a good listener." Lockdown has only exacerbated their tendency to be easily distracted. Fortunately, it doesn't take long to relearn these skills if teachers put in place the right strategies to inculcate them.

Fragile learners who may have just about managed to keep up with the class but who have persistent low self-esteem and confidence issues are a different story. Michael Browning, Head of Year 7 at Garden International School in Kuala Lumpur, one of the largest international schools in Malaysia, says it's easy to overlook fragile learners if attainment data isn't cross-referenced with wellbeing assessments that seek to uncover a pupil's emotional state of mind. And lockdown has only made that task harder.

"Tracking the more vulnerable students has been more challenging during this period of



online learning, so I put a lot of effort into celebrating success and recognition of effort to really encourage these students." He says initial results are encouraging and attainment and progress do not appear to have suffered.

Other issues, however, may be harder to detect. What about the child who didn't have any previous problems pre-pandemic but has been deprived of much personal adult supervision and input because their parents were both working flat out during lockdown – how has that affected their wellbeing, will they still be motivated to learn? Or take the case of the pupil who has diligently completed all their remote assignments and classes online but hasn't actually retained much in their long-term memory. Or the boy or girl whose parents may have been working in healthcare or other exposed settings during the pandemic and has internalised their existential fears?

The uncomfortable truth is that not every child will exhibit easily observable behaviour to indicate that he or she has been badly affected by lockdown. Previously robust learners may be as vulnerable as their fragile peers. Nor will their problems manifest themselves in identical ways – each will be different.

Yes, most children are extremely resilient, but most are equally good at masking what is bothering them. The emotional impact of lockdown on children's ability and motivation to learn and on their overall wellbeing will simply be unknown unless and until we take the time to ask them. If a child's wellbeing isn't assessed alongside their academic performance post lockdown, then how can schools be certain to sustain either?

"The idea that we have to accept that there will be a so-called 'new normal' for schools is not one to which IAPS, nor many of its members, is prepared to subscribe"

Facing challenges with confidence

The return to schools is upon us, and it would be surprising if anyone declared that they were not at all apprehensive about the challenges ahead of them, suggests Christopher King, CEO, Independent Association of Prep Schools...

For a large number of IAPS schools there is a lot of confidence among senior leadership and staff, as they reopen their doors to pupils.

Many IAPS schools opened to multiple year groups towards the end of the last school year. Some were even open throughout the lockdown, managing up to 150 children of key workers every day. By demonstrating that schools could open safely and function with adjustments, but without too much compromise on productivity, confidence has grown.

Schools looking to boost confidence among senior leadership and staff, or indeed parents and pupils, should draw on the cumulative experience of those who have already opened to a significant number of pupils. To date, without wanting to tempt fate, not one member of staff or pupil has fallen ill with Covid-19 as a result of being in their school.

While there is no one size fits all model for how schools should organise themselves, and while evidence suggests that IAPS school-aged pupils are less likely to fall ill with Covid-19, both pupils and staff are encouraged to focus on their own personal hygiene, as a priority. In other words, hand washing and hand sanitising is being universally promoted.

Conversely, there is more debate about the extent to which personal protective equipment (PPE) should be used. Views vary and government advice frequently changes. Advice about face coverings is particularly divisive, but with several challenges ahead, it is surely not a matter for senior leaders to fall out over with their staff at this time.

If a teacher or any staff member feels personally safer wearing a face covering, they should be allowed to wear one. In any area where social distancing is particularly difficult, for example

due to the layout of a building, then wearing a face covering should be encouraged. At busier times, such as at pick up and drop off when more parents are present, wearing a face covering should be insisted on, and widely and clearly communicated.

To support social distancing, many IAPS schools are staggering start and finish times. To restrict the potential transmission of Covid-19, the concept of 'bubbles' is well understood as a way of limiting interaction between staff and pupils in different year groups. While these measures are necessary, they are placing constraints on certain elements of schooling such as music, drama and sports.

The idea that we have to accept that there will be a so-called 'new normal' for schools is not one to which IAPS, nor many of its members, is prepared to subscribe. We cannot just let certain elements of schooling be driven out, and that's why IAPS schools are working hard



to find ways to offer the same comprehensive programme they always do.

In order to ensure that schools reopen under the safest possible circumstances, some aspects of school life may have to be curtailed. We do not see these changes as permanent changes though. There will be some positive legacies from the Covid-19 experience, but what we all really want is for schooling to return to normal as soon as it is safe to do so for both staff and pupils.

Teachers anticipate a rise in pupil mental health concerns this term

Ongoing research from specialist education insurer Ecclesiastical has found that teacher and pupil mental wellbeing has been increasingly on the line for some time. This has increased in recent months with nine out of 10 teachers agreeing that schools will see a rise in pupil mental health concerns as students adapt to school life after up to six months at home.

In their most recent research project, surveying 500 teachers – of whom 120 work in the independent sector – 62% feel that pupil stress and anxiety will be the biggest challenge schools will face due to COVID-19 after returning this term.

Unsurprisingly, 72% of teachers feel anxious about returning to school themselves, with the main

concerns revolving around the risks of COVID-19. However half are worried about pupil behaviour, 48% are concerned about the extra workload and 27% feel out of practice.

Amongst independent sector staff:

87% agree that schools should expect to see a rise in pupil mental health concerns as students adapt

to school life after six months at home

93% are concerned about pupil anxiety post-lockdown

80% feel anxious about returning to school (teachers from independent schools were more likely to report being anxious in comparison to other types of schools).



It's time to 'implement lasting and meaningful change for the future'

The last few weeks of the summer holiday are usually a time for excitement, for looking forward, for planning for a new academic year and whilst we were expecting to be busier than usual preparing for the return to school post-lockdown few of us could have imagined just how difficult these weeks were to be with respect to the chaos that arose following the various u-turns over results. I won't rehearse the details of what occurred but instead will reflect on the lessons to be learnt from this period, writes Kevin Fear, head of Nottingham High School.

1. Clarity is everything – so many of the problems that Schools have had to deal with in the weeks following the publication of results could have been avoided with greater clarity over appeals. At one stage the government started to say that any issues could be resolved by appealing but the reality was that the grounds for appeal were incredibly narrow and this needed to be made much clearer to parents and students alike. Whilst, of course, every parent has a right to raise a complaint the three stage complaints process has been clogged up for weeks now and really all to no effect as the grounds for appeal are so narrow. The government should have come out and said that these results could not be challenged unless there was a really clear case of discrimination and to prove that, parents would have to provide strong evidence direct to the exam board and this would have saved schools hours of time that should have been spent on preparing for the safe return to school.

Additionally, OFQUAL produced a list of the factors to take into account when calculating the grades. However, there was no guidance given as to the weighting of each of these aspects and thus whilst some schools focused on trying to match this year's grades to their three-year average, others took

the view that they should look primarily at each individual student. Clearer guidance would again have helped here.

2. Return to AS exams – had the class of 2020 taken AS exams it would have been significantly easier to resolve this year's problems. We should return to a system where regular, formal assessment is done throughout examination courses so that not so much depends on a final set of exams. Regular assessment and then the opportunity to improve is the way that we all learn best and more regular formal testing should be restored to the exams process. Alongside this exam boards should produce mock exams and mark schemes that can be used by schools.

3. Moderation – for the International A Level done in Geography by my school, we had to submit centre-assessed grades just as we did for all other A Level subjects. When we had done this, they then gave us a list of six students and we had to send them the evidence which we had used to calculate their grade. Why was this not built into the system by OFQUAL? They could have used their teams of markers to moderate the evidence sent in and if they felt that schools were over-estimating grades these could then have been adjusted just as coursework marks routinely are. They could also have asked schools to submit any coursework

that had already been completed as a further way of supporting the grades given.

4. Exam results have always been 'unfair' – it is certainly possible to argue that this year's results are perhaps fairer than ever before. There is a great deal of evidence that the system each year is built around looking to maintain overall standards at the same level as a previous year and as a result of this individual students are treated unfairly. When I was Head of History earlier in my career, it was always the case that we anxiously awaited every set of results not knowing whether the marking in that particular year had given us a fair set of outcomes. At least this year the teachers ensured that every child was treated fairly. No one suffered because of poor marking, an adjustment of marks to ensure a national average, from hay fever causing under-performance on the day or the myriad of reasons which means that each and every year that some students don't gain the grades they deserve.

5. Post-qualification applications for university – the rush every August for university places makes no sense at all. We should move to a system where students apply for university places once they have received their results and then the university year should begin in January. There is very little teaching in many university courses between April

and September so universities could teach more between April and July and still retain a long summer break. This would help all students to take their time to find courses that suit them and end the mad rush for a place that occurs each A Level results day.

6. End GCSE exams – now that all students stay on in education until the age of 18 the GCSE no longer serves any great purpose. Whilst there is some sense in retaining GCSE exams in Maths and English all of the other subjects could be certificated by schools with moderation if necessary. There really is no need at all for two or three exams per subject across up to ten subjects to be the basis of an assessment at this interim stage in a child's education. One of the great benefits of no GCSE exams this summer was that we were able to use the summer term to prepare students for their A Level courses and it would be fantastic to retain the ability to do this.

In conclusion, this really does have to be a point in time when we learn from the chaos of this summer and implement lasting and meaningful change for the future. It has been terrible to see so many parents complaining to their child's school about results that were calculated by teachers with huge integrity and so much care and thought. We should trust our teachers, after all they know the children best.

How did we get into this mess and what lessons can we learn for the future?...

...asks Robert Lobatto, head of The King Alfred's School, London...

The algorithm

On paper, the algorithm seemed like a good idea. Its main aims was to prevent grade inflation and ensure that an A or 6 grade in 2020 would be broadly the same to an A or 6 grade in 2019 and 2021.

Unfortunately, this was doomed to failure. Given a student who has a 50-50 chance of getting an A or a B, a teacher is almost always going to give the benefit of the doubt. In addition, without exams, no student can have a bad day, muck up their paper and underperform. Therefore, it was inevitable that the overall centre assessed grades would be higher than historical averages. It was equally inevitable that any measure to reduce these to the historical averages would impact randomly on actual students. The overall numbers may be steady but the individual impacts would be unjust.

What is noteworthy is that Ofqual consulted on the algorithm and it had wide support. Some, myself included, always thought it would be flawed, mainly because it would not take into account the different abilities in school cohorts on a year-to-year basis. In June, the education select committee said the same and raised a series of further concerns. No one though appreciated quite how bad it would actually be. It may be easy to say with hindsight, but it is puzzling now how anyone ever thought it could work in the first place.

Alternatives

Other European countries took different routes to the UK. In Germany, Spain, Austria, Hungary, and Bulgaria for example, exams went ahead in adapted form and with social distancing measures. In France, 'local juries' moderated the grades put forward by schools.

The best option would have been something similar to the French approach; teacher assessed

grades, but with a clear universal methodology to determine these grades at a school level in the first place, and then a robust moderation process to check them afterwards.

It is absolutely right that the algorithm was abandoned, but it has left this year's results unmoderated and in the eyes of some, without the full credibility the students deserve.

It is important to trust teachers' knowledge of their students. However external moderation stops anyone from being too generous in interpreting their own data, or in rare cases, playing the system. Such moderation could have been done by the exam board marking teams, by Ofsted/ISI inspectors, or by experienced heads and deputies in local 'juries'.

This is pretty much what already happens in subjects like Art and photography, and should be applied more widely, especially to subjects like English lit where the exam marking reliability is only 50%.

In STEM subjects, there is a stronger case to continue with exams as the marking reliability is higher. However, my view is that in these subjects, exams should only be one part of the assessment and teacher assessed work (subject to the same principles outlined above) should feature alongside.

Recognising individual and group work within the overall exam grade would first make the learning experience richer (especially at GCSE), second develop a wider range of skills, and third enable more students who are not well-suited to exams, to show their ability.

What does this mean for the future?

One concern from this mess is that people will conclude that teacher



assessment has failed and exams are the only fair system for grading students. This would be a serious error.

At best, exams give a reasonable approximation of the knowledge, skills and understanding of students. Often, however, the marking is deeply flawed. In November 2016, Ofqual published Marking Consistency Metrics, which sets out the probability of a candidate being awarded the 'definitive grade' in exams. This highlighted that in some subjects grade reliability is quite high (approaching 90%), while in other subjects the probability of agreement with the definitive grade can be as low as 50% (English Literature).

Therefore, a little like the algorithm, exams have the appearance of being objective and scientific, but the reality is different.

It would be absolutely wrong to conclude that the 2020 fiasco should push us back towards exams which have such a high degree of randomness. If we accept the premise for the moment that we need to keep measuring young people quite so much at both 16 and 18 – a premise that can and should be challenged – then thoroughly prepared and properly moderated teacher assessment would be a far better system to deliver fair and just results for the future.

In hindsight...

Chair of Ofqual's Board Roger Taylor provided a written statement to Parliament's Education Select Committee earlier this month (September). Extracts from what he said: "In March, Ofqual was consulted by the Secretary of State on how to manage school qualifications in the context of a pandemic. Our advice at that time was that the best option in terms of valid qualifications would be to hold exams in a socially distanced manner. We also set out alternative options including the use of standardised teacher assessments and the risks associated with them.

"On March 18, the Secretary of State for Education took the decision to cancel exams this summer.

"We were asked to implement a system of grading using standardised teacher assessments, and directed to ensure that any model did not lead to excessive grade inflation compared with last year's results. The principle of moderating teacher grades was accepted as sound. All the evidence shows that teachers vary considerably in the generosity of their grading. Also, using teacher assessment alone might exacerbate socio-economic disadvantage. Using statistics to iron out these differences and ensure consistency looked, in principle, to be a good idea. With hindsight it appears unlikely that we could ever have delivered this policy successfully."

Difficulties were not restricted to GCSEs and A-levels.

The IB made an adjustment to awarded results for the Diploma Programme (DP) and Career-related Programme (CP) May 2020 session, where applicable, using predicted grades and coursework (IA). IB said: "Given the unprecedented circumstances, using the IAs as the basis for awarding the updated grades provides an accurate and reliable reflection of an IB student's performance. The IA grades are based on student coursework and assessed by trained independent IB examiners".

In Scotland the Scottish Qualification Authority (SQA) originally announced that to award grades for pupils, teachers should use their professional judgement to provide estimates based on a pupil's activity over the school year. But when teachers awarded noticeably more A grades than in previous years, the SQA accepted almost three-quarters of estimates, but 124,564 results dropped down a grade when the exam board got involved. The downgrade impacted teenagers in deprived areas, and were subsequently reversed.

"Australia presents a picture of an enlightened, well run system that can cope with downturns, pandemics, and moronic algorithms..."

Lessons from 'down-under'

A report by Dr John Newton, Principal of Scotch College Adelaide since January 2015 and previously head of Taunton School, Somerset.



Many things are said about Australia. Firstly, its dimensions are inconceivable (I am sure we would all marvel at how many times Wales could fit into New South Wales) and that it is something of a follower rather than a leader in innovation.

When it comes to the exam system, neither is true. In fact, I am increasingly convinced that the latter observation is equally untrue in many areas outside education.

Let's scotch the first myth – that the place is enormous.

By way of background, each state has its own style of examinations. To create clarity, final marks are expressed in a nationally recognised result called the ATAR (Australian Tertiary Admission Rank), of which, more below.

I live in the State of South Australia (SA). I would find it relatively easy as a school leader to speak to David, Colin and Mike – the current VCs of the local major universities. A meeting with the SA's Education Minister, John, is not that hard to fix up. What is more, the head of the South Australian Certificate of Education (SA's equivalent of A levels), Martin – a good northern Brit like me – is a well-known figure and is coming to speak at Scotch in a few weeks.

Such intimacy works for us all. David, Colin and Mike all want local students to eschew the bright lights of Melbourne and Sydney and stay in SA to study. Martin is vocally committed to making the system as sympathetic and workable as possible, while being fair and consistent about standards.

Size therefore creates a very different assessment culture. I am yet to hear of an appeal against an exam result or meet a disgruntled parent whose child missed out on a top university spot because of incompetence or rank injustice. Because the system is local, well known and trusted, the sort of heat and light generated by justifiably outraged young people being done down by such a vulgar

instrument as an algorithm – or a woefully under-qualified examiner – would be very unlikely.

Size equally makes the university entrance process easier. While the stress of exams is always with us, the drawn-out complexities of UCAS are absent. Young people here make choices very late and, due to the broad range of subjects they study at Stage 1 and Stage 2 (exams, roughly, you take in your last two years of school), end up contemplating science or history, international relations or medicine until quite late in the process. It is August now. Entry is next March. Students are only just making up their minds and filling in the forms.

South Australia has done a magnificent job in dealing with COVID-19, thanks to total cohesion between the Premier, Stephen, the Police Chief, Grant, and the Chief Medical Officer, Nicola. Nicola is one of my Scotch parents and my Speech Day Speaker this year. In SA right now, she is seen as something of a superstar.

However, if Stephen, Nicola and Grant had done a Donald, and it had all gone belly up (as it has to some extent in Victoria) the system has enough sympathy, enough continuous assessment data, and enough common sense to ensure a fair go for the students applying to university.

But I wish to quash the other cliché – that Australia is behind the curve. Sir Anthony Seldon, writing in the Sunday Times on August 23rd said that the current conditions offer a chance to change the UK school system, and its single point of failure – A levels. He observed that: 'Exams tell a truth about a young person. An important truth. But they do not tell the whole truth. They tell us little or nothing about the character of the young person, about who they are, or what they have to offer the world. The cruel deception is leading the young to believe that their entire future depends on their grades, and that if they have not done well, then they are failures.'

For the past three years, Australia



Torrens Park House, part of Scotch College

has been seriously reviewing how universities assess students for their university courses. The ATAR is seen as outdated and a poor indicator of future performance. A huge body of work has been done under the auspices of the University of Melbourne to include assessed and objective data about a young person along the lines the good Sir Anthony suggests. Such criteria will be incorporated into all state exam systems.

The SACE however has already begun to tie this down into firm proposals and hopes to roll out an even better, even fairer way of giving every student a chance to succeed at university level. Scotch itself has been one of only a handful of schools nationally who have taken part in the research into such new moves in the curriculum.

Aussies have never felt a need for O Levels or GCSEs (another long drawn out debate in the UK). The room to innovate up to the age of 16 in the curriculum is huge. We teach so many more days of the year and can offer some very broad experiences before the cold dead hand of exams falls on our shoulders in Years 11 and 12, the final two years.

Therefore, Australia presents a picture of an enlightened, well run system that can cope with downturns, pandemics, and moronic algorithms, whilst still striving to innovate, in order to support its excellent young people to achieve highly at university and beyond.

Does the system lack rigour? As a

newly arrived Brit I asked the same question. However, the Australian way of life is of such high quality in almost every aspect due to a well-educated populace who (aside temporarily from Melbourne...) know and obey a lockdown instruction when they see one, are unfairly experiencing their first recession in nearly 30 years, boast world class universities, and have fine public institutions that sustain a steady ship of state.

Furthermore, it is not only Oxford that is in the forefront of creating a potential COVID-19 vaccine. The University of Queensland is also doing its bit. UQ may not yet be at the head of the race, but never underestimate an Aussie's capacity to compete.

OK, it is not all perfect. We as a family currently contemplate the injustice of a country which will not let us return home to see our son get married, while allowing Shane Warne to travel to the UK to commentate at the test matches.

However, we must take our hats off to the authorities who have left school life as normal as ever (with the odd piece of gaffer tape to sort out the queues at the parent barbies), and supports an unfussy, effective exam system that is not only robust enough to cope in the new conditions, but which is asking itself all the right questions – and providing lots of good answers – about the qualities of young people and their right to make their own way in the world.

Pictured above: Dr John Newton

Cover picture



Boys build beer business

Two Solihull School students spent their time during lockdown developing a positive initiative for pubs.

Jack Talbot and Guy Tomlinson who were in the Upper Sixth set up a business to create extra seating for beer gardens – from excess kegs.

Jack, aged 17, said: “We became bored at home and came up with the idea to turn beer kegs into seats to increase capacity of outdoor areas in pubs when they reopened and throughout the summer. We

approached Silhill Brewery Ltd who kindly loaned some products to kick-start our project.”

Guy, aged 18, added: “We’ve self-funded the materials for the toppers which we’ve been making at home. Each whole seat costs just £15. We’re receiving lots of enquiries and sales are increasing daily – we’ve even had an order from a venue in Yorkshire.”

Both young men live in Solihull and were A Level Business Studies students.

Thousands of hours of volunteering

Bolton School received a certificate commending pupils for their Duke of Edinburgh volunteering endeavours.

Whilst undertaking their Bronze, Silver and Gold Awards, girls and boys have racked up 8,801 hours of voluntary service to the local community or the equivalent social value of £38,284.35. The hours were committed by students from both Divisions between 1 April 2019 and 31 March 2020.

Sue Hincks, Headmistress of the Girls’ Division, said: “This is a fantastic achievement and very much in line with previous years. The DofE qualification dovetails well with our ethos of working with and in the local community. Ordinarily, we hold a DofE celebratory evening for pupils who have achieved

their award in the past year. Obviously, due to Covid-19, this did not happen this time round but the certificate reminds us of the outstanding effort put in each year by a large number of students. All pupils, across both Divisions, undertake the Bronze Award, a third to half then go on to complete their Silver Award and half of those will complete Gold Awards.”

Headmaster of the Boys’ Division Philip Britton said: “The Duke of Edinburgh Award provides challenge and learning, developing individuals’ leadership and teamwork skills and cementing friendships. Many volunteer locally at the likes of Bolton Hospice, Derian House and Bolton Lads and Girls’ Club whilst others undertake their assignments further afield, including overseas”.

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Laura Trainer, Admissions Manager, Ipswich School

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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 exam which went ahead...

Durell Barnes, Chair of the Independent Schools Examination Board, discusses this year's Common Entrance and what the future holds...

All school leaders have had to make unprecedented decisions in these unusual times, and many have told me that what helped them most, when faced with compelling but contradictory arguments, was simply to ask, "What's best for the pupils?"...

This was also the thinking behind ISEB's decision, in discussion with GSA, HMC and IAPS, to allow heads to choose whether their pupils would take 13+ CE this year. We were aware that there would be those who would disagree, but the exercise of choice is key to the independent sector and we felt it right to make CE available to provide, for those pupils whose heads felt it was appropriate, a familiar and rigorous focus for their learning, amongst much turbulence. CE syllabuses and examinations would offer continuity for pupils, allowing prep schools to acknowledge what their pupils had achieved by the end of Year 8 and senior schools to

have confidence in what their new pupils would know, understand and be able to do.

We could not know in March what would be possible in June, and there were logistical hurdles to jump in terms of anticipating contingencies in the event that papers could not be taken in school, how they could be distributed and how pupils would sit them. We are grateful to the staff in all those schools which went ahead who worked so hard to ensure CE examinations were conducted in a professional manner, as well as to the pupils themselves and their parents. In the event only a quarter of CE registrations were cancelled and therefore 75% of candidates took the only national examination available this year, so we felt that our decision was vindicated.

It is clear that the value of CE has been particularly appreciated by many pupils, parents and both prep and senior schools.

It was with some trepidation, nonetheless, that we went ahead with our summer term consultation on the new specifications for CE. We knew how stretched teachers were and appreciated that our survey arrived at a difficult time, but we did not want the modernisation process to be a casualty of the pandemic. We were grateful to respondents who considered how far the new specifications reflected the core aims of CE, which state the following.

Pupils will:

- Be equipped not only for the next stage of their education but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and the ability to apply what they know to new situations.
- Be enthusiastic learners who are open to new ideas and experiences, curious, questioning and keen to experiment.
- Enjoy reading and be able to articulate clearly in writing and orally.
- Have the confidence to weigh up evidence and make up their own minds, and the resilience to learn from their mistakes.
- Have the skills to work independently and collaboratively.
- Understand how subjects connect with each other.
- Demonstrate cultural awareness and empathy, developing an understanding of their own place in the world.

There was broad agreement that the new specifications had met the aims set for them but we also received constructive feedback which has helped us further to improve the specifications prior to publication of the final versions, all emphasising the manipulation of knowledge over its acquisition for its own sake.

ISEB is about much more than 13+ CE alone and some other initiatives had to be put on hold given the extreme demands placed on our teaching colleagues. The ISEB Project Qualification pilots, testing our new research-based learning opportunities, were scaled back but have already involved some exciting and rewarding presentations

showing that the initiative has great potential. It will be launched this autumn. Review groups are also in place to start looking at the future of the Common Academic Scholarship and any improvements which might be made to the ISEB Common Pre-Tests, so we are set for a busy term. We also plan to hold our conference, which is scheduled to take place in the spring term, looking at the role of Key Stage 3 as the foundation of lifelong learning. Our ambition to play a leading role in this area, as we continue to play a major role in the transition from prep to senior schools, remains undimmed by recent events.

"Making CE available was utterly brilliant: it gave focus, a sense of purpose which drove people, a sense of normality at a time of stress – the flexibility was brilliant."

Prep Head

"Huge congratulations are in order for your clear comms at this incredibly difficult time."

Deputy Head

"Many thanks for all the guidance and the supporting paperwork for the exams."

Deputy Head

"The prospect of CE exams to be sat in (our son's) bedroom wasn't without its stresses, but it gave him a focus and a goal to work towards. He had the best outcome – a huge challenge that he rose to and overcame. Now he starts senior school with confidence and knowing that he can apply himself and produce good results."

Year 8 parent

"It was good during lockdown to have a date to work towards for our exams. Then when we finished it was a relief. Our teachers were really supportive and really helped us get prepared for CE. I enjoyed the remote learning and seeing my friends and teachers daily. It helped it all feel more normal and not too daunting. I actually enjoyed most of my CE exams as it really was a test of everything we have been learning for the past two years."

Year 8 pupil


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Training new language teachers

Cheadle Hulme School is to become a regional teacher training hub for languages.

As the newest member of the National Modern Languages SCITT (School Centred Initial Teacher Training Programme), the Greater Manchester school has been recognised as a centre of excellence for language teaching.

Cheadle Hulme School will partner with other local schools to form the fifth hub which can deliver high quality classroom-based modern languages teacher training.

Recruitment of up to three trainees onto the pioneering programme begins this month (September).

SCITT programmes are aimed at both new graduates and career changers and enable a new generation of teachers to benefit from highly practical, school-based training. This programme is the only national teacher training course dedicated to modern languages and it provides trainees with experience in both state and independent schools.

Trainees will spend most of their time at Cheadle Hulme School, building their confidence and experience, with weekly academic theory sessions to support their development. They will also work for six weeks in a contrasting second school to broaden their experience.

By the end of the course, they will hold QTS (qualified teacher status) and a PGCE. They will be trained in KS3/4 and have an understanding of KS5.

Other independents signed up to the scheme include Abingdon, Bolton School, Dulwich College and Oundle School.

John Wilson, head of modern languages, Cheadle Hulme School, said: "This is an amazing opportunity for the school. Cheadle Hulme School has a thriving modern languages department and is committed to developing the next generation of language teaching professionals.

"We will provide each trainee with a dedicated mentor and look forward to developing their classroom confidence."

Celebrating remote learning with cake!



Teaching staff at OLA (Our Lady's Abingdon), Oxfordshire, were presented with 48 cakes on behalf of Year 11 parents.

The cake idea was the brainchild of a parent who wanted to find a way that parents could group together to publicly thank OLA staff for all they had done in

delivering such a term of remote learning.

The weekly surveys of parents to gather information on what was working or needed improvement earned a special accolade.

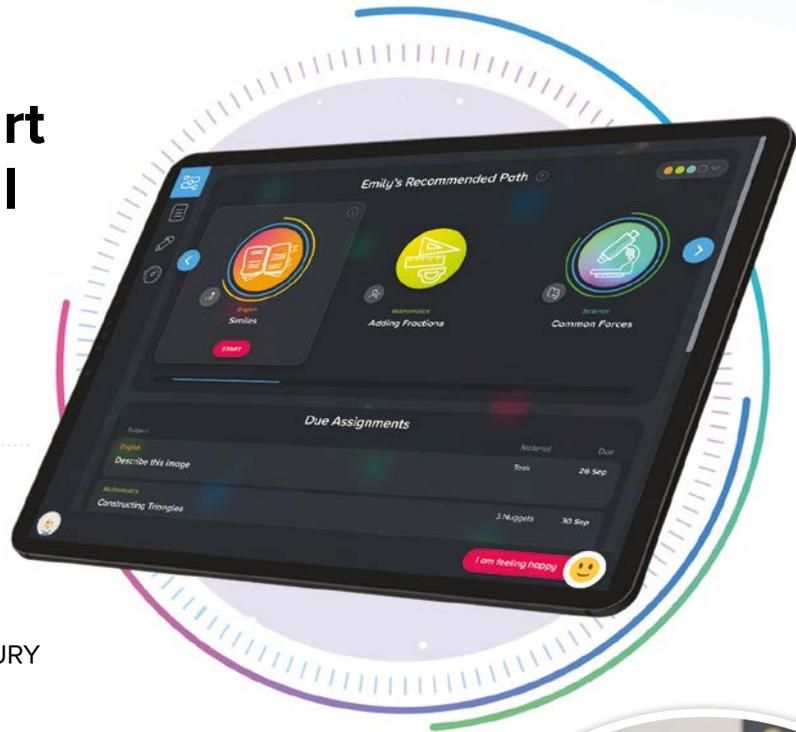
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DEPUTY HEADTEACHER
BOLTON SCHOOL

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We issue every child with an iPad equipped with CENTURY – an intelligent online learning platform – because we believe technology is a valuable tool for learning.



CENTURY gives our pupils the ability to go back over work and receive feedback wherever they are, reducing the distance between teacher and student. They have learning resources available all the time, which of course helps, but a primary benefit is the use of well-evidenced pedagogical practices like recall and interleaving – principles that we know help learning.

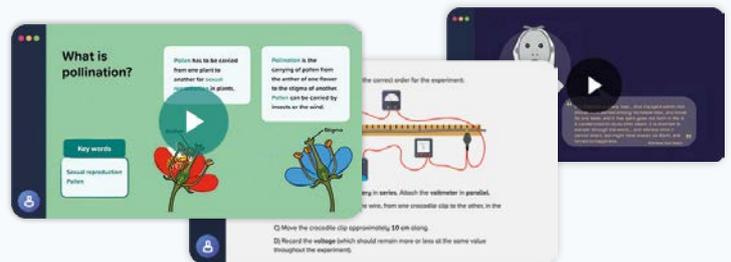
While we use CENTURY mainly for home learning, it is designed to reinforce what happens in the classroom. It encourages students to learn independently, which is crucial for their development.

CENTURY's AI engine encourages students to focus on the right areas for them, rather than just things they find easy. It challenges them to work on the things they need to learn and is highly effective at identifying their gaps in knowledge. It encourages what they learn to be embedded in their long-term memory.

The evidence shows this is crucial for embedding knowledge. CENTURY does that really well by interleaving topics together and recognising where those gaps in knowledge are.

Our staff have taken to using CENTURY really well. We do not mandate they use it, so staff feel empowered with an extra tool at their disposal should they need it. I was particularly surprised when I looked at the average scores pupils received on modules. I thought they might be too easy and everyone would be getting 100% – but the average is around 60%, so pupils are clearly being challenged. I am confident that CENTURY is identifying gaps in knowledge.

Overall, I would say that CENTURY is incredibly helpful, saving teachers time and making learning better for students.



Keeping staff and pupils safe

The precautions against Covid-19 vary across the four home nations, and schools have developed their own comprehensive plans for meeting their local requirements.

Some have produced guides for pupils and parents. Among the universal measures are:

- a requirement that people who are ill stay away or are otherwise isolated
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with NHS Test and Trace
- formal consideration of how to reduce contacts and maximise distancing between those in School wherever possible and

minimise potential for contamination... steps include pupil 'bubbles', minimum 1m distancing etc.

Some independent schools have installed facial recognition systems which incorporate temperature checks. Most say the wearing of masks and visors is by personal choice but this will vary by country.

At Strathallan School in Perth pupils received a welcome pack on arrival that included a bottle of hand sanitiser, a washable face mask (see image), a QR code for a virtual tour explaining the one way system introduced around the school's Covid-safe campus and a pupil handbook explaining further Covid-safe regulations.

Headmaster Mark Lauder said the wearing of masks was "sensible".

"Given the need to mitigate the risk of transmission of Covid-19, wearing face masks seems a sensible additional step for staff and pupils to take when social distancing is harder to maintain in communal spaces," he said.

"The adult-to-adult transmission of the disease seems to be key in localised spikes of the virus and older pupils may have a greater risk in this respect than younger ones given global trends so far, but as evidence is still in its early stages it's better to be safe than sorry.

"Our plans for returning to school included giving each pupil and staff member a washable face

mask and this is certainly a move that parents have supported, and pupils appreciate. Staff have taken reassurance from this as well."



Advertorial Feature

Alcohol-free hand-sanitisers essential to complete COVID-19 protection in schools

Millions of Britons rely on hand sanitisers daily to protect themselves and their families against bacteria and viruses. However there is a growing concern that the official recommendation to use alcohol-based products makes no provision for those who cannot use them, for example because they suffer from dermatitis or eczema; they are either forced to continue using alcohol even though it causes pain and discomfort or to risk not using sanitiser at all.

Some have found effective products that do not cause these debilitating symptoms. One such is EcoHydra, which does not represent a fire risk and can be used in environments where theft and ingestion of alcohol products could be a serious problem, schools being one.

A recent paper by EcoHydra Technologies discusses the importance of making the public aware that effective hand hygiene

does not necessarily mean using an alcohol-based sanitiser as the only alternative to soap and water.

The Covid-19 crisis has underlined the critical importance of hand hygiene for public health. While hand hygiene has long been a focus in healthcare and food preparation contexts, the pandemic has placed a civic duty on everyone to clean their hands more often and in more settings than they are used to. As the lockdown is lifted and use of public transport, public spaces, schools and workplaces increases once again, this duty becomes even more important.

Official guidance on hand hygiene is of crucial importance to ensuring the public has confidence and clarity about what products are efficient against bacteria and viruses. The message on hand hygiene has 'cut-through' to an impressive degree and that is to the credit of public authorities. As a result, use of hand sanitiser has increased dramatically.

However, as the public increasingly uses hand hygiene products in outdoor, away-from-home, and on-the-go settings, the EcoHydra paper sets out the case for reviewing and clarifying the official guidance on these products in a way that makes it more inclusive for individuals who cannot use or tolerate alcohol-based products, and encourage the provision of alternatives in settings such as schools and shops.

The World Health Organisation (WHO) recommendation – based on 2009 guidelines – that alcohol-based hand sanitiser (ABHR) is the only effective alternative to soap and water causes confusion and anxiety for those who cannot use alcohol on their skin for health reasons. There is no question that ABHR has a critical role to play in fighting Covid-19 but there is a genuine and pressing need for those individuals to have access to safe, effective alternatives that are appropriate for their personal circumstances.

National Institute for Health and Care Excellence (NICE) guidance states that any hand rub that passes BS EN1500 is appropriate, irrespective of whether it contains alcohol or not. EcoHydra is independently lab certified to BS EN1500 and is also effective against all enveloped viruses including SARS-CoV-2. However, because it does not contain alcohol it falls outside of WHO guidance.

EcoHydra Technologies is calling for review of the overall regulatory regime for hand sanitisers, to raise standards and drive poor products from the market. They believe there is a need to set minimum standards for hand sanitisers across-the-board, benchmarked against alcohol. They set out a potential framework in which hand sanitisers would be subjected to a list of standardised BS EN tests, and those that meet them would gain a UKCA mark. Crucially, it would allow guidance to state simply that soap and water or any UKCA marked hand sanitiser should be used.



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How should PPE and face coverings be disposed of?

Guidance has been issued by the government to schools concerning the safe disposal of used masks, an aspect of Covid precautions which has received less publicity than it might usefully have done...

Used PPE and any disposable face coverings that staff, children, young people or other learners arrive wearing should be placed in a refuse bag and can be disposed of as normal domestic waste unless the wearer has symptoms of coronavirus (COVID-19), in line with COVID-19: cleaning of non-healthcare settings outside the home.

Used PPE and face coverings should not be put in a recycling bin or dropped as litter. Education, childcare and children's social care settings should provide extra bins for staff and customers to throw away face coverings and PPE and should ensure that staff and customers do not use a recycling bin.

Any homemade non-disposable face coverings that staff or children, young people or other learners are wearing when they arrive at their setting must be removed by the

wearer and put in a plastic bag that the wearer has brought with them in order to take it home. The wearer must then clean their hands.

To dispose of waste such as disposable cleaning cloths, face coverings, tissues and PPE from people with symptoms of coronavirus (COVID-19), including people who are self-isolating and members of their household:

- put it in a plastic rubbish bag and tie it when full
- place the plastic bag in a second bin bag and tie it
- put it in a suitable and secure place marked for storage for 72 hours

This waste should be stored safely and securely kept away from children. You should not put your waste in communal waste areas until the waste has been stored for at least 72 hours.

Storing for 72 hours saves unnecessary waste movements and minimises the risk to waste operatives. This waste does not require a dedicated clinical waste collection in the above circumstances.

Face masks - take care

The UK government has also issued guidance on the correct use of face masks, advice which needs to be imparted to pupils and staff alike...

A face covering should:

- cover your nose and mouth while allowing you to breathe comfortably
- fit comfortably but securely against the side of the face
- be secured to the head with ties or ear loops
- be made of a material that you find to be comfortable and breathable, such as cotton
- ideally include at least two layers of fabric (the World Health Organisation recommends three depending on the fabric used)
- unless disposable, it should be able to be washed with other items of laundry according to fabric washing instructions and dried without causing the face covering to be damaged

When wearing a face covering you should:

- wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before putting a face covering on
- avoid wearing on your neck or forehead
- avoid touching the part of the face covering in contact with your mouth and nose, as it could be contaminated with the virus
- change the face covering if it becomes damp or if you've touched it
- avoid taking it off and putting it back on a lot in quick succession (for example, when leaving and entering shops on a high street)

When removing a face covering:

- wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser before removing
- only handle the straps, ties or clips
- do not give it to someone else to use
- if single-use, dispose of it carefully in a residual waste bin and do not recycle
- if reusable, wash it in line with manufacturer's instructions at the highest temperature appropriate for the fabric
- wash your hands thoroughly with soap and water for 20 seconds or use hand sanitiser once removed

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Currently the shelves are flooded with different choices of hand sanitiser to buy for

your loved ones, employees and customers. It has become overwhelming to differentiate which ones are more effective than others.

Most hand sanitisers sold in the UK show their efficacy against bacteria, not against viruses - this misses the point. Our main threat, Coronavirus is a virus, not a bacterium.

However, very few hand sanitisers available are tested against viruses, specifically Coronavirus. Viruses are notoriously more difficult to kill than bacteria. Empirical evidence has shown that Coronavirus is roughly 10

times more resilient compared to bacteria, like E. Coli, when tested against hand sanitisers. The team that has produced Dr Brown's hand sanitiser assures you that it is going to keep you as safe as possible. It has gone above and beyond, being 80% alcohol and tested against Coronavirus. It has had extensive testing carried out and is dependable.

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Helping Staff and Students Return to Education Safely

ReCoVa-19 Testing and Wellness Monitoring App

Centres of education are facing huge challenges in getting students back into the teaching environment whilst exercising duty of care. ReCoVa-19 can help make the teaching environment safer, building confidence for students and staff.

What is ReCoVa-19?

ReCoVa-19 offers continuous, up to date health status of all registered students and staff throughout the school via an integrated Wellness Monitoring App. It combines health monitoring with a testing programme for Covid-19. Any students or staff catching the disease can be identified early, avoiding transmission to others within the school environment. Tests can be requested via the app making the process streamlined and leaving an audit trail.

How does the ReCoVa-19 Programme work?

Ideally, baseline Active Virus Tests (e.g. antigen/PCR tests) should be performed on

Day 1, for all students and school staff to establish exactly who currently has the disease, followed by a further test on Day 5 to catch the late incubators. Students can then be kept in bubbles as far as possible to reduce chances of cross infection.

Simple, routine, daily wellness reporting by students and employees provides automatic monitoring of health status for the school. Reports can be produced from the app which can form part of the school's regular risk assessments.

Periodic testing of staff can also be done to ensure early detection of any new infections

to help prevent spread to the rest of the school environment.

ReCoVa-19 can also offer Environmental Testing for all areas of the school - door knobs and security pads, light switches, hand rails etc. Positive result calls for enhanced cleaning response in a targeted location.



To find out more information or to book an online demonstration please contact info@recova-19.com

School donates tens of thousands of stamps to charity thanks to Captain (now Sir) Tom Moore

Bedford school, which is attended by Captain Moore's grandson Benjie Ingram-Moore, turned into a hive of activity when it received mountains of cards wishing the war veteran a happy 100th birthday.

Staff, parents, pupils and Old Bedfordians spent 1,750 hours opening more than 160,000 birthday cards to put on display in the Great Hall - all while carefully setting aside the stamped envelopes.

The stamps have now been donated to two charities: Sue Ryder St John's Hospice in Moggerhanger, near Bedford, and the Royal National Institute of Blind People (RNIB).

Susie Spyropoulos, Head of Charities at Bedford School, said: "It was important for us as a school to donate the stamps to charitable causes. It was the natural step to maintain the phenomenal work that Captain Tom has undertaken in raising nearly £33million for NHS

charities. "His family was keen that we use them to help causes both locally and nationally.

"We hope this donation helps both charities continue to provide their vital services for people in need."

In April, Captain Moore walked 100 lengths of his garden and became a beacon of hope for the nation during the coronavirus lockdown.

To mark the occasion, post across the country was adorned with a specially created postmark wishing Captain Moore a happy birthday from Royal Mail.

It is not yet known how much each charity will receive from the stamps which are bought by dealers who pick out any unusual or valuable ones to sell to collectors. The rest are then sold for crafting or paper recycling.

Tori Ablard, Head of Hospice Fundraising at Sue Ryder St John's



Jan Jones – wife of a Bedford School staffer – helping out with the stamps

Hospice, said: "Thank you so much to Captain Tom Moore and Bedford School for this fantastic donation.

"It is the gift that keeps on giving; not only has Captain Moore raised a phenomenal amount of money for NHS charities, but by donating his 100th birthday card stamps to us he will also raise vital funds for our hospice.

"The money raised will make sure we can continue to offer our expert palliative care and be there when it matters for people at the most difficult time of their lives."

Becca McRow-Brewer, RNIB Senior Manager, Community Giving, thanks Bedford School and Captain Moore for the stamps donation. She added: "Stamps make a real difference as RNIB recycles them into much needed funds.

"Over two million people with sight loss in the UK are facing huge challenges during the coronavirus crisis, and these funds will go a long way to help give blind and partially sighted people the practical advice, local connections and reading services they need at this uncertain time.

Forest School – a cradle of association football

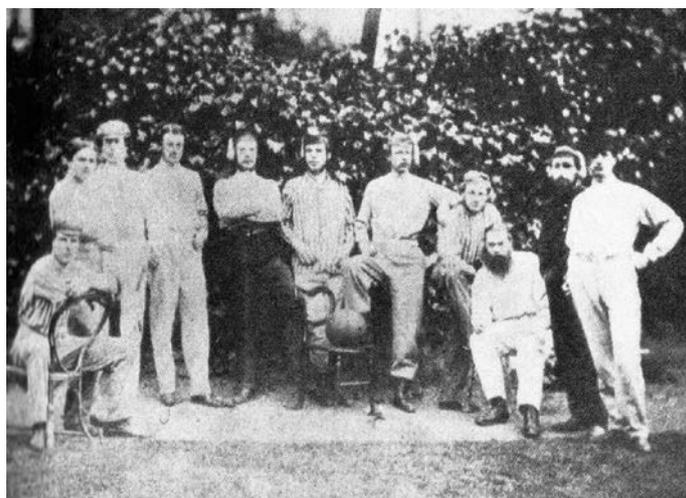
Forest School and Old Foresters are the only school and old boy partnership to have played in the FA Cup competition, although they never had to face each other. Malcolm Tozer explores this unique footballing achievement.



Forest School opened in 1834 in Walthamstow, a rural area before the coming of the railway. There was no organised sport at first but the 22 boys had the run of the Common in front of the school. As pupil numbers reached 100 in the next decade, football of a kind was adopted with any number of participants and rules known only to the players. The earliest match against another school, Chigwell, was in 1858, Forest winning 5–4.

Men's sides provided stronger opposition. The ready availability of pitches and easy access by coach from London saw the neighbourhood become a nursery for some of England's best players. Forest Club started there in 1857 with play based on minimal handling of the ball. Six years later it became Wanderers, perhaps the most famous of all the early clubs; its members were public-school old boys working in the City. Wanderers beat the school twice that season (2–0 and 4–0) with Charles Alcock, aged 21, scoring in the second game. Alcock, later secretary of the Football Association (FA), saw a touring club like Wanderers as a means to spread a uniformity of play based on the dribbling game.

Alcock was not the only influential player to teach the Forest boys a trick or two. Old Etonian Arthur Kinnaid, later Lord Kinnaid, swapped from



his school's Field Game to the dribbling code during his time at Cambridge; he was an immediate enthusiast. In 1866, aged 19, he brought his own side, including Alcock, to play Forest School in a 13-a-side match. The boys held the all-stars to a 2–2 draw. Kinnaid joined the FA's committee in 1868, became treasurer 9 years later, and president 13 years after that.

All matches at the school were played under Forest Rules. Visitors from Wanderers described them as 'a happy mixture of Rugby, Harrow and Charterhouse rules'. It was essentially a dribbling game on a huge pitch, 200 by 100 yards. Ends were changed whenever a goal was scored but players kept to the same side of the ground and did not cross over. There was neither tape nor crossbar on the goals, and the duration depended on available daylight; one game

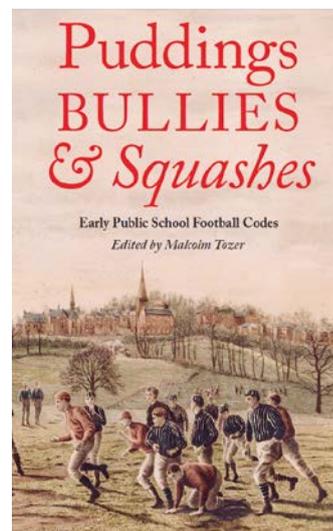
against Wanderers lasted 2½ hours.

During the autumn of 1863 a series of meetings in London led to the founding of the FA. John Alcock, Charles's brother, represented the Forest Club. After the fourth meeting, discussions were finely balanced on whether the dribbling code favoured by the Alcocks and Old Harrovians should hold sway or the handling version preferred by Blackheath and Old Rugbeians. All was to change at the fifth meeting when Alcock co-opted John Bouch and David Morgan, two boys from Forest School. Their additional votes saw dribbling win the day and led to the separation of the Association and Rugby codes.

In 1871 Charles Alcock took the idea of a knock-out competition from his old school, Harrow, and the FA Cup was born. Fifteen clubs entered that first year;

Wanderers beat Royal Engineers 2–1 in the final before 2,000 paying spectators at Kennington Oval. Forest School was one of 32 teams that entered in 1875, losing to Oxford University in the first round. The following year the boys beat Gresham in the first round but lost 1–0 to Marlow in the second.

A series of outstanding school sides provided an excellent foundation for the Old Foresters when they entered the FA Cup in 1877. For the next two years, school and old boys competed as a unique partnership in the history of the competition. The school never got past the second round but the old boys twice reached the fifth round and once the sixth, or quarter-final, when the entries had grown to 149. School and old boys withdrew from the competition when professional clubs began to dominate, a control they have never relinquished.



The history of 20 nineteenth-century school football codes is told in *Puddings, Bullies and Squashes: Early Public School Football Codes*. It will be published in hardback and paperback editions by Sunnyrest Books in October 2020 and sold worldwide on Amazon. Author Malcolm Tozer taught at Uppingham School before his appointment as headmaster of Northamptonshire Grammar School and then Wellow House School.

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Schoolmaster's double life in Churchill's 'secret army'

A new book has unveiled the double life of a Yorkshire schoolmaster who served as an undercover agent for Churchill's 'secret army' during the Second World War.

Former Bradford Grammar School (BGS) languages teacher, Harry Rée, told relatives his eight months spent in France, in 1943, had been like a 'glorious summer holiday,' where he cycled around and enjoyed people's hospitality.

But he was actually an agent in Churchill's Special Operations Executive, known as Churchill's Secret Army or Ministry of Ungentlemanly Warfare, where he was tasked with sabotage and subversion behind enemy lines.

Harry was parachuted into France in April 1943, after training in sabotage and silent killing and how to pass yourself off as a native Frenchman. He went on to devise a system for smuggling messages to London, organised dozens of parachute drops and gave instruction in sabotage techniques. He directed operations with the French Resistance against railways, canals, warehouses, electricity supplies and factories.

One of the charismatic teacher's greatest successes was in persuading Rodolphe Peugeot, the son of the Peugeot factory owner, to sabotage the family premises at Sochaux, which had been commandeered to make parts for Nazi tanks. In return, Harry persuaded the RAF not to carry out another bombing raid on the factory by making a pact to keep up with regular sabotage operations.

Harry's life as an agent was only discovered by his son Jonathan, an author, historian and philosopher, in 2016 when he was contacted by a French soldier who was keen to track down relatives of the prominent resister.

Jonathan soon found himself on a train to France where, at a civic ceremony to rededicate a memorial plaque, he was astonished to discover his father's role in the fight against Germany.

Said Jonathan: "He worked directly or indirectly with around 400 supporters, including women and children, not just men, and became extremely close to them. Almost half were arrested at some point, and in many cases imprisoned and tortured, while dozens were executed or deported to camps in Germany from which they were unlikely to return. I can see why he didn't want to talk about it."

Jonathan, of Oxford, read dozens of histories and memoirs and looked through piles of family papers. He travelled around France to talk to people who had known Harry and found pages and pages he had written on his return, most of which were either unpublished or anonymous. Slowly, he began to piece together the dangerous reality of his father's war.

Said Jonathan: "He had actually signed the Peace Pledge at university and was in a reserved



occupation as a teacher, but he later reconsidered his position.

"He would have hated to have been portrayed as a hero. He always praised the ordinary unheroic deeds of the men and women of France who enabled him to be part of the Resistance, people who had risked their lives for him.

"He must have been deeply affected by tragedies, such as the death of his devoted assistant Jean Simon, who was gunned down in their favourite café, or the retired schoolmistress Marguerite Barbier, who loved him like a son and died in a concentration camp."

Harry fled France with stomach wounds after being shot by a German military policeman who had found his safe house. He spent five months recovering from his injuries in Switzerland at the same time as coordinating activities back in Franche-Comte.

After the War, Harry received the Médaille de la Résistance Française and Croix de Guerre, and was

appointed DSO, OBE and Chevalier de la Légion d'honneur.

He went back to his teaching career, joining Bradford Grammar School (BGS) in 1949 where he worked until 1951. He later became Professor of Education at York University and retired to an old farmhouse in Ribbleshead, in the Yorkshire Dales.

After his extensive research, Jonathan captured his father's story in a book *A Schoolmaster's War: Harry Rée – A British agent in the French Resistance*. He says his father intended to write his autobiography but died in 1991, age 76, before he got the chance.

"I think he would have thought, if there had to be a book, he would have liked it to have been like this one," he says. "He wanted people to know how ordinary and modest the real heroes of the Resistance were. He never forgot them and never forgave himself for his part in what happened to them. He never ceased to wonder at his absurd good luck at getting out alive."

A Schoolmaster's War: Harry Rée, British Agent in the French Resistance

Edited by Jonathan Rée

Yale University Press, £14.99

Lindsey Davis, development director at Bradford Grammar School reads the new book dedicated to Old Bradfordian Harry Rée

How UK private sector educators view technology in the connected classroom, as hybrid learning becomes our new normal



In 2020 daily schooling changed overnight, with closures having an impact on nearly 80% of the world's student population, across 138 countries. If the importance of technology in education wasn't a hot topic before, it certainly is now, with many teachers and pupils coming to rely on digital learning aids – from devices to online learning platforms – to ensure education and development continued during some of the most challenging circumstances.

Throughout the month of May, Microsoft commissioned Teacher Tapp to survey more than 5,000 teachers, including 1,200 senior leaders, across the UK from both the state and private sectors, aiming to truly understand how educators perceive the value and benefits of current connected educational technologies and gain insights into their hopes for future innovation.

Technology has become deeply interwoven with how education, skills, and social development are supported and delivered in both primary and secondary schools across the UK. Overall, teachers from all types of school feel that

technology tools for learning do empower pupils to study independently, with 57% of private school teachers agreeing such tools create improved readiness for future studies and working life. In fact, teachers who say all their students have access to connected education tools at an individual level are much more likely to report they feel they have adequate access to the right resources to impart the most important life skills needed for work (60% compared to 34% of those who have no access to 1-to-1 devices). Clearly, teachers view access to technology at the individual level as a critical success factor for children's education. And, in the private sector, over a third (35%) of educators are 'very hopeful' that such technology devices will be used more often in the classrooms of the future.

In the private sector, two in three teachers have at least some access to 1-to-1 technologies, whether through students providing their own tech, or via the teacher's own digital device. In the state sector this drops to just one in three. In other words: two thirds of all

teachers do not have the tools they need to deliver the modern blended learning mix, never mind a full-on digital only delivery of education during a time of lockdown.

Although there is broad agreement across the state and private sectors on the benefits of education technology in preparing students for future work and life, purchasing priorities do vary between subjects and sectors. Interestingly teachers of creative subjects (Arts, D&T), 53% are most likely to purchase 1-to-1 devices for their students, compared with 31% of humanities teachers. Whilst 38% of teachers in the private sector were most keen to receive upgraded interactive whiteboards.

With technology adoption being embraced by teachers across all age ranges, subjects, and sectors, 54% of educators in the private sector cite such tools as providing them with more creative and inspiring ways to teach. To ensure that both teachers and students are set up for success, schools need to be considering the longer-term investment in



technology that can give them a stable foundation for continued growth as hybrid learning is now part of our new normal. Whilst the Teacher Tapp survey shows that teachers see connected tools like 1-to-1 devices as having a range of benefits, especially when it comes to better meeting students' individual learning needs and supporting their development of key life skills, a digital divide means not all have the opportunity to realise such benefits. It is our aim to provide both learners and educators with a transformative classroom experience to encourage a lifetime love of learning.



To learn more about the results of the survey or speak to someone about sourcing better tools for your school please visit aka.ms/Education/Surface

Gold Teacher Ambassador for UK parliament

There has been a significant increase in the number of sixth formers studying politics at Bryanston School, Dorset – over 50 pupils have registered on the politics course for the 2020–21 academic year and, now, both the Head of Politics and the School itself have been presented with the Gold Award as a UK Parliament Teacher Ambassador by UK Parliament's Teachers' Institute.

"We're delighted to have received the highest level of award as a Teacher Ambassador for the UK Parliament," says Will Bridges, Bryanston's Head of Politics, pictured. "There is no doubt that Brexit and now the Covid-19 pandemic has prompted the younger generation to think much more about democracy, voting and the importance of political debate".

"As an ambassador, we will of course continue to build on the increased interest in the subject

with our own pupils and will take steps to ensure that every year group has some form of engagement with politics. However, in the next academic year and once current restrictions have eased, we will also now be visiting primary and prep schools across Dorset to engage with teaching staff and pupils of all ages and explain the work and respective roles of the House of Commons and House of Lords."

Securing the Gold Award from the Teachers' Institute was the culmination of a year of concerted activities completed by Will Bridges and his colleagues at Bryanston. These included a three-day training programme at the Houses of Parliament that provided prospective teacher ambassadors with the opportunity to question the House of Commons Speaker and the Lord Speaker and to hear from parliamentarians of all parties about their work and priorities.



North Dorset MP, Simon Hoare recently visited Bryanston as part of a series of special talks to enthuse all pupils about the world of politics. The School also organised a number of educational visits, lectures and a mock election where more than 85% of the School's pupils cast a vote. A political conference for pupils originally planned to be held after the Easter holiday has been deferred as a result of the Government's decision to close schools in response to the current pandemic, and will now take place in the Autumn term.

Closed

Silverhill School, Gloucestershire, has not reopened this Autumn term.

Headmistress Jenifer Capper and her husband Julian, who is principal and bursar, said they reluctantly decided to close the independent preparatory school and day nursery after 14 years in charge, due to the 'deteriorating economic outlook'.

The couple worked with other local schools and with South Gloucestershire Council to find alternatives for parents and their children at Silverhill. They also consulted with the school's 21 full-time and 34 part-time staff – all of whom have been made redundant – to help them find new employment.

The school buildings, which sit on a 9.5 acre site off Swan Lane, will now be sold.

Silverhill School opened on its former site in nearby Rudgeway in 1949 and moved to its current site in Winterbourne in 1992

Advertorial Feature

apetito partners with Independent Schools Association (ISA)

Meals provider, apetito, has announced its partnership with the ISA, offering independent schools new solutions in the provision of delicious, nutritious, and sustainable food to pupils.

Offering schools an award-winning range of over 100 main meals and 50 desserts – all of which can be cooked from frozen by schools' own catering teams – apetito already enjoys a strong reputation in the healthcare and care sectors for quality and service, and is now growing its presence in the independent schools sector.

All meals have been developed by the company's in-house chefs and dietician, giving the reassurance that meals served in school dining rooms can give headteachers and parents the confidence pupils are enjoying nutritionally balanced menu solutions that can transform mealtimes.

Taking its sustainability pledges very seriously, apetito is a strong supporter of the British food and farming industry, remaining fully committed to sourcing ingredients from suppliers who share its commitment to

improving the world we live in. The company expects each of its suppliers to work to the same high standards of quality control and has a dedicated team that can trace the source of every ingredient it uses right through the food chain. apetito is also a member of the Ethical Trading Initiative.

With its extensive range of main meals and desserts to choose from (including meals that are free from 12 out of the 14 known allergens), schools can keep menus fresh and enjoyable while catering for all dietary requirements. For additional peace of mind, apetito does not allow nuts or their derivatives into any of its kitchens, and through working closely with suppliers, the company has been able to remove nut warnings from 99 per cent of its dishes.

As a Gold Preferred Supplier, apetito will be working closely with the ISA and its members

to fuel and nourish young minds across the country and offer guidance and support in how to deliver the most cost-effective menu solutions.

Mandy Chambers, New Markets and Innovations Manager says: "The ISA plays a key role within the sector and our relationship has developed from a shared goal of supporting the health and well-being of young people in a way that offers efficiency and value for money to schools. Right now, we know schools are looking to make efficiencies without compromising on their high standards and it is great to see our partnerships helping schools to achieve this.

"We look forward to working closely with the ISA and its members and being part of a community dedicated to making a real difference to the lives of children."

To find out how apetito can support your school, visit <https://www.apetito.co.uk/school-meal-services>

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Profile

In conversation with James Priory

Born: 1973

Married? Yes, to Helen. We have three children, Alice (22), Emma (20) and Ben (18).

Schools and University Attended:

King Edward's School, Birmingham;
Taunton School (Sixth Form);
Lincoln College, University of Oxford.

First job: Teacher of English at Bradford Grammar School, 1994

First management job: Head of Year 7, Bradford Grammar School, 1996

Appointed to current job: 2018

Favourite piece of music: Currently loving listening to The Victoria Collection, recorded by The Sixteen

Favourite food: Roast lamb

Favourite drink: Islay single malt whisky

Favourite holiday destination: Keen to explore Canada

Favourite leisure pastime: Fishing for mackerel on the open sea in a kayak

Favourite TV or radio programme/series: Ozark as a TV drama; Bake Off because it's something we revel in as a family

Suggested epitaph: Something I shall leave to others to determine!

Q Both schools of which you have been head boast a distinguished history. The Portsmouth Grammar School was founded in 1732, Tonbridge dates back to 1553. Does being the current custodian of such long heritage impact in any way on your thinking as head? Do current pupils take anything from it?

A *I do believe that environment and history play a significant role in shaping the identity and culture of a school. Both PGS and Tonbridge still exist on the site where they were founded, and both, interestingly, are synonymous with the communities they serve even though Tonbridge has a global reach as a boarding school.*

I liked to think of PGS as a school which looked outwards, located as it is in the UK's only island city. A Portsmouth Curriculum in Year 7 was brilliant at helping the pupils appreciate the relationship between the school and the city. Here at Tonbridge, there is a profound sense of continuity over five centuries and of our relationship with the Skinners' Company - boar's heads and leopards wait to be discovered on carved stone, and on face coverings too! We are keen to help the boys become even more familiar with the story and people associated with the School. It's inspiring, especially now, to know that Norman Heatley, one of the major figures in the development of penicillin, studied science at Tonbridge.

Q Portsmouth is a mixed day school, Tonbridge all-boys boarding and day. If a prospective parent asked you today about the respective merits of co-ed versus single sex, what advice would you impart, given your first-hand experience of leading both?

A *As well as teaching in single sex and co-ed schools, I attended both as a student. As Head of Year 7, I helped to introduce girls into Bradford Grammar School. I was drawn to PGS as Head of English, in part, because it was such a well-established, co-educational school. Coming to Tonbridge has been fascinating because I feel as if I have been completing a circle. What I have learned is that what matters is the quality of educational experience you provide, not what type of school you are.*

Tonbridge is a specialist in boys' education, but what makes it distinctive is its character as a boarding school. The sense of community here, and the opportunity to develop yourself thanks to the time and space available, are extraordinary. I would advise parents to ask how well a co-ed school enables individuals to be themselves rather than be defined in their experience by their gender; and to ask single sex schools how well they prepare young people for a co-ed world. Above all, judge

the school by the quality of the education it offers, not by the type of school it happens to be.

Q You attended King Edward's School, Birmingham, where you were the recipient of an Assisted Place. Tonbridge offers a mix of scholarships and bursaries under its Foundation Awards scheme. If widening access to independent schools is a government goal, is there a case for a return of the Direct Grant scheme, or the introduction of Vouchers which parents can use for full payment of their child's state education or part-payment of an independent one?

A *I feel very fortunate to have been given the opportunity of an Assisted Place at King Edward's. I received similar support at Taunton School, as the son of an Anglican priest. It is a huge privilege to be able to extend the same opportunity to young people through our Foundation programme.*

We have ambitions to double the number of means-tested awards by 2028, when we celebrate our 475th anniversary. We know, however, that affordability is a major challenge for the sector, which is why widening access is about educational partnership and outreach as well as the 'inreach' of funded school places. I would love to see families able to access state funding to help them exercise even greater choice for their children with support available from schools like ours on a means-tested basis, but I would be cautious about losing our independence in what and how we teach.

Q Pupil well-being has been at the forefront of school agendas for many years, but perhaps more so recently in the light of increasing concerns about mental health in general and the pressures of social media on teenagers in particular. Tonbridge has a 24-hour on-site Medical Centre, the Chaplaincy, a dedicated school counsellor, a strong house system, and support networks among the boys, such as the Anti-Bullying Council. This is a comprehensive provision, but how can you as head - or indeed any head at any school - monitor if it actually meets the needs of today's individual pupils?

A *Above all, you need to listen to the pupils and to their parents, as well as listening to those staff most closely involved in supporting pupil well-being in your school. You also need to monitor both high and low-level needs, looking out for changing trends, identifying the moments in the year when pressure can peak so that you learn to anticipate and put in place preventative measures when needed. I have*

James Priory has been Head of Tonbridge School, Kent, since 2018. He was previously Head of Portsmouth Grammar School, Hampshire.



learned not to underestimate the value of peer support amongst young people.

I also recognise that staff well-being influences significantly the attitude and mood of the pupils. Whilst concern about young people's well-being has escalated in recent years, we have also become much more alert and can be creative in the strategies we use. I have seen that in action here especially, in the context of a residential school.

Q You read English at Oxford, subsequently taught the subject, and went on to marry an English teacher. Your own poetry at Oxford was marked by a Proxime Accessit (second place) in the famous Newdigate Prize. Is a love of poetry something you encourage in your pupils whether or not they are studying English? If so, how do you find space for it alongside the other demands on their time?

A *It was interesting to see the strength of feeling when it was suggested that poetry might be removed from GCSE exam courses this year. I'm clearly not the only person who enjoys and cares about poetry! When I was at Oxford, I attended Craig Raine's writing classes, smuggled into the English curriculum as 'practical criticism'. As a teacher, it's been inspirational to work alongside writers like Carol Ann Duffy, Andrew Motion and Gillian Clarke. Simon Armitage was a welcome visitor before the lockdown. I have loved taking pupils out to meet poetry too, whether it has been walking with Wordsworth in the Lakes, discovering Edward Thomas in the South Downs, or sharing a Yorkshire rail journey with Ian McMillan in which we created a live performance poem on the train.*

Tonbridge has a superb culture of creative writing with practising poets like Peter Carpenter to lead and inspire us. It's important for young people to articulate their experience and to keep their imaginations exercised too. Just don't take yourself too seriously - which is why coming second in a poetry competition is on my CV!

Q 'Black Lives Matter' was much in the news over the summer. Hilary Clinton famously said during her 2016 Presidential campaign that she preferred a focus on 'All Lives Matter'. Pupils may detect an element of tension between those two approaches, so how can school staff assist them come to a mature view which embraces equality while celebrating difference?

A *The Black Lives Matter campaign has generated a lot of debate nationally and around the world. The response here has prompted some valuable conversations*

throughout the summer with colleagues, recent leavers and current families, all interested to reflect on the extent to which a school like ours is inclusive and enables individuals to be themselves. What has come through in the conversation is that if we are to celebrate diversity successfully, we need to be authentic and to avoid being tokenistic. This has to be something which is embedded in our values and culture to be meaningful. Now that pupils are back in school, we will be exploring those conversations and ideas further. Pastorally and intellectually, we see this as an exciting opportunity for the School.

Q You discovered an interest in choral music whilst at Oxford. Is it thriving at Tonbridge?

A *It's an interesting time to ask about choral music at Tonbridge, not only because of the issues surrounding the safety of sung music in services and concerts with Covid-19, but also because 2020 marks 25 years since our chapel was rebuilt after a devastating fire. We had hoped to celebrate the anniversary in full choral splendour!*

Despite these challenges - possibly even because of them - choral music really does thrive here. One of our former pupils has just left to become a Lay Clerk at Portsmouth Cathedral as part of their excellent Gap Year scheme; another becomes Organ Scholar at St George's Chapel, Windsor - a place I remember well as, poignantly for me, it was where I last sang as a treble before my voice broke during a choir tour. Stanford in G has been a different experience ever since. Just before the lockdown the whole school was rehearsing for the premiere of a specially composed choral work inspired by the story of Jason and the Argonauts. We shall be counting down the days until The Argo can be launched, and humming it in the meantime behind our masks.

Q You are a Governor of several schools. What have you found to be the most rewarding dimension of such work?

A *Some of the best professional CPD I have experienced has come from being a governor, especially having served on the boards of an academy and an FE college as well as prep and independent senior schools. It is fascinating to see different boards at work and to learn from the experience of people working in fields which are very different from my own.*

Governors often bring expertise of finance, law and HR, for example, but I have also learned a lot about leadership in areas such as media and the

creative arts, sport, higher education, health and the military services. It's incredibly rewarding to contribute to the development of another school. It also helps you appreciate the challenges placed on governors as volunteers.

Q Who, or what, inspired you to get into teaching? Do you still teach?

A *I had many inspirational teachers at school, one of whom was my Housemaster at Taunton School, John Carrington. I loved discovering Antony and Cleopatra, now one of my favourite Shakespeare plays, with the benefit of his scholarly illumination. I have two siblings and all three of us, curiously enough, are teachers. It makes for very enjoyable conversation for the rest of our family when we come together at Christmas! I suspect a big influence on us was my parents' calling to go into rural ministry together when we were growing up in Birmingham. We found ourselves at the centre of village community life, interacting with many people who had dedicated their lives to teaching.*

Most of my own teaching now is delivered through the talks and addresses I deliver as a Head. I thoroughly enjoy researching these and use them to introduce the boys to writers and texts I love as well as to get the boys thinking.

Q Tonbridge School, and several others, have the long-standing motto 'Deus Dat Incrementum', roughly translating as 'God gives the growth'. Is the motto still relevant? If you were tasked with developing a 'mission statement' for the independent schools sector in the 2020's what would you choose?

A *I remember Gordon Brown having a thing about school mottos - "I will try my utmost." I rather like Deus Dat Incrementum: we plant the seed and water it, but the growth can be unexpected, immeasurable and beyond our gift or control. It's a reminder to me that schools should never be production lines, as the late Sir Ken Robinson argued so brilliantly.*

Tonbridge has an adopted, unofficial motto, however, which has particularly resonated for us in 2020: "Only Connect". It's the famous epigraph written by E M Forster, a former pupil, and for me it speaks about connecting the human and the intellectual, the heart and the mind, the importance of bringing together people and ideas. It's a powerful idea for a school and I think it says a lot about what we should be doing as an independent sector too.

Castle Minibus launches the MCC (Minibus Compliance Course) online to make minibus safety training accessible to a wider range of school staff.

Castle Minibus are Champions of Minibus Safety. They have pioneered new services and tailormade packages to not only educate schools on minibus safety but provide services designed to make compliance easy, affordable and evidencable.

Castle are leaders in their industry because they are not looking to just rent, lease or sell minibuses. They care passionately about the safety and legality of the vehicles they sell, and the staff members who drive them, which is why they do not deal with 'light-weight' minibuses. Castle saw that schools were being put at risk because of the lack of provision of minibus compliance education and services, so they moved quickly to help mitigate that risk and increase the safety of children and their teachers throughout the UK.

How is Castle making minibus compliance easy?

1. By writing and delivering the Minibus Compliance Course, approved by RoSPA in 2018, to educate schools about what their commitments are under a Section 19 Permit. The course helps drivers understand they are not just driving a large car, which will help to reduce incidents. It covers understanding what permits are required and what the school's legal obligations are. It explains the driver's responsibilities, liabilities, and licences so they can protect themselves and their school's reputation, and it helps with planning for emergencies and any ISI or DVSA inspections and enquiries.
2. A free app called STRIDA. This app allows teachers and site staff to easily complete daily

and weekly minibus checks via the app and for those checks to be recorded and managed.

3. An online driver risk assessment and training programme, CODA. Schools can easily assess their driver's ability online, quickly, and reliably, with additional online training built in.
4. Nationwide 10-week safety inspections by qualified independent engineers who complete inspections on-site. You do not have to be a Castle vehicle customer to take advantage of this service.
5. The Compliance Brochure: a straightforward online document, that lays all your options out for you in an easy to understand way.

How is Castle making compliance affordable?

1. By investing in taking the Minibus Compliance Course online to allow multiple users to achieve compliance certification without taking time out of school.
2. Partnering with insurance broker, James Brown and Sons (Somerset) Ltd, who recognise that a Castle Minibus client is less likely to have an incident because of Castle Minibus' high safety standards, especially if they have completed the MCC.
3. James Brown and Sons have negotiated insurance rates that reflect the reduced risk that

holders of the MCC represent and even allow a further 10% discount for Castle customers, all of which could offset the cost of the MCC.

4. Castle have launched a monthly compliance payment plan to help schools access the most important compliance services; staff education, vehicle maintenance and driver safety which will save schools at least £120 a year.

How is Castle making compliance evidencable?

1. The Minibus Compliance Course is approved by RoSPA and is a certified course so participants that receive an 80% pass rate or more in each of the four sections covered can download a certificate to prove they have understood each area of compliance and then a final test which completes the course.
2. Both STRIDA, the free app, and CODA (Castle's online driver assessment programme) has a dashboard that enables schools to record and export information. The online driver assessment dashboard allows schools and Trusts to monitor the progress of their drivers through additional training and any change to their risk levels. STRIDA enables schools to immediately identify an issue with a vehicle and record when that is remedied.

3. 10-week 85-point safety inspections provides a report that is given to the school to be filed which can also be emailed to Academy Trusts or any head offices if needed.
4. Castle also covers the other records (and plans) that must be kept i.e. licence and eyesight checks in the MCC, so schools understand what is required of them and how long these records should legally be kept for.

Chris Maynard, Managing Director of Castle Minibus comments 'The majority of schools we encounter have massive knowledge gaps when it comes to minibus compliance. This is the first hurdle to a school not having a robust minibus safety system in place and is why we developed the Minibus Compliance Course. Once schools understand that services like 10-week safety inspections and evidence of driver training are a 'must-have' not a 'maybe have' that is when we can make an impact on safety.

Compliance and safety go hand in hand and what Castle aims to do is educate schools in minibus compliance and then, as the trusted advisor, provide the services that will not only keep them safe but help dramatically reduce their insurance premiums.'

To learn more about the new online minibus compliance course call Castle on 01869 253744 or email enquiries@castleminibus.co.uk or visit castleminibus.co.uk/minibuscomplianceonline



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*logins must share the same email domain i.e. @exampleschool.org

Success for skillful designers

Talented Fashion and Textiles students from King's Ely are celebrating success in two competitions.

Year 12 student, Paige Newell, and John-Oswald Crichton, who is in Year 11, have both been highly commended in this year's Young Fashion Designer UK contest. Paige and John-Oswald submitted some outstanding fashion design 'mood boards' with supporting text, where they explored a decade of design by their chosen fashion designer. Paige chose Alexander McQueen and John-Oswald chose Christian Dior.

Launched in 2010, the annual Young Fashion Designer awards celebrate and showcase the work of Fashion and Textiles students from across the UK. Paige, 17, was highly commended in the age 17-18 category and John-Oswald, 16, was highly commended in the age 15-16 category.

Katie Wood, 17, will be exhibiting some of her work at Cracow Fashion Week 2021 after achieving second place in this year's fiercely contested Polish Talent Support International Fashion Competition, organised by the Polish-American Fashion Foundation and Cracow School of Art and Fashion Design.

All three King's Ely students were selected to exhibit some of their fashion designs in the Young Norfolk Arts Festival – a virtual exhibition to celebrate the work of young artists and designers from across the region.



Paige Newell entry



John-Oswald Crichton entry



Katie Wood – showing in Cracow

Magazine winners

Talented media and design pupils from Bromsgrove School, Worcestershire, scooped Best Magazine at the Shine School Media Awards, a national competition that rewards the talent of senior school pupils who work on the editorial and design of a school magazine, newspaper, podcast or website.

Their magazine Two Zero One won Best Magazine, Best Front Cover, Best Overall Content and received Highly Commended for Best Illustration and Artwork, Best Print and Design and Best Cartoon. Twelve pupils worked on the magazine, so it truly was a team effort. Congratulations to Vivianne Zhang Wei, who was awarded Editor of the Year.

Speaking about the Best Magazine Award, the judges felt that “this was a truly inspiring entry, given the circumstances of its production under lockdown. Interesting, wide-ranging and engaging content, voicing the concerns and topics of the moment, together with lifestyle and arts content, pulled together with attractive design and glorious illustrations. A fantastic read, well done.”

Alison Strachan, Chair of Shine congratulated all of the schools shortlisted for a Shine School Media Award – “Prizes will be workshops, masterclasses and work experience with industry leaders, as it is vital that you, who are tomorrow's talent, find paths into the communications industries and careers, should you wish. It is our job to help you on the way”.



Headmaster Peter Clague said, “this is fantastic news – a wonderful postscript to the year and an absolutely fitting acknowledgement of a remarkable editorial team”.

“What Vivianne and the team managed to create in lockdown is a fitting testament to their talent, teamwork and tenacity”, said Ms Victoria Adams, Teacher of English at Bromsgrove. “To practically sweep the board in these awards is so well deserved. Watching live together on Zoom was not quite the same as attending the ceremony at Stationers' Hall in London but the camaraderie and friendship of these outstanding young people, led by winning editor Vivianne, was a joy to behold.”

'Magical Mystery Tour'

Lockers Park School, Hertfordshire, pulled out all the stops to take pupils on a memorable 'Magical Mystery Tour' to celebrate Global Beatles Day last term.

The day itself presented ample opportunities for learning enrichment with Beatles-

themed pop art projects, maths challenges, quizzes and even the School Chapel enjoyed a Beatles music transformation. The highlight of the festivities featured a socially distanced whole school singalong of the classic - 'Hey Jude' – in the school's beautiful grounds.



IB/A-level choice for sixth-formers

Rugby School is now an authorised IB World School for the Diploma Programme and, as from September 2021, sixth-form students will be able to choose between the IB and A levels.

Peter Green, Head Master of Rugby School, said: "I am delighted that Rugby will be able to offer the IB to our sixth-form students. Its Diploma Programme equips students to be versatile and adaptable, and qualified to undertake activities that enhance the social, cultural and economic environment. It is also truly international and intercultural so it is an excellent fit with our ethos of Whole Person, Whole Point."

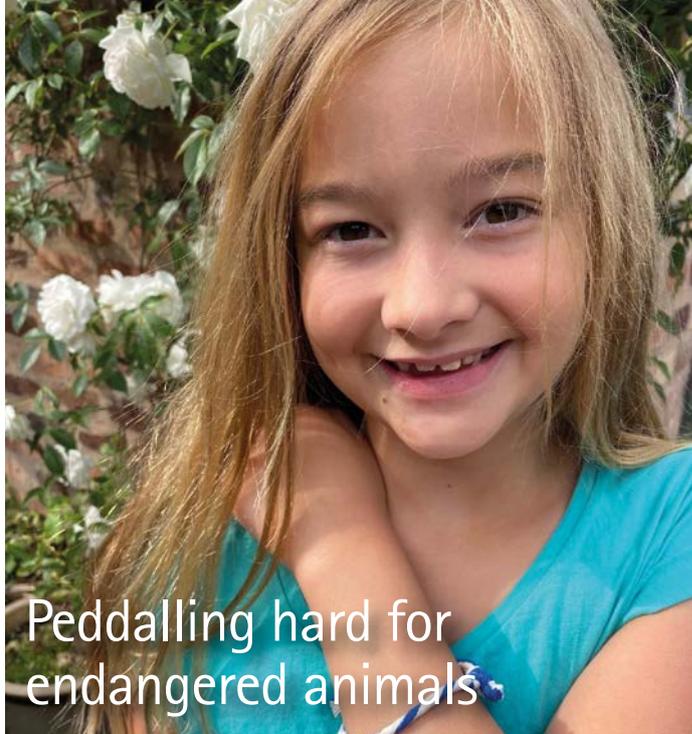
A level results at Rugby have been strong for many years and, as from September 2021, the School will build on that success by increasing the number of periods for each A level subject from 12 to 14 per fortnight. A levels are an ideal choice for those students who wish to focus on a smaller number of subjects and to specialise early.

"There is a debate around early specialisation versus continued breadth," said Mr. Green. "It is important that Rugby School offers both options. The direction

of educational travel seems to be in favour of the latter – perhaps in recognition of an increasing demand by employers for the softer skills like agility, creativity and empathy associated with working in the multi-disciplinary teams of the 21st century economy.

"We try to offer as much choice as possible to our students. Not only on their academic route, but in our wide range of options across sport, the arts, societies, outside activities, community support. Co-curricular is a rather clumsy expression. What it means at Rugby is how you choose to spend your time. We want our students to try the unexpected, to surprise themselves at what they turn out to be good at and enjoy, to discover what they care about, let ideas take flight, be busy, to contest – not conform.

"One reason I am particularly pleased that Rugby will be offering the IB Diploma is its inclusion of Creativity, Action and Service (CAS). The School's philosophy encompasses all three so CAS is already part of a Rugby student's life. A Rugby student choosing the IB will already be earning CAS points by virtue of attending the School."



Peddalling hard for endangered animals

A kind-hearted pupil from Winterfold School, Worcestershire, embarked on a sponsored cycling challenge through countries of the World to raise money for the World Wildlife Fund.

Seven-year-old Harriet Northall pedalled fourteen cycle rides on an indoor bike set-up to represent the fourteen endangered species she's listed from the WWF.

Harriet is trying to raise awareness amongst her peers about protecting our environment and leaving a

To support Harriet – [JustGiving.com/fundraising/Harriethomesforanimals](https://www.justgiving.com/fundraising/Harriethomesforanimals)

better legacy for others, so she's produced fact sheets on how to reduce plastics that end up in the oceans, ways that everyone can help at home by encouraging wildlife and habitats, making bee hotels, bird feeders, compost boxes, re-using cups etc. These are being shared with fellow pupils to spread the word and share good habits.

Harriet set a target of £250 but has already smashed that. She has raised over £400 at the last count and money is still coming in.



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Cash flows and furlough

How can schools react to the financial uncertainties on emerging from lockdown? Accountant and former school governor Henry Briggs discusses the issues...



Those familiar with the Bank of England (B of E) quarterly bulletins will know that in their latest bulletin, they have returned to preparing a forecast; after a period when they were unable to do so. Their forecasts for the next quarter have been prepared under a 'great deal of uncertainty'.

What they do know is that the UK's GDP fell some 20% in the second quarter of this year; and it is not anticipated to return to the 2020 level until the end of 2021.

It has also been announced by the government that the furlough scheme for staff laid off due to the Covid-19 restrictions, will end in October. It has been a lifeline for many.

It has never been so important (and difficult) for private schools to attempt to forecast and measure their financial performance. Financial reports in many schools are monitored termly and consist of an Income and expenditure (I & E) report against budgets. Cash must also be monitored by monthly updated forecasts, reconciling with I & E and a Balance sheet (forecast and reported), circulated as soon as possible after a month end to the school's Finance Committee. It is helpful in the circumstances if

these reports show the effects of Covid-19 and also have scenarios depicting different possible outcomes for pupil numbers and fee income.

Schools' reaction to the crisis has been very much under public scrutiny. Teachers Unions in the state sector obstructing the reopening of schools are not emerging covered in glory. By contrast, the efforts made in the private sector with virtual teaching, pastoral care and assistance with home schooling, have fared well. Where state schools have not been able to, nor have had need to, claim on the furlough scheme, fee paying schools have been able to seek up to 80% of salary costs for staff laid off.

Whilst most of these claims have related to support staff during term time, as teachers could not be put on furlough and fulfil any of their duties, there have been reports of schools putting teachers on furlough during the holidays, when they have not been required for teaching duties.

Government guidance in this respect is misleading. Legal advice takes into account the nature of teachers' contractual duties during the school holidays, but the general view is that private schools

can take advantage of the scheme, if the staff concerned are not available for work.

Several large companies in the public eye have repaid or foregone claims that they may well have been legally entitled to, but felt to be morally unjustifiable. Private schools, who are deemed to receive some element of taxpayer support, whether through the business rates system, VAT regime, or other taxes due to charitable status, should also consider the public relations effect of furlough claims on the Treasury. The purpose of the furlough scheme was to prevent long term unemployment, due to what was hoped would only be short term cash flow crises to employers. If private schools will have to make teaching staff redundant as a result of coronavirus, unless they are able to make a claim, then claims might be justifiable in the public eye and within the spirit of the scheme. If, however, the staff concerned are term time only, re-employed after the holiday, and the school has not gone through any kind of restructuring or redundancy program, such claims may be seen to be a sham.

Emerging from lockdown is likely to be as much of a challenge as

surviving during it. The end of the furlough scheme will need to be anticipated and monitored by those organisations who have claimed government support, by close and careful financial supervision and control. Private schools cannot be sure which of the conflicting projections for overall pupil numbers in the sector will apply to them.

Returning to the B of E bulletin, Education is the third highest sector (after Accommodation & food; and Other services) to have been adversely affected by the crisis. The shock to the UK economy has been sharper, but shorter lived, than the banking crisis ten years ago. It has produced an anticipated permanent scarring of 1.5% to GDP. On the positive side, savings in higher income groups have increased, and the B of E is doing all it can to encourage and increase the high street banks' ability to lend. All of these should mean that well managed, prudent independent schools should face the future with cautious confidence.

Henry Briggs is partner at the Birmingham office of chartered accountants Haines Watts and a former school governor with expertise in advising and supporting both independent and state schools.

Employability bootcamp



A school ran an extended Employability Bootcamp as students lined up to make the most

of the time they gained when exams were cancelled this summer.

Wrekin College in Shropshire, which opened a new £1million Business School four years ago, looked at ways of maximising

skills needed for the workplace as students switched to learning online during the lockdown.

It included a virtual Employability Bootcamp which was offered on a voluntary basis. More than 60 upper school students, who were due to sit A-Levels this year, signed up to take part.

Head of the Business School Donna Irving (pictured) said they were all too aware that this summer's exam

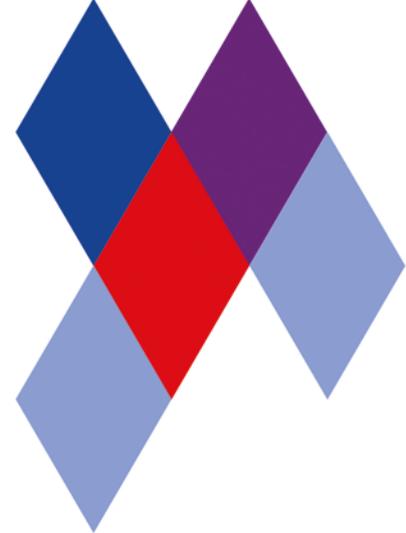
generation felt they were denied an opportunity to prove themselves without their final exams.

"We felt it was important to not just go through the routine of lessons or activities to keep them busy but to actually look at how this time could be used to create something that would replace that sense of achievement and add real-life qualifications of true worth," she added.

The Bootcamp saw a series of lessons on skills such as leadership, finance, creating a CV and Cover letters together with a winning LinkedIn profile.

Students had to also apply for a real job advertised on the market place with industry leaders assessing their applications and running interviews and shortlist interviews using a green screen.

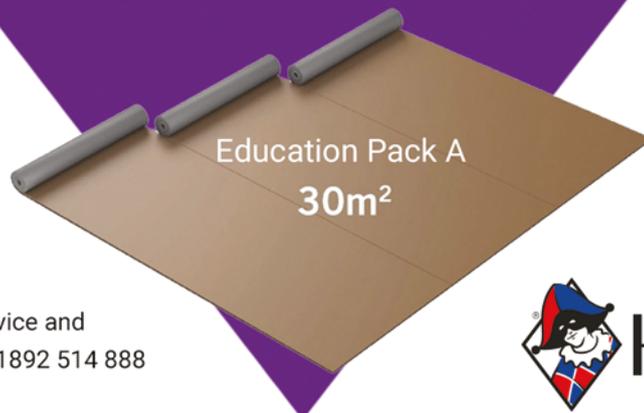
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Musician debuts on BBC Radio

Bishop's Stortford College Upper Fifth pupil, Justin Man, has been interviewed by radio presenter Helen Scott and had several of his musical compositions played live on air on BBC Radio Essex over the last few months.

Following the success of his debut composition, 'Let's Fly', which made it to the semi-finals of the 2019 International Songwriting Competition, placing it in the top 11% of over 18,000 entries, Justin was contacted by BBC Radio Essex to take part in a live interview on the 'Evenings with Helen Scott' show and radio premiere of his composition.

Justin has since made a further two live appearances with Helen Scott and Victoria Polley; once for the broadcast of his electronic composition, 'Solar Bounce' and most recently, with his latest piece 'Feels', which made it to the semi-finals of the Teens category in the International Songwriting Competition – Unsigned Only 2020.

Justin's compositions are available to hear on Spotify and Apple Music:
<https://open.spotify.com/track/357NYmpU0h30Z6o57ScizQ?si=435wnq9IS40tNzvYgC9ASA>
<https://music.apple.com/gb/album/fly-feels-single/1508196922>

The annual International Songwriting Competition aims to give aspiring musicians and songwriters an opportunity to have their songs heard in a professional, international arena. Designed to nurture the talent of song writers, previous winners include Gotye, Bastille and Passenger.

Submitting his electronic music composition 'Feels' into the Teens section of the Unsigned Only competition, Justin, one of 64 teen semi-finalists (of 990 overall semi-finalists), was the only teens category semi-finalist representing England in the entire Unsigned Only 2020 competition of over 7,000 entries.

Senior School Music Teacher, Iago Nunez commented, "Justin's track is very well produced and already has some trademarks of his own 'sound'. It is very impressive that he is already generating a well-defined composition style. We wish him the best of luck in all future competitions."

Virtual tribute to NHS workers

Musicians from King's Ely have joined forces (virtually!) to record a song in honour of the work being carried out by NHS and frontline workers.

Around 60 pupils from King's Ely Junior and King's Ely Senior feature in the recording of 'Like A Rainbow Shining', a song written by British composer, Will Todd. Students recorded themselves or got a family member to record them singing at home and their audios and videos were then put together by King's Ely's Director of Music, Neil Porter-Thaw.

King's Ely released three versions of the song – one starring members of King's Ely Senior's Chapel Choir, which can be seen here: <https://vimeo.com/428153568>, one featuring King's Ely Junior's Chamber Choir and Choristers, which can be seen here: <https://vimeo.com/430378355> and then a version with all pupils involved.

Mr Porter-Thaw said: "It has been so difficult for us all not to be

making music together in person. Simply nothing can replace live rehearsals, but we have continued our rehearsals virtually and the attendance from students has been excellent. In both King's Ely Junior and Senior, we sing quite a bit of Will Todd's music, whether on tour or in Ely's wonderful Cathedral, so when I heard about Will's latest composition, I jumped at the chance of working with our students on a recording to add our support to the courageous work the NHS are doing. The pupils thoroughly enjoyed the experience, but I have to say that I wasn't quite prepared for the hours of work it takes to mix and edit around 60 pupils' work! I am ever so grateful to a member of staff's daughter, Caroline Hill, for her amazing offer to help with the video editing."

Will says he wrote the "song of hope" after taking inspiration from the trend of painting/drawing rainbows and putting them up in windows as a sign of a hopeful future.



Isolation symphony

The Warwick Independent Schools Foundation community composed a new work of music during lockdown: The Isolation Symphony. The vision was to create a multi-movement symphony of the video or audio clips submitted by the pupils.

The only clues given to pupils were around the character of each movement, and that the clips were to be brief and improvised. No one knew what might emerge from so little instruction and the result was truly amazing.

The Isolation Symphony is in four movements: Normality?, Lockdown, Electronica and Party Time.

Normality? is an exuberant movement, capturing the idea of music making 'together'. Lockdown is the emotional core of the symphony, and represents fear, doubt, anxiety and boredom. Electronica depicts the sounds inside the house as we studied at home, including vacuum cleaners, coffee-grinders, telephones and televisions. Party Time lifts the

lid off the tension of the previous movements and finishes the symphony with the traditional rousing conclusion.

Over 350 clips, ranging from serious to amusing, but all creative, were submitted in total. They were examined, analysed, and sorted by a team, which included Alex Laing, Artistic Director (Music) of King's High School and Warwick Prep School, and by Andrew Flowerdew (Foundation IT consultant).

Rob Godman, composer and reader in music at the University of Hertfordshire shared artistic and technological expertise.

The enthusiasm and talent of the pupils leaves the listener with a sense of hope.

King's High School joined Warwick School and Warwick Preparatory School at the Myton Road campus in September 2019, bringing all the Warwick Independent Schools Foundation together on one site.

New commission and collaboration celebrates 40 years of support for specialist music education in the UK

To mark the 40th anniversary of the government's Music and Dance Scheme (MDS), young musicians from the UK's five specialist music schools are set to release the results of an unprecedented collaboration, written and performed during lockdown.

A new virtual orchestra brought together around 80 young musicians – aged 15 to 18 – who currently study at the UK's five specialist music schools: Chetham's School of Music in Manchester, St Mary's Music School in Edinburgh, The Purcell School in Hertfordshire, Wells Cathedral Music School in Somerset and the Yehudi Menuhin School in Surrey.

This is the first time that five separate orchestras, located many miles apart, have been able to collaborate on such a large scale.

The pupils recorded their own individual parts of a new piece, specially written for them by Gwilym Simcock, who has been critically acclaimed at home and abroad as one of the most gifted pianists and imaginative composers working in Europe today. He has toured extensively with the cream of British and international jazz artists; and he has performed with orchestras, choirs, big bands, dancers, and with musicians from diverse backgrounds including the classical, jazz, folk and rock traditions. His debut album "Perception" was nominated for Best Album in the BBC Jazz Awards 2008 and his 2011 album "Good Days At Schloss Elmau" was one of the twelve nominees for the Mercury Music Prize.

Established in 1981, the UK government's Music and Dance Scheme (MDS) allows talented young performers to fulfil their potential, regardless of their financial background, by funding world-class specialist training at one of the UK's famous five specialist music schools. The scheme (administered in Scotland through Education Scotland) has provided a vital education for many of the country's

finest classical musicians, such as Martin Bartlett, Nicola Benedetti, Jacob Collier and Steven Osborne.

Composer Gwilym Simcock is himself one of many acclaimed musical graduates from the MDS funded system, having studied at Chetham's School of Music.

His new piece of music, called *Union Overture and Celebration*, was specially composed for this joint project. The piece was broadcast for the first time last month (August), simultaneously launching on the YouTube channels for all five of the specialist schools:

www.youtube.com/ChethamsSchool

www.youtube.com/ThePurcellSchool

www.youtube.com/StMarysMusicSchoolScotland

www.youtube.com/WellsCathedralSchoolMusic

www.youtube.com/TheYehudiMenuhinSchool

Gwilym Simcock said: "Union Overture was an exciting project for me, that drew upon the unique set of skills that students learn at the specialist music schools in the UK. The piece was written in two weeks, and then the students had just two weeks to learn and record their parts, before I combined them together into the finished recording. The skills required for the musicians to do this are ones that they'll need for the rest of their careers in music, and there really aren't any better places in the world than these fantastic musical institutions here in the U.K. for them to learn their trade in such depth and to such a high standard. I really hope that audiences enjoy the piece, and the hard work all these students have put in to make it possible."

He added: "I'm extremely proud to have been a student at Chetham's for nine years. Undoubtedly, what I learned there has given me the opportunity to have a very enjoyable and fulfilling career in the music industry. The funding that allows pupils from all backgrounds to attend these wonderful institutions is absolutely crucial, and without it



the musical world in general would be a much poorer place - and more importantly so would many, many young lives."

A spokesperson for the five MDS schools said: "The UK's five specialist music schools all have celebrated youth orchestras, but never before have we collaborated together like this. Now is a special

moment, as we join forces and begin to mark the 40th anniversary of the UK government's MDS funding. This support has been vital to so many of our finest classical musicians. We must now do even more to widen this access and we hope new performances like this will start to raise broader awareness of the scheme."



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As a subject, Classics packs considerable academic punch, offers phenomenal breadth and interest in its content, and is an excellent foundation subject for students to develop key skills and understanding which will enhance their experience elsewhere in the curriculum.

Katharine Radice tells us about her new KS3 and pre GCSE Latin course, *de Romanis*...

de Romanis is an example of a fresh, vigorous approach to the subject which will allow schools to offer students an interesting, colourful, searching and reflective experience of studying Latin and the Romans.

The course's title translates as 'About the Romans' and *de Romanis* will teach students exactly that. The course has two volumes, each containing six chapters, and each chapter focuses on a different area of cultural context.

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cultural capital by learning about Greek and Roman myths, Classical concepts of a hero, Roman religious practices, festivals and gladiatorial shows, prophecy, sacrifice, oratory, political revolutions, the military, Egypt, propaganda, and Roman Britain. Throughout this content, the course offers students the chance to develop analytical and reflective skills: original sources are offered for analysis and discussion, broader discussion questions encourage students to reflect on cultural differences between Classical times and the modern-day, and students

are regularly invited to take an imaginative and empathetic approach to history, considering not just the headline narrative, but the impact of events on people across different sectors within a community.

Cultural content is woven into the Latin language materials too: in each chapter students can read stories written in Latin which relate to the theme. Comprehension questions encourage students to develop their skills of personal response and literary appreciation. What's more, the approach to linguistic content is designed to build



transferable skills: through the steadily structured grammar syllabus students learn about parts of speech, tenses and case roles, sentence structure and Latin's influence on English vocabulary.

The course is supported by an extensive online companion website, which offers plenty of material for schools keen to develop their digital programmes. Students can access online vocabulary drills, worksheets, quizzes, additional resources such as maps and audio recordings, and there is also a detailed teachers' guide.

Katharine Radice, Head of Classics, The Stephen Perse Foundation

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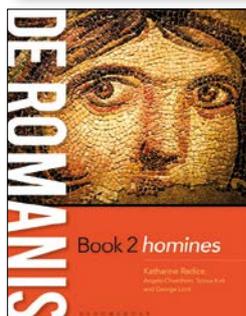
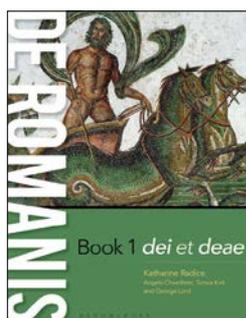
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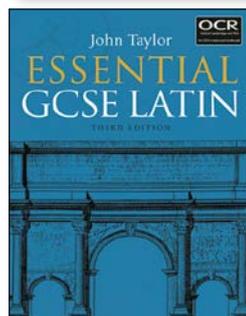
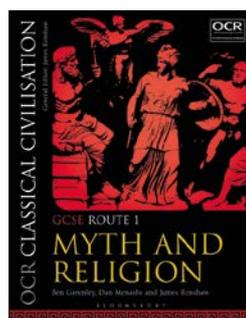
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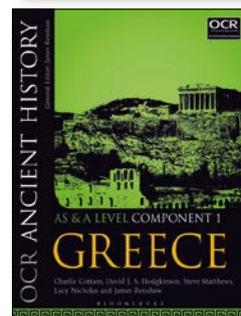
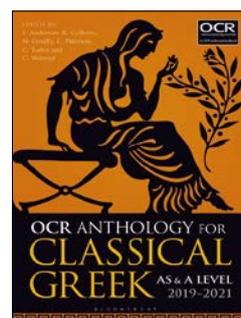
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The National Mathematics and Science College, Coventry, has announced the appointment of Dr Andy Kemp as their next Principal.

Dr Kemp comes to the College from the role of Head of Senior School within the Stephen Perse Foundation in Cambridge, and before that as Head of Senior School at Wells Cathedral School in Somerset, where he also held the roles of Senior Deputy Head and Director of Studies; in both schools he has

championed the place of developing authentic student leadership.

Before this Dr Kemp was Director of Digital Strategy & Head of Mathematics at Taunton School, and began his secondary teaching career at Warwick School where he taught Mathematics and Computing.

Dr Kemp studied for his bachelors, masters and doctorate at Warwick University, focusing lately on the role that technology plays in Mathematics education. More recently he completed his MBA at the UCL Institute of Education.



Fergus Llewellyn is the new head of Cumnor House School, Sussex.

Fergus was previously Headmaster of St Andrew's Prep School, Turi, Kenya, where he has been since August 2015. Prior to

that, he was at Cheltenham College for 10 years, serving as Housemaster and Head of English and Drama. Earlier in his career, he was at Kings Bruton and Haslemere Preparatory School. Fergus was a pupil at Sherborne School and graduated from the University of London with a BA (Hons) in English.



Mrs Pippa Smithson has joined The Royal School, Surrey, as its new Head, succeeding Mrs Anne Lynch, who retired last term.

Mrs Smithson was previously Deputy Head (Academic) of Dunottar School in Reigate and is an accredited ISI inspector. Both The Royal and Dunottar School are part of United Learning, the national group that

uniquely combines independent schools and academies.

Prior to joining Dunottar School in 2015, Mrs Smithson was part of the leadership team at Reigate Grammar School and also held teaching and management posts in schools in Australia. A graduate of Exeter University where she read English and German, Mrs Smithson completed her PGCE at King's College, London and her Masters of Education at Sydney University.



Dominic Fitzgerald has been appointed as the new Headmaster of St. Andrew's School, Surrey.

Dominic has a wealth of experience within the independent school sector having taught in preparatory and senior schools across the country. He will be joining St. Andrew's School from Homefield Preparatory School where he was the Deputy Head. Prior to this, Dominic was Senior Master, Head

of Year 8 and Director of Sport at Fulham Prep. He has held a number of leadership roles, including Housemaster within the senior school setting and is currently a Governor of Rokeby School in Kingston.

Dominic is a keen sportsman having played rugby at National League level and coached various Junior County Squads. He will be joined at St. Andrew's School by his wife, Sarah, a lawyer specialising in reputation and crisis management and their young son, Cameron.



Louise Simpson is the new Head of Exeter School.

Louise was previously Head at St Paul's School in São Paulo, Brazil, a co-educational HMC school of over 1,000 pupils aged 3 to 18.

Educated at a state school in Suffolk, Louise studied Environmental Science at the University of Wales before starting

her teaching career in 1992 teaching Biology at Gresham's School then Ratcliffe College and King's Rochester. In 2009, she was appointed Senior Deputy Head at Brighton College. In 2010 she was appointed Head at Bromley High School, a GDST school of 900 girls before moving to Brazil in 2014. Married to Darren, an accountant, with a 10-year old daughter, Molly, Louise enjoys the outdoors, walking and cycling.



Mr Simon James has been appointed Head of the Junior School at Kent College following the retirement of

Mr Andrew Carter.

He was previously the Deputy Head at the Junior School and has been a teacher at Kent College since 2008 where his roles have included Head of Economics and Business and House Parent for Guilford Boarding House at the Senior School.



Lisa McDonald is the new head of Edge Grove School. Glasgow-born Lisa has swapped the bustling bright

lights of New York's Manhattan for Hertfordshire.

Making history as the first female Head since the school was first established in 1935, Miss McDonald also joins the community as Edge Grove celebrates its 20-year anniversary since the first girls were welcomed through the school gates back in 2000.

Lisa gained a Law Degree from Aberdeen University and worked for two of the leading law firms on the island of Jersey. Pursuing a change in career direction, she was awarded a PGCE at Cambridge University and worked as an Early Years and Junior School teacher before rising to the position of Head of Early Years with supplementary senior advisory roles within the States of Jersey. She then moved on to become Assistant Head at The British International School in New York before being appointed the role of Deputy Head of the whole school.

Heads Hunted

Among the upcoming head and principal appointments:

Amesbury School	Surrey
Bute House School	London
King's High School	Warwickshire
Warwick School	Warwickshire

If you would like mention made of your upcoming head or principal appointment for which applications are sought please let us know – there is no charge for a listing.

News items, contributions, comments and suggestions are always welcomed by the editor.

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Making best use of your estate

Most schools tend to grow organically, so that over the years, just like an expanding village, the school will develop further accommodation in a random reaction to immediate needs, building in between ever smaller gaps. If this sounds familiar, Neil Turner suggests an alternative approach...



I am often asked by schools to consider how another building might be incorporated onto an already

overcrowded campus, due to a pressing need for further accommodation.

People are often surprised when I reply that sometimes they don't need a new building, but need to review what they already have, or in fact, remove some existing accommodation first!

Most schools tend to grow organically, so that over the years, just like an expanding village, the school will develop further accommodation in a random reaction to immediate needs, building in between ever smaller

gaps – sounds familiar? The best plan, by far, is to think ahead.

Undertaking a masterplan is not about having a pre-ordained view of what is needed, but taking stock of everything around you – from the buildings themselves, to the size of the school, the future needs of the wider environment outside of the school and crucially, considering the academic and curriculum requirements both now and over the next 25 years.

Each masterplan should be unique to an individual school because each school will have its own challenges. Don't be tempted to copy or adapt another plan. It's worth the investment of time and energy in creating your own plan.

So how should you start a masterplan? I would approach it

from several perspectives to make it useful for the school and its wider estate.

1. Education: Define what you want to achieve. If you are a sporting school and your hall facilities are tired or in the wrong place, that might be the logical starting point, or it may be that the current curriculum doesn't match the accommodation, or your STEM facilities are inadequate or there is insufficient space for Art.

2. Status and the age of a building: Is your building listed or in a conservation area, which might restrict your ambitions and shape the form of any redevelopment work? There is little point in planning to demolish a building if you can't or are limited in what can be altered.

3. Condition of the buildings: Do you know the condition of all your buildings? If the answer is 'no', you may need a condition survey to be undertaken to feed into your thinking and ultimate plan. An architect or building surveyor can advise on this specialist advisory area.

4. Landscaping: Quite often ignored, landscaping should be considered at the early stages of the masterplan. If you have a large campus or estate, then how it looks may be important to your plan. In comparison, a tight site may challenge the plan for accommodation. In either case, don't underestimate the importance of the greenery and its future impact on the image it will project for your school.

5. Local authorities: It is important to interact with the local planning team through this process to gauge their comments and take on board their points of view.

From these main ingredients you should be able to commence a masterplan.

I would recommend an architect to guide you through this process. Be

careful to engage someone who is looking at the long term and not simply designing buildings. This is an important point. Too often I have seen masterplans produced as a series of designed buildings, whereas this is a strategic thinking process and not about designing the finished buildings.

The design of the buildings comes along much later and as much as this is great fun for the architect, it's not the point of the masterplan.

Once you have a strategy, you can begin thinking about where and how the site should be improved which may involve extending buildings, demolishing redundant stock or building afresh.

There will be multiple options at this stage and the skill is assessing them logically with the pros and cons of each one – because you may have several that work.

Ultimately the Headmaster, Bursar and Governors need to agree a joint approach. You can't have everyone going in different directions.

Once the approach is set, the creation of a timescale is the next task. This task is determined by many factors, not least money and affordability.

Situations and timescales can vary over time and the likelihood is that the masterplan might also require some modification. This is inevitable and you shouldn't be afraid to revisit this document.

The issue of finances then takes control. It's often wise at the outset to have some costings put on the proposed development to act as a guide and add reality to the work. A quantity surveyor should be employed to undertake this alongside the architect, even if you only require a basic guide to costs.

Future major decisions can then be made rationally, logically and within the context of a clear plan.

Neil Turner is a director of the award-winning chartered architecture practice, Howarth Litchfield. Active across many sectors, Howarth Litchfield is particularly well known for its conservation, education, leisure and commercial work.

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Wombles Eco-Schools winner

Isabelle McCarren, a Y5 pupil in the Junior School of Bolton School Girls' Division, is celebrating winning the Wombles Eco-Schools Primary Competition. Pupils across the land were tasked with producing a cartoon strip which emphasised the dangers that animals in the countryside and wildlife face from discarded litter. Isabelle depicted a story of Orinoco rescuing a duck from choking on a deflated balloon. The judges said she had produced: "A lovely story with lots of attention to detail," in a message that was tweeted by none other than Great Uncle Bulgaria himself.

As part of the prize, the Junior Girls' School will get to donate £500 to an eco-charity. Isabelle will also receive a book token and a special message from The Wombles. Isabelle and the whole of the Junior Girls' School are very excited at the prospect of the 7 foot Orinoco womble and an Eco-Schools team, which is part of Keep Britain Tidy, visiting this Term to undertake a litter pick with a group of girls.



Lee Wray-Davies, Eco-Schools Manager, said: 'Isabelle's cartoon stood out as her story was so clear and concise with very neat handwriting and with beautifully coloured drawings of Orinoco and his new rescued friend. We can't wait to meet Isabelle and the Eco-Committee from Bolton Junior Girls' School and go litter picking... hopefully we will not find any balloons!'



Top shot

Cranleigh School, Surrey, pupil Sophie Roome, won second prize in the schools category of the Bright Young Things Photography Competition at the National Portrait Gallery, for her photograph entitled A Step Back in Time #3 (pictured).

The competition was run in parallel with, and inspired by the National Portrait Gallery's Cecil Beaton Exhibition, which invited students to create their own portrait photographs in response to the exhibition, for the chance to have their work on

display at the National Portrait Gallery. The exhibition explored the extravagant world of the glamorous and stylish 'Bright Young Things' of the twenties and thirties, as seen through the eye of renowned British photographer Cecil Beaton.

Sophie's winning photograph was chosen from over 1000 entries, by judges Robin Muir, the Curator of the Cecil Beaton Bright Young Things exhibition and former Vogue editor, and photographer Tim Walker.

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Special school launches £1m research programme



A brand new school and centre of excellence for special educational needs and disability (SEND) in the UK is to open in Chester this autumn.

Based in a Grade II* listed building in the heart of Chester's historic Abbey Square, Abbey School for Exceptional Children will provide children and young people with exceptional needs with the very best possible educational experience.

The day and residential school will have up to 75 places for children and young persons aged four to 19 years. It will cater for pupils with a diagnosis of autism and/or severe learning difficulties, who may display behaviour of concern or behaviour that challenges families and services.

Core to the school's approach will be a strategic research partnership

with SEND experts at Bangor University and the University of Warwick – both institutions are globally renowned leaders in the field of SEND educational research and development.

The Abbey School Educational Research Alliance (ERA), will see Abbey School collaborate on a number of initiatives with both universities to develop the very best possible educational outcomes and experiences for children and young people at the school.

The school is investing over £1 million in research, development, evaluation, and training – working closely with the leading universities to introduce innovative approaches that give young people an outstanding educational experience which enables them to thrive.

Eventually, Abbey School plans to create an 'open-source' model for its research, where other schools and teachers will be able to access its research, and draw on the learnings and findings from ERA within their own educational settings.

Dr Katy Lee, Principal (pictured), said: "We are creating a centre of excellence, where every seed of potential is identified and nourished, where every exceptional child is engaged and important, and ultimately, a place where all school users are able to thrive. Our aims are to improve the life chances of our pupils through education and learning, and to extend the prospect of an improved quality of life for family members and others.

Other key initiatives being developed by the school include

the creation of a new App, which will enable the school to evaluate and ensure the wellbeing of all school users, and help to ensure optimum effectiveness of teaching and high levels of engagement across all year groups. The App will help staff plan, deliver, and monitor provision for meaningful participation by pupils in activities of living and learning at school, home and in the community. It will seamlessly interface with Person Centred Plans (PCP), Positive Behavioural Support (PBS) plans, and Education Health Care Plans (EHCP). While data from the App will provide evidence of school activity and pupil outcome to aid commissioning decisions and inspections.

Advertorial Feature

Five reasons schools need to seek alternatives to WhatsApp



Schools have been forced to adapt their working practises to seek new and often more technology-driven communication platforms to keep in touch with parents, staff, governing bodies and other stakeholders. Although consumer messaging apps provided a 'comms quick-fix' due to their ease-of-use and accessibility, schools must now take stock and consider the risks associated with using such technology.

WhatsApp is often the messaging app of choice, perhaps because of its inherent simplicity and accessibility; however, its use often bypasses the necessary safeguarding and data protection checks usually carried out when a new piece of technology is considered.

There are five key factors that make WhatsApp unsuitable for use in schools:

1. **WhatsApp's own terms of use** – it is against WhatsApp's terms of service to use it in ways that involve any non-personal use.
2. **GDPR compliance issues** – WhatsApp faces challenges around

compliance with GDPR due to issues with a lack of explicit consent, a lack of ability to delete information, a lack of ability to get your own data back, and data being transferred outside of the EU.

3. **Safeguarding concerns** – schools have a legal obligation and a duty of care to protect pupils and staff from bullying, harassment or inappropriate behaviours. Admins, or hosts cannot moderate or delete the contributions of others, even if those messages created safeguarding issues.

4. **Data management** – lack of oversight on who belongs to groups and what content is being

shared. Content may be shared that is inappropriate, damaging, or contains sensitive information. Ex-members of staff may still be in groups.

5. **ISO 9001 audits** – many schools would fail an ISO 9001 quality management audit as there is no lawful way to gain access to the data or information stored or processed by WhatsApp should the school or authorities need to.

Try Guild

Guild is being used by a growing number of schools – providing them with a private, simple to use, intuitive, and GDPR compliant alternative to consumer messaging apps.



To find out more about Guild, visit guild.co

Top Cardiff student wins prestigious Lexden Prize

Buraq Ahmed, a student at Cardiff Sixth Form College, has been awarded the Independent Schools Association Lexden Prize, which is given to the most outstanding student chosen from the organisation's 528 schools.

The Lexden Prize celebrates the achievement of sixth formers, with achievement and education considered in the broadest sense and not just from an academic perspective. Each one of the 528 ISA schools is invited to nominate their most remarkable sixth form student with the entry process comprising a nomination from the ISA member, personal statement by the nominee and a sample piece of assessed written work.

"I am absolutely overwhelmed to have been chosen as the winner of the Lexden Prize" said Buraq. "It

is such an honour to have been chosen out of all the hundreds of other very deserving students and it is something I will treasure forever."

Buraq, who left his parents in Iraq to travel to the UK with his grandmother to be treated for congenital hip dysplasia aged only three didn't physically meet his family again for 10 years due to the commencement of the Iraq War and subsequent Isis terrorism attacks. The family had to sell their home to pay for Buraq's treatment and he went through nine surgeries and is on daily medication to manage extreme pain.

He attended comprehensive school in Cardiff and, as a keen footballer, was chosen to play for Cardiff Academy. However, as his

condition worsened, his physical movement became increasingly limited and he was unable to play.

He won a 100% scholarship at Cardiff Sixth Form College where he completed an EPQ comparing the US and UK medical systems, competed in the Oxford and Cambridge regional debates, was an active member of the student-led Medical Ethics Society and was Vice President of the NASA Space Settlement Design Team where he was chosen by Imperial College to represent the UK.

Buraq is a keen Youth Scouts Leader, is part of the Welsh Government's Youth Led Grant Panel to advise on the government's charitable support and since lockdown has set up, with three other Cardiff Sixth Form College students, Highwell



Education – a free UCAS guidance service for local Welsh students, tutoring them in UCAT and BMAT university preparation.

Said Head of Cardiff Sixth Form College, Tom Arrand: "When we were thinking of a student to put forward for this prestigious prize all of the staff were unanimous that Buraq was our number one choice as he has been such an outstanding student. He has worked extremely hard despite all his physical suffering and has gone against all the odds to make a real success of his life."

Charitable efforts continue despite restrictions

Burgess Hill Girls, Sussex, pupils Jessica and Sophie Farrant and their friend Emily Shapton have raised over £1,300 for Choose Love / Help Refugees by running a mile every hour for 24 hours.

Organised by Phoenix Running, 'P24 – The Longest Day' was a virtual running challenge held on the Summer Solstice. It started at 8am and participants had to run a mile on the hour for the next 24 hours.

The girls decided to use the challenge to raise funds for Choose Love/ Help Refugees. The charity supports refugees all around the world, providing emergency aid and long-term solutions where they are most needed. They have already raised over £1,300 and you can still donate via their JustGiving page.



Pictured: Joining Jessica and Sophie was their Dad Paul



The Ollie Feast Trust, in conjunction with The Leys School, Cambridgeshire, has provided sports packs to help families supported by the Red Hen Project.

Since 2016 the annual four-day Ollie Feast Activity Camp has taken place every July at the school. The Ollie Feast Trust, set up by Ollie's father, Steve, was developed as a memorial to Ollie who died in 2015. The event aims to help disadvantaged children, from a number of different local schools, to develop their skills and capabilities through recreational activities offered free of charge by the school.

However, due to the coronavirus restrictions, this was not possible this summer. So instead, the OFT looked for other ways to give opportunities to young people in the area at this time and formed a partnership with the Red Hen Project to deliver sports activity packs to the families that they support.

The OFT funded packs contain a variety of sports equipment along with accompanying resources to engage them and their families in sporting and leisure activities during the holidays.

Pictured: Alfie Godsal, Y13 pupil at The Leys, with Leys sports coach Damien Rigden and Leys strength and conditioning coach Sam Coe, with activity bags being provided to the Red Hen Project by the Ollie Feast Trust.

Diversity: leading with courage and conviction

Lara Pechard, Head at St Margaret's School in Hertfordshire, suggests that driving real change in the future demands more than ticking a few boxes...



At my school, where we have a very diverse intake, the BLM (Black Lives Matter) protest is both relevant and exciting for our pupils. The last few months have shown that most pupils feel positive about the need for change and it gave them a focus during lockdown. I'm personally delighted by the response in school around the topic of diversity, but I'm also adamant that there is no room for complacency because there is still much to do.

Like other heads I am acutely aware of the need to drive progress but I'm also aware that one false move could drastically backfire. With every passing tweet, or parent communication that veers anywhere near the topic of race, I agonize over how it could be interpreted and by whom. Like most schools right now, I probably spend far too long on this kind of thing, all too aware of all the possible pitfalls of clumsy expressions.

Ticking boxes won't drive change

Leading on diversity in school means being ever conscious that some pupils and parents will expect the school to speak to their background as well as to those who may naturally feel invited to protest through BLM. As such, we have to tread very carefully. Given the controversy and risk surrounding race and inclusion, it would be easy for schools to tick a few boxes, put on a few extra special assemblies, celebrate Black History month and then move on.

While there is no doubt that we have to respond, ticking boxes in the short term won't drive real change for the future. Culture and diversity matters so much to our communities and in particular to our young people. As educators and leaders we have to listen in different ways, support those facing struggles and identify those who may be afraid to speak up. Inclusion will only evolve if schools provide regular opportunities for review and change. Of course this doesn't come without risk; the more established the school name is, the more powerful the

alumni and the greater the risk of getting it wrong.

It takes a great deal of courage to lean deeply into this topic. I have found it helpful to use this renewed focus to consider diversity and inclusion in its broadest sense and to use it to celebrate all of our differences; to really democratize the agenda. In some ways my job has been made so much easier by the mix in my school. There is so much difference to celebrate. One priority is ensuring that everyone feels encouraged to come forward to shape the progress we make and it is important that pupils feel able to participate fully.

Helping children to come to a view and celebrate difference

As a historian who has always been fascinated by the US, I have a particular interest in race and also in how we teach it. Recent events have encouraged me to reflect on this and in particular, on my interest in the American Civil War. A few years back I remember taking a walking tour of statues of Confederate leaders around Charlottesville, Virginia with Gary Gallagher and it was one of the most worthwhile moments of staff training I could have wished for. A few years later I took a group of pupils to Richmond to a Confederate cemetery and also to the Confederate Museum.

I remember asking Gallagher the question and I remember fielding the same question from my pupils: How can it be right that we remember them so? There were fresh flowers and flags on the Confederate graves. It did feel uncomfortable. Yet I find the study of how history changes, fascinating. With the Civil War example, which is being debated in the US now, how we remember those that we view as wrong in History, those fighting or leading the Confederacy is controversial. Yet having an open discussion about why this is important to some and insulting to others is a positive, a sure sign that in a democracy we have both the structure and courage to do so.

More recently, understanding how the context of Covid-19 has intensified the inclusion debate makes me feel uncomfortable, but at the same time it is also fascinating. I like to hope that we can be open about how we feel today, whilst being curious about the past and learning from it. Being open about our own bias whilst

trying to move things forward is the only place we can position ourselves. To eradicate or to censor history feels wrong. There is still a need to acknowledge how our teaching may reflect prejudice and how the curriculum has ignored many. Ensuring all of our community is reflected in our teaching is a priority for all schools if their children are to feel like we really listened to them during this period.

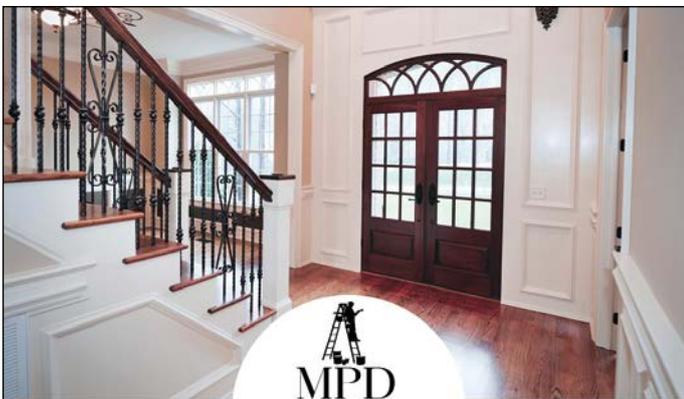
The role of leading on diversity

Like many others I felt real pressure to respond to the BLM protests after Floyd's death. Yet there seemed to be lots of reasons why I should avoid making any comment. For my year 11 pupils who were encouraging me to act, it was clear that they wanted to see me lead on this topic. Teenagers will want to rally, pointing out where we need to improve. We have a role to play as heads in listening to our community, pulling together how our schools feel we should respond, and showing our pupils how to do this in a positive and appropriate way.

For staff there is reassurance needed that we are listening, that we are training them, that we can model how we can talk about diversity in a way that makes them feel more courageous, whilst being supported.

There are so many complex issues to tackle going forward, some which belong on a PSHE or assembly programme, including how we manage the racially charged language and street slang, that many of our children hear in music videos and use all too easily without fear of the consequences. This is one priority of many and it is one that we are going to need young people to help us with. Perhaps that is the greatest leveler about the protests and unrest; it really requires us to work with all of our community across all ages.

Reflecting on the months since lockdown, I have been impressed and delighted that our young people have responded to BLM in such an animated and positive way. I am determined by working with them, to try and keep them focused on the positives rather than the finger wagging. After all, we have a duty to remind our pupils to judge the actions of others within the context in which they are operating. Of course as leaders, we have to live by this rule too.



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Times are changing, are you keeping up?

In just six months the way we live, work and shop has undergone a seismic shift. Across the world we are all spending more time than ever before at home and when we go out we choose what we do with a new set of priorities and considerations in mind.

Long established norms in shops on the high street have been turned upside down. Quickly popping into a shop without having to queue or having the option to try before you buy is no longer allowed. This prompts the question, what is the future for clothing shops on the high street? Is shopping this way an efficient use of time – especially with a reluctant child or two in tow? Would it be easier to buy online and try everything on in the comfort of your own home? Whilst the new reality we live in is still changing, one thing is as

ever-present: the importance of convenience and the ability to fit chores around the constant buzz of day-to-day family life.

Inevitably the use of online services has surged beyond belief; from food shopping delivery slots to Zoom meeting invitations, the internet has been a vital tool in helping us navigate the new world we find ourselves in. However the challenge many retailers face with the intensified focus on online shopping are the mechanisms and structures to deliver a truly convenient online service.

With over 25 years online retail experience, Perry are experts in online service delivery. Introducing the first online school uniform shop in the country, Perry continue to innovate using cutting edge technology to provide a truly integrated online service to parents, from placing an order to the delivery of their child's uniform. Delivering a convenient online service is more than just a website; it's about ensuring the correct sizes are delivered first time with a seamless despatch operation which takes an order from the shopping basket direct to the front door, with name tapes sewn in, and no nasty surprises like hidden costs for delivery and returns.

At Perry our iSize system has been recommending suitably sized garments for our parents for over 20 years. Guiding parents to measure their own children through a wealth of online resources is the first step; our iSize system then uses these measurements to ensure that suitable sizes are sent to the parent that allow room for growth.

With the dawn of the 'Amazon effect' parents rightly expect

an efficient order journey from completing the order online to receiving the box on their doorstep. Perry's modern and integrated despatch operation provides parents with email and text alerts so that they can know where their order is and when it will arrive with them.

A commonly forgotten factor when shopping online are the hidden costs of delivery and returns; with Perry all deliveries are free and all large orders are upgraded to next day delivery at no extra charge. Many parents like to buy two sizes to decide their preferred fit, which is why a free returns label is sent with every order to make life easy. We also provide an open ended returns policy – as long as the item is unworn and still on the uniform list, we will accept it as a return despite the time that has elapsed since the original purchase.

To keep up with the ever-changing world we find ourselves in, contact Caroline to find out how Perry can help ensure your parents have a truly convenient school uniform service: caroline@perryuniform.co.uk



5 ways to teach RSE with confidence

No matter how good a school's RSE provision might be, there is always challenging content that causes anxieties, even for teachers who have been delivering it for years.

How can teachers develop confidence in delivering RSE, especially when the subject touches on such sensitive aspects of pupils' lives?

As schools get to grips with statutory RSHE curriculum changes Lucy Marcovitch, PSHE expert shares her suggestions:

1. Use others' experience and expertise

Start by using the knowledge, expertise and experience that exists within your school – perhaps with your PSHE lead or by adapting a more experienced colleague's planning. Observe or support a lesson if you can: many schools use a school nurse or RSE consultant to deliver topics such as puberty or sex education. Use their expertise to help guide your own delivery. And if possible, attend high-quality training where you can share experiences, ideas and planning with other teachers.

2. Be clear about what you are teaching, and why

Be clear about what is to be taught and when, and

the benefits. Make sure you understand what is statutory and non-statutory – and therefore from which aspects parents can withdraw their children.

Creating a school RSE policy will enable you to better communicate with parents. A policy provides teachers with confidence in their provision, guidance when uncertain and support if challenged.

3. Be well-resourced

Invest in a good scheme of work to boost confidence and improve delivery, especially if it includes guidance and training materials as well as lesson plans. Use a scheme that works alongside your school's ethos and values, and don't think you have to reinvent the wheel – a good resource can be used and adapted to suit your pupils' needs.

Don't be afraid to supplement a scheme of work with other resources, especially those provided by charities or specialist organisations, and which are often free.

4. Communicate with colleagues, parents and pupils

Be able to articulate and justify your reasons for teaching RSE, both to yourself and colleagues as professionals and to parents. Inform parents what you are teaching and when. They will appreciate being forewarned of some of the words and topics their children will be taught!

Keeping channels of communication open with parents also means that they are more likely to support a school's provision of non-statutory content, and less likely to withdraw their children from those lessons.

5. Create a safe learning environment

Strive to create a safe teaching and learning environment – where everyone feels relaxed and secure. This enables pupils to discuss and share their feelings without



judgement, and teachers to feel more confident in managing discussion of sensitive areas. Establishing ground rules, using 'distancing' techniques and encouraging questioning are all essential, but being honest and open is the best way to instil confidence.

Be upfront that everyone finds the 'S' of RSE awkward and allow pupils to have a giggle. This can help everyone relax and feel more comfortable.

Finally, remember that it's ok to not have all the answers. For all the questions that pupils always ask, there will always be new ones that you aren't prepared for. Children now are growing up in a range of different family set-ups and will have a myriad of experiences of relationships. In the words of an experienced year 6 teacher who still "dreads it", teaching RSE is always a lot better than you think it will be – "When it comes to it, I end up loving it. It is always good."

Lucy Marcovitch is PSHE expert and Series Editor of *Discovery Education Health and Relationships* – www.discoveryeducation.co.uk

Year 3 numbers at a five-year high

The Independent Schools Council reported in their 2020 Census and Annual Report that there has been a 2.5% decrease in the number of pupils in ISC schools in Year 3 and below since 2015.

However, Highfield and Brookham Schools, Hampshire, appear to be bucking this demographic trend and have seen a healthy 26.3% rise in numbers of pupils in Year 3 from September 2015 to September 2020.

Caroline Beldham, Head of Marketing and Development, said: "This year in particular, perhaps due to Covid, we have seen a marked increase in last minute enquiries coming in. 'State to Eight' has been a popular choice over the years but we believe the current situation means more

parents have made the decision to choose an independent school for their children. As a school we have made a conscious change in our marketing. We used to market ourselves as Brookham Pre-prep and Nursery and Highfield Prep School. However, over the past two years we have moved to a joined-up approach and now we are very much Highfield and Brookham Schools: Nursery, Pre-prep and Prep School. The long standing reputation of Highfield Prep has bolstered the reputation of our newer Pre-prep and Nursery. Pupil retention has been another factor in our rise in Year 3 numbers specially. For example we have only seen four children leave us at the end of Year 2 this year compared to eight in July 2019."

Ex International Coach joins

Moreton Hall, Shropshire, has recruited Carina Walsh to lead lacrosse development.

For the last 10 years Carina has been captain of the Oxtou Lacrosse Women's team, alongside coaching them. During this time she has led them to 10 consecutive Northern League titles and 5 European Club Championship titles. Oxtou Lacrosse are arguably one of the most successful women's lacrosse clubs in the country.

Carina has played at all levels, captaining her county, region and her country. An ex international, she captained Wales, including during the 2007 U19 World Championships. Carina has played all over the world, with a season in South Australia where she played alongside World Champions for the 2006 South Australia League Champions, Wilderness.

Mental health ~ the new agenda

Mental health must be covered and given the same parity of esteem as physical health. Schools may find this daunting, but with well prepared lesson plans and the right training and materials to support teachers, this does not need to be the case, suggests Paula Talman.



Relationships and Health education becomes statutory in primary schools and Relationships, Health and Sex education in secondary schools from this month (September). This requirement may be seen as an overwhelming task for many schools who are already overloaded with the demands of daily school life. However, it will be appreciated by all that this education is much needed in our society today.

Children need to know the importance of building strong relationships, especially the one that they have with themselves. They need to understand the meaning of character and how resourcefulness can lead to resilience and the desire to learn from failure and take on new challenges. Our young people need to learn how to navigate two worlds safely, the physical world and the digital world.

Children spend most of their time in school and it is here that they learn and make mistakes and through these mistakes they can flourish and grow. Without the building blocks of relationships and health education children cannot thrive. To thrive they must feel safe, secure and content in the world around them hence they must have a proactive continuous and progressive approach to wellbeing education that includes these building blocks. We want to equip them for adult life and to make a positive contribution to society.

Many schools and teachers commend that the new requirements place mental health on the educational agenda, as do I. Mental health must be covered and given the same parity of esteem as physical health. Schools may find this daunting, but with well prepared lesson plans and the right training and materials to support teachers, this does not need to be the case.

Mental health is a positive word, it is a proactive word, encouraging mental wellness and the care of our

thoughts, feelings and behaviour. Mental illness is the other end of the spectrum where we see signs and symptoms of ill health.

Everyone can talk to people about mental wellbeing and strategies to support it. Teachers need to feel equipped to actively encourage conversations with children and young people as talking is one of the greatest supports a person can receive. Schools have the opportunity to embrace the requirements and see it as a rewarding learning opportunity for the whole school, whilst following their school's policies and procedures for safeguarding, and whenever in doubt to check it out by referring onwards.

Teaching puberty and Sex education may also be a concern for some. Under the new requirements this can be covered under the topic of health in primary schools. It will continue to be a statutory requirement to teach reproduction as part of the national curriculum for science but parents will continue to have the right to withdraw their child up until three terms before their 16th birthday, from sex education that falls outside the national science curriculum. Schools should liaise with parents about their plans to implement the government's new requirements.

In my experience, the best approach to relationships and health education is a whole school approach where everyone; teachers, parents and children, are working together to change culture and embed supportive strategies that will grow with each child into adulthood and beyond. Including every child in a preventative, continuous and progressive approach to relationships and health education will have the greatest impact on our society.

But how do we do it and how do we keep the teachers, children and parents engaged? How do we implement something that gives

the children a meaningful and memorable 'take away'? How do we avoid these new requirements becoming nothing more than a tick box exercise for schools and teachers? How do we mentally, physically, socially and emotionally prepare our children for life beyond school and to live life well?

Reactive initiatives such as mental health first aiders and mental health trail blazers are all very important and essential support to schools, but I believe schools can have the greatest impact by being proactive and providing early intervention through health education and promotion from the moment children start school.

Here's some advice I can share from my 20+ years' experience in working with schools in this area.

A whole school approach where everyone; teachers, parents and children, are working together to change culture and embed supportive strategies that will grow with each child into adulthood and beyond is supported by the Department of Education to have the greatest impact on learning and development. (Department of education: Relationships Education, Relationships and Sex Education (SRE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2020)

A well designed, evidence based mental health and wellbeing curriculum is essential to a whole school approach. What is taught in these lessons must be able to transfer into the child's and the community's everyday life. It cannot be successful if it only sits in a lesson time slot. It should grow with the child and have a universal language that everyone shares. It should have evidence-based strategies that can be introduced in a child friendly way but be transferable across all ages so that they are significant in their adult life. It should be something the

children feel has been invested in and is worth them investing in too.

A wellbeing lead should be selected in each school, but a wellbeing team needs to be developed to support them in the implementation.

The Head and the governors need to be fully committed to the work that the wellbeing lead and team are doing. It needs to be embedded in policy and on the safeguarding agenda this is supported by Keeping Children Safe In Education 2020. It must be a living thing within the school for it to thrive and survive. It is important that it has consistent language, imagery and tools so that these life skills become part of their long-term memory.

Schools and teachers need to invest in their own mental health and wellbeing, alongside that of the children they look after, by prioritising access to the right resources, time to learn and embrace these new subjects, being open to personal growth, and by creating the time and space to make mental health and wellbeing conversations part of the fabric of everyday school life.

Schools have the power to make teaching these new requirements a positive experience for all, and everyone should benefit from a whole school approach to mental health and wellbeing. Teachers and parents should be learning too and feel that they also have a 'take away'. A whole school approach to mental health and wellbeing means that everyone feels cared for; it means that everyone can learn how to live life well.



Written by Paula Talman MSc is Founder of iSpace Wellbeing, the mental health and wellbeing curriculum for schools, school safeguarding officer, school inspector, mindfulness teacher, registered nurse and author. www.ispacewellbeing.com

What has lockdown taught us about creativity in the classroom?

Notions of creativity were not at the front of teachers' minds when going into lockdown; the only real concern was how to continue to teach students effectively without the habitual props that come from daily face to face interaction, says Mark Beverley, Director of the Institute of Teaching and Learning at Sevenoaks School, Kent. Yet, managing the challenges of an online learning environment has in some respects led to creative, imaginative thinking about many different aspects of teaching and learning, not necessarily specific to an online context...

Creative lessons from lockdown teaching & learning

The experience of lockdown has brought many teachers back to the basics. How do students actually learn, particularly when they are forced to present knowledge, skills and understanding in a digital environment? Teachers have witnessed first-hand how technology can be an effective tool, for example in developing retrieval practice, enabling students to work through subject content at their own pace – self-testing as they go along, or receiving more targeted, personalised help with their learning. Some teachers have become more mindful about breaking lessons down into stages and manageable chunks in ways that is sometimes difficult to do in a face to face context. Some have

also learned to apply principles of spaced repetition or interleaving units of work, which has shown to improve long term recall.

Support for students has also had to be re-imagined, whether through addressing the needs of students situated in different time zones or those who have found the increase in expectation for independent, self-regulated study habits particularly challenging. Interestingly, empirical evidence suggests that some students who are less motivated and under-perform in the classroom have benefitted from fewer distractions and the disruption to classroom dynamics. There may be lessons to be learnt from this different style of student management when returning to the classroom.

The different pace of lessons has allowed time for metacognitive learning processes to develop. There has been opportunity, for instance, to reconsider both the content and the way it can be taught in our various subjects. Year 11 History students began their summer programme discussing questions such as 'What is history?' and 'How do we learn about history?'. And our art department has explored the creative merits of 'slow looking'. This encourages students to take time observing small areas of an image or drawing detailed sketches, and to record their thoughts and feelings as they do so. Research suggests that the practice improves academic recall and enhances feelings of wellbeing or of mindfulness. We hope to find ways in which this kind of practice can in the future be extended as a more general practice elsewhere in the school. The concept of 'slow reading' is one such example, but equally the practice of looking slowly as well as imaginatively through a microscope in science lessons.

A new approach to task-setting

Initially seen as a way to invite demonstration of independent interest in a particular topic, whether or not directly connected to the taught curriculum, some of

our year groups have been asked to complete open-ended tasks under supervision from a teacher. Freed from the prescriptive governance of the syllabus, engagement in many cases increased and creativity flourished as students were encouraged to take pleasure in 'finding things out' – to quote the late physicist Richard Feynman. From the physics of music, the complex nature of cryptography or the way literacy teaching varies across the world, students very much enjoyed the opportunity to explore areas in which they feel a sense of independent curiosity. The initiative has also enabled us to focus attention on the development of so called 'generic' skills in research, note making and interdisciplinary thinking about the relationships between subjects. For all of these and more, students were given support in the form of access to self-guided tutorial material.

In some respects, therefore, the experience has provided better definition – and certainly given more weight to what we mean by 'independent learning'. Greater attention has been placed on study skills, on learning how to learn – benefits that should not be lost when returning to the classroom. From the students' point of view independent and self-regulated learning has increased opportunities for personal development – encouraging them to think for themselves and think divergently, and during this period many have developed greater resourcefulness and self-reliance. Capacity for self-regulated learning is surely a hallmark of the most successful students, and an essential ingredient for future academic study, as well as in the workplace.

Feedback & assessment

Student performance and engagement has in some ways become easier to assess online. Posing questions to the whole class and reading written responses, teachers can see immediately who has contributed. In the traditional classroom, strong characters can sometimes dominate and prevent quieter students from active



participation. However, perhaps ironically, in virtual environments shy students can become more visible – helping teachers to recognise talent, identify misunderstanding and provide more individual, nuanced support for individuals.

Anecdotally, there has been evidence of more opportunity for more one-to-one feedback. Without the tight structure of the school day and the pressures of the bell, we have found more time to engage with students in different ways. While this is obviously dependent on individual online teaching loads, use of technology in lockdown has deepened this channel of dialogue, for example through audio recording or engaging in self and peer assessment. Equally, teachers have sought feedback from students on their online learning, sometimes in the last 5 minutes of each live lesson; the development of this reflective habit is invaluable for students as they set about developing capacity for self-assessment, as well as teachers to improve and adjust lessons for efficacy and engagement.

Embracing technology

Technology has been present in most classrooms for some time, for example through the use of interactive whiteboards, tablets and even use of robotics, however lockdown has inevitably brought learning through a digital medium to the forefront. After initial teething troubles, it has successfully delivered educational content and has also helped us

The world has changed! Education has changed! But have we risen to the challenge?...

...asks Caroline Molina, Head Teacher, the Ursuline Preparatory School, Wimbledon.

to maintain commitment to school values and cultivate our school community. As well as using independent study tools such as Quizlet, Anki or Duolingo, interactive capacity in Microsoft One-Note and Teams, we have harnessed technology to deliver co-curricular subjects, engaging students in dramatic performances and music concerts through YouTube, and even sports competitions using fitness trackers.

Arguably, for expressive arts subjects, without access to the equipment and practical resource of the more open classroom, digital media has encouraged richer and more diverse artistic outputs – including radio plays and 3D printed art.

These things being said, the creation of online digital resources that are effective is difficult and time consuming, and the most successful examples emerge from proper training in relation to the specifics of subject and teaching context. Creative potential exists in their making, but not without cost.

Final thoughts

Creative use of technology and imaginative thinking about teaching and learning in this very new way has enabled teachers to replicate a classroom experience online most successfully by transforming the classroom experience rather than seeking to replicate it. In some ways, this has resulted in more effective outcomes than are possible in the classroom. There can be little doubt that as technology develops and the likelihood of online learning, whether whole or in part, increases, more sophisticated resources will be made available to us. In the meantime, although no one would have welcomed the last few months, solutions to complex problems have been found and implemented successfully in a wide range of areas. Both for staff and students, the time has been extraordinary, but not unproductive.

March 2020 saw us all plunged into a world of unknown, as we entered lockdown due to COVID-19. No one knew what to expect; as at most schools, the staff at the Ursuline Prep wanted to ensure that the children continued to receive an enriching education, with a manageable and sustainable online solution for parents, many of whom were still working from home.

There were many things to consider:

- Which online option? – The list seemed endless!
- How to structure the timetable?
- Should the children still be set homework or not?
- How was this brave new world going to impact the future of education even when we returned to the classroom?

As a school we opted for Microsoft Teams, using Class Dojo to facilitate the 'handing in' of work. We emailed class timetables with links to all of their lesson log-ins. There were fewer, but longer, lessons with plenty of break time, and our community has been thrilled with the results.

But how will all this translate into the next academic year?

Adaptability

For teachers, there is no escaping the fact that distance learning has dramatically increased our work load. Preparation is more complex as work is uploaded in advance and without the face to face interaction of a classroom, the marking and feedback requirements have escalated. Lockdown has forced our teachers to be adaptable and move quickly with the times. 'Comfort zones' have been stretched beyond what any of us thought was possible, but our teachers have excelled at it

and now know that we can rise to any challenge the future may hold.

Child Initiated Learning

During online lessons the children were encouraged to have their cameras on, so that teachers can gauge their understanding, and their mics off (unless invited to answer a question) so that the sound didn't become overwhelming. The children were fantastic and for the most part got to grips with the online learning faster than we did!

The growth in child initiated learning has been so inspiring and the online learning programme has facilitated a greater sense of learner independence which will be positively encouraged in our learning approach going forward.

Homework

Moving forward we will be using Microsoft Teams and Dojo as tools for homework and project work submission, ensuring that the girls continue to develop the IT skills gained during lockdown. Teams in particular seems to be favoured by a number of secondary schools so their knowledge will enable girls to make a smooth transition to their secondary learning.

Maintaining Wider Connectivity and Community

We have invested in webcams for our classrooms. These will enable us to connect to the wider world allowing virtual workshops and visitors to continue until school trips restart, thus continuing to offer a rich and varied curriculum.

Having webcams in the classroom will allow us to connect to charities that we support and to link to other international Ursuline Schools, allowing us to retain our community links even if, potentially, still locked down.



Our internet connection is being upgraded throughout the school and webcams will allow us to live stream assemblies, productions, music recitals and house events, meaning that our families from the wider community, particularly our international students, can all join in. Families with parents who work late hours, or with family members who are isolating can still catch performances without having to worry about the travel logistics or health implications, and performances can be recorded more easily for those who are unavailable at the time.

Music Lessons

During lockdown our music lesson delivery continued remotely. Should peripatetic staff not be allowed to operate in school, the cameras will allow us to facilitate music lessons in school as usual rather than intruding into the evening when children may be tired, still able to participate in clubs or wishing to enjoy family time.

Distance Learning has seen a steep learning curve all round and I'm sure it will continue to be challenging but I firmly believe that we have taken significant steps to future proof the education of our children, who are at the heart of everything that we do.

Virtual initiatives

Habs Girls, Hertfordshire, has hosted a large virtual conference designed to tackle some of the major issues that will impact students today and in the future. The event which aimed to inspire, educate and challenge perspectives, covered topics such as systematic racism, activism, climate action, media manipulation, ethics in design,

Students in Year 10 at St Mary's Senior School in Essex took part in the first Round Square Postcard Zoom call, hosted by The Doon School in India, towards the end of last term based on the theme of Adventure.

Before the call, participants shared photographs that represented what adventure means to them, joining other students and teachers from 18 schools across the globe including Australia, India, Japan,

Edge Grove School, Hertfordshire staged an end of term 'Virtual Art Exhibition' for parents, displaying works of art from its talented pupils, across all Year groups.

The Edge Grove Art Exhibition is an annual event, one that traditionally takes place within the grounds of the school and is attended by a great number of staff, parents and pupils. Thanks to technology, this year's exhibition was enjoyed safely at home,

medicine, technology, gender and identity. Attended by more than 700 staff and students from across its Senior and Junior schools, 'The Time is Now' conference included inspirational talks from a number of internationally recognised speakers, who joined the event from inside their own homes across the globe.

Germany and South Africa.

St Mary's is a global member of the Round Square Organisation, a worldwide network of 180 top schools in 50 countries, which offers the school a unique framework for excellence and continuous improvement, as well as opportunities to collaborate and share experiences with like-minded peers and establishments across the globe.

while still celebrating the children's achievements in creativity and artistic skill.

Mrs Diana Evans, Head of Art at Edge Grove School commented, "Every year we put on an exhibition of the art produced throughout the school. As with so many things, we needed to find an alternative way of doing this and our virtual art exhibition showed off our children's work beautifully."

The Tokyo Olympics may be on hold – but the community at Ballard School, Hampshire, didn't let lockdown hold them back – they came together to enjoy athletic and sporting endeavours with their own Virtual Olympic games.

From the youngest pupils in Reception, to the teenagers at the top of the School, along with parents and teachers too, the whole Ballard community put their athletic prowess to the test in the Virtual Lockdown Games 2020.

Pupils and their families were invited to join in at home, competing across 12 different challenges to be completed any time between June 8 – 21. The games were set by the School's teachers to test endurance, accuracy, balance, coordination and skill, in the home environment with minimal equipment required.

They included running, push-ups, bottle flipping, kick-ups, toilet roll catching and a whole host of other activities such as 'how many tea bags can you throw into a mug in a minute?' or 'how many t-shirts can you put on in 60 seconds' - all aimed at keeping pupils active and having fun.

Short instructional video clips were created to explain the set up and scoring system, and some of the challenges were categorised into either 'Challenger' or 'Legendary' to allow everyone to take part at a level they felt comfortable with.

More than 400 entries were received across the 12 events over the two-week period of the games, with many families recording their efforts and sending in videos and photos to be shared with the school community.



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