

Summer 2021

The Independent Schools Magazine



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In this issue...



'Project W' hitting the right notes

Budding musicians at Westholme School, Lancashire, now have access to industry standard recording equipment as stage one of 'Project W' is completed.

The school is amalgamating its three sites on to the current senior school one, as part of Project W.

Stage 1 of the project involved relocating and upgrading the music facilities. The work was recently completed and students are already enjoying their new surroundings.

Ben Holt, Director of Music, said: "The whole music department now offers an even higher standard of teaching and learning facilities. Every classroom and rehearsal space has been designed to accommodate the instruments and musicians – from cello to choir rehearsal spaces, and sound recording booths to rock band recording areas.

"There has been a 15% increase in the number of students selecting Music at GCSE in the past couple of years. Sixth Form students at Westholme will now have the opportunity to take an AS Level in music technology as an enrichment opportunity because music is increasingly exciting.

"With a growing number of students benefiting from music tuition, we will also be offering an A Level in Music Technology from September."

Pictured from left to right: Mr Holt with pupils

Cover background

Merger

Tonbridge School, which has announced that it will merge later this year with a nearby school. Full story page 20

Holidays!

This is our usual bumper Summer issue. We shall be back in September. Meanwhile, enjoy the break.

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Is Your School Mentioned?

Schools featured in this issue include:

Ashville College; Bedford School; Birchfield School; Bishop's Stortford College; Bolton School; Brentwood School; Bromsgrove School; Broomwood Hall School; Bryanston School; Cheltenham Ladies' College; Chigwell School; Dauntsey's School; Exeter School; Felsted School; Gresham's School; Habs' Girls' School; Harrogate Ladies' College; Kilgraston School; King's Ely; King's High; Kirkham Grammar School; Leicester Grammar School; Leweston School; Lomond School; Lord Wandsworth College; Manchester High School for Girls; Moulsholme Prep. School; National Mathematics & Science College; New Beacon Prep. School; New School; Queen's College; Riverston School; Royal Grammar School; Silcoates School; Solihull School; St. Dunstan's College; St. Edward's Prep. School; St. George's School; St. Helen's College; St. Margaret's School for Girls; Strathallan School; Taunton School; Tonbridge School; West Buckland School; Westholme School; Windlesham House School

Bereaved brother's epic cycle challenge

A teacher from Leicestershire has undertaken an epic cycling challenge, to raise money for Brain Tumour Research and pay tribute to the brother he lost to the deadly disease.

Geraint Davies, 36-year-old head of PE and Sport at Leicester Grammar School, took on a gruelling 450-mile bikepacking journey over five days, after his older brother Mark died aged 44, following a 13-year battle with a brain tumour.

Geraint said: "Seeing my brave brother take his last breath is not something that I have or ever will come to terms with. In the two years since Mark passed, things haven't got any easier. During the COVID-19 lockdown, I struggled with my grief more and more. I was out for a run over Christmas, thinking about Mark, when I decided I needed something positive to focus on. I wanted to do something to remember him and to support other families to try and prevent them from going through what my family has gone through."

Geraint set off from Great Yarmouth in Norfolk arriving in Aberystwyth in Ceredigion by day three. He then set off along the west Wales coast, arriving at Mumbles Pier in Swansea by the end of day five.

He said: "I spent all day riding and visiting rugby clubs along the route, delivering training sessions in the evenings for minis, juniors, colts and seniors. My brother was a massive Neath, Ospreys, and Wales rugby supporter and held a season ticket for both Neath and the Ospreys. I wanted to come up with something fitting to remember him by.

An additional motivation for his fundraising is the loss of one of his students, Tom Ellis, to a brain tumour a year ago. A member of Geraint's rugby team, 15-year-old Tom's diagnosis came completely out-of-the-blue and followed a CT scan investigating a suspected concussion after a rugby match in November 2018.

Brain Tumour Research funds sustainable research at dedicated centres in the UK. It also campaigns for the Government and the larger cancer charities to invest more in research into brain tumours in order to speed up new treatments for patients and, ultimately, to find a cure. The charity is calling for a national annual spend of £35 million in order to improve survival rates and patient outcomes in line with other cancers such as breast cancer and leukaemia and is also campaigning for greater repurposing of drugs.



To donate to Brain Tumour Research via Geraint's fundraising page, please visit: <https://uk.virginmoneygiving.com/fundraiser-display/showROFundraiserPage?userUrl=GeraintDavies28&pageUrl=1>



Bee Rescue

A swarm of bees at Broomwood Hall Lower School, London, were safely rescued and rehomed by keen amateur bee-keeper and Director of Estates, Nick Clark.

The swarm decided to take up residence on the wall outside Class 2. Luckily for them, intrepid Director of Estates, Nick Clark, who is a keen amateur bee-keeper, was on hand to help them find a more suitable home. Donned

in his finest bee-keeping suit, Nick grabbed a ladder and a cardboard box and carefully moved them into the box and transported them safely to one of his spare hives in Surrey.

Although the children were disappointed to see them go, everyone agreed with Nick when he said "I'm sure they'll be much happier in my field than on the side of the school." Happy children, happy Nick and happy bees!

Rugby Sevens winning captain

An Ashville College Sixth Former selected to captain the North England Ultimate Rugby Sevens (UR7s) U18 led his team to victory against their southern counterparts.

Each team of seven played a series of games with each half lasting seven minutes. The squads came from schools, rugby clubs and academies across the UK.

The North England team won all four group matches against the three South teams and North second team, before clinching victory in the final.

Kit Keith – who in addition to playing for the College's 1st XV has represented North Yorkshire and Yorkshire U15-U18's – is currently studying BTEC Sport and A Level Art and from September is hoping to study sport and exercise science at Northumbria University in Newcastle.

Gary Mercer, Ashville College's Head of Rugby who played Rugby League at international level for New Zealand, said: "We are absolutely thrilled for Kit. The UR7s festival was a fantastic opportunity for him to demonstrate his superb rugby skills, as well as developing his leadership qualities."



Kit Keith

The Post-Covid Curriculum – What Really Matters Now?



The educational landscape is shifting and right

now there is a palpable opportunity for both schools and parents to refresh and reset. Is education simply about exam results and high academic achievement or is there an argument for the industry to rethink how the curriculum is structured, both in terms of content and practicality for the future? Schools have always been driven by the need to nurture well-rounded individuals who leave the institution of education equipped to succeed in their future adult lives. Yet the landscape within which we teach has changed in ways we might never have imagined. We now need to prepare young people for the fast-paced modern world, post-Covid, suggests Rose Hardy, headmistress at Habs Girls' School, Hertfordshire.

Heads have long debated the viability of traditional examinations to measure individual performance and ability. The whole concept of exams has been a bone of contention for some years now. Yet this last year in particular, has forced education leaders to question the true value and approach of GCSEs and whether or not they are fit for purpose for the world we live in today. Do exams really deliver a complete reflection of a student's overall performance? Do they equip students with the skills they need to survive in the world? Exams are, of course, just one part of the conundrum. The curriculum itself arguably needs the biggest shake-up if we are to move forward positively

from the impact of the pandemic, to ensure that we are teaching students real world skills that will actively help them to succeed and grow in their future lives.

Let's take the great outdoors as one example of where change has been obvious. Outdoor education has grown in importance over the last decade, but it has been very much re-invigorated by Covid. The pandemic has forced schools to revisit their outdoor learning programmes, Forest Schools and facilities as well as to appreciate the scope that the outside has for nurturing and boosting wellbeing amongst students. Students have reconnected with nature on many different levels, they have learned to adapt to all weathers within their day-to-day learning. They have further embraced the natural world around them with genuine appreciation for the simple things in life. Being outdoors has perhaps become more relevant for schools today than it ever was.

There is much more we can do to re-invigorate our curriculum today, especially if we are to replace or at least re-instil some of the important life skills that have been brought into question as a result of the pandemic. Here are a small selection of elements that I would most like to see built into the curriculum post-Covid to provide a greater balance of academic vs. life skills:

Essential cooking skills

Cooking and baking is one aspect that has been thrust into the spotlight over the last year, as many parents and children alike experimented with recipes and home baking to mitigate the initial boredom of lockdown. Likewise, some families will have ordered far more fast-food and takeaways during lockdown and the immediacy of apps that allow you to order food from your mobile phone straight to your front door, does little to spur on the motivation of cooking from scratch. What happened to learning essential cooking skills at school? This is no longer part of our curriculum. Do our students know how to rub butter into flour, how to use a knife correctly and

safely when preparing food, how to check if food is cooked properly, how to make a variety of nutritious, balanced meals? At one time in our curriculum this was covered. Not today. Why? Surely understanding how to cook is an essential life skill and something that all young people should be well-versed in by the time they leave school.

Repair and restore

Upcycling has become popular over recent years and it fits with the whole approach around sustainability and recycling. Yet ironically children are now born into a culture where everything is immediate and available at the touch of a button. If it's broken, buy a new one. What happened to fixing items that are broken? Learning how to fix something is again an important life skill for young people. This is not simply about making things yourself, but more about teaching children how to look after the things they have. The curriculum is overwhelmed academically but are we confident that our young people can look after their own belongings? Can they sew? Can they use a screwdriver? Do they understand the principles of textiles and how to use available resources and tools to fix items? The truth is, the vast majority of Year 7's wouldn't know how to thread a needle, nor would they understand why they should. Sustainability is a key focus in school, so why not merge that with useful skills such as how to mend a hole in a sock? Schools have a key role to play in highlighting the 'throw-away society' many children have been born into.

Gardening

As mentioned, we have all seen how the natural world has grown in importance to our personal wellbeing of late. Many fortunate children will have a garden right on their door step. But do they understand how to look after it? Do they know how to care for plants and shrubs, how to grow and nurture flowers and why it is important? Many independent schools offer co-curricular gardening clubs, but shouldn't these skills become more central to our learning in school – for all young people, not just those that choose to join

gardening clubs? Again, this links with the environment and protecting the world we live in. It would make for an interesting exercise to furnish every child in school with a packet of seeds and a pot and send them off to cultivate. Greenhouses and allotments in school can also do wonders for actively involving young people in the natural world around them. From growing fruit and vegetables to composting and sowing seeds. This would also add to the dimension of outdoor learning.

Diversity and inclusion at every level

We have all been impacted by diversity over recent years. Mainstream campaigning such as Black Lives Matter has had an important impact on schools across the country and rightly so. Equally, issues around consent and appropriate behaviour as highlighted by Everyone's Invited have also come under the spotlight. Although PSHE usually covers these ever-evolving topics, it is not enough to create the level of change that is needed. Diversity, social skills and inclusion should flood our entire curriculum across the board. Every subject from maths to art and sport should seek to educate further and weave in the importance of these issues. Equally, schools should be looking at virtual inclusion on a more global level too. Linking up with other schools around the world and making resources and educational experiences available to a variety of young people is important, both in terms of learning about diversity but also in sharing resources and knowledge and preparing young people as international citizens of the world.

There is still a lot of red tape in schools and in the education system generally. Some schools and heads will have greater freedom to create these kinds of changes, some less so. Yet one thing is clear, we have been given an opportunity to reset, to rethink the structure of exams and the content of our curriculum. Every small step counts; as educators we should be championing the young and embracing change with open arms. After all, our children deserve it.

Schools cooperate on virtual promotion

Fourteen senior Scottish boarding schools hosted a free, drop-in virtual information event for prospective families last month (May). As well as a wealth of information and opportunity to browse a number of schools, visitors had the chance to meet with representatives of each school including Heads and admissions personnel, reports Alison Herbert from SCIS, the Scottish Council of Independent Schools...

Our boarding schools are normally competing with each other to attract students, so this was a truly unique event where they all worked together to promote the beauty and benefits of Scotland.

The collaboration between the schools started in 2013 when the schools, supported by the Scottish Council of Independent Schools launched Scotland's Boarding Schools website to promote boarding in Scotland.

Originally planned as a physical event in London, the pandemic meant that Scotland's Boarding Schools had to think about how best they could connect with potential families.

Each school had a role to play in making the event a success, whether it was running a social media campaign, liaising with the press or working with the virtual platform developers to produce the best interactive event possible – and weekly meetings ensured that the project was kept on track.

To have delivered such a positive piece of collaborative activity at a time of pretty much unprecedented challenge for Scottish boarding schools was nothing short of a miracle.

The schools loved working with colleagues in the sector and the positive relationships forged

can only be good for Scotland's Boarding Schools. We are looking forward to phase 2 of this exciting partnership project.

"Coming together is a beginning, staying together is progress and working together is success."
– Henry Ford

Interest in rural boarding schools

Dorothy MacGinty, Head teacher of Kilgraston School, Perthshire, said: "Life at a boarding school is always challenging but, like everywhere else, the last fourteen months have been specifically difficult for a myriad of reasons. Apart from ensuring pupils were academically and pastorally fulfilled, an independent school is a multi-million pound, international business and, obviously, Covid-19 has thrown-up many additional hurdles to parents from abroad contemplating sending their child to a British boarding school.

However, life is always surprising. Interest from the domestic boarding market has seen a remarkable upsurge. Parents (and their daughters) are quoting 'space', 'smaller classes', 'fresh air' and, most interestingly, 'having a bedroom to escape to and their own personal space' as the last few months have been so confined. Also fascinating is the move from the English GCSE and A-Level curriculum to our SQA, Highers and National Fives. Parents from down south are clearly thinking ahead to university places and now seeing the Scottish school timetable as a positive move to getting into Scottish universities."



New facilities on track

Birchfield School, Shropshire, is looking forward to an exciting 2021 academic year with the development of the school's facilities well under way, following a massive investment programme that will extend senior school provision up to age 16.

The school recently joined the St Philips Education Group, a move that led to the expansion of the senior school up to the age of 16 at Birchfield as part of a £500,000 investment. Birchfield is currently recruiting for Year 7 2021 and will be welcoming its first Year 9 cohort in September 2023.

Headmistress, Sarah Morris (pictured above), said the school was also seeing a considerable increase in interest from parents from across the region, helped by a restructuring of fees to ensure a Birchfield education is affordable to more families. Fees for Year 7 start at £8,000 per year.

"The senior school planning and developments are well under way and senior pupils can look forward to a smart new uniform and a state-of-the-art learning and sporting environment across the school, with special focus on science and sport" she said.

Online safety certified

St. Helen's College prep school, Middlesex, has achieved National Online Safety Certified School status, which recognises the school's commitment to Online Safety.

The award recognises the school's ongoing staff CPD as well as pupil and parent education on this most important of matters. The National Online Safety certified schools programme helps schools to feel confident in tackling online safety issues while also supporting school communities in staying up to date with the latest online safety news and trends.



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US college applicants gain an edge

Yorkshire's Ashville College has enhanced its offering to pupils who wish to study in the US by becoming one of the few schools in the UK to offer the internationally-recognised Advanced Placement (AP) courses.

The AP Exams were introduced to US high schools to make the curriculum more rigorous and give students an advantage when applying to college – the term commonly used in the US to mean university – through the college-level experience and skills they gain.

From September, Ashville will offer the AP Seminar and AP US History courses to Year 10 and Lower Sixth pupils. In addition, from the following September, pupils in Year 11 and Upper Sixth can take the AP Research and AP US Government and Politics courses.

Each year-long course culminates in a formal, external exam which usually takes place in May. AP

Seminar and AP Research run in a two-year sequence and together make up the AP Certificate, helping pupils to develop skills that are valuable for university preparation and have real-world applications.

Ashville College has a well-established US International Studies department serving approximately 160 American pupils each year. Accredited by the New England Association of Schools and Colleges (NEASC), the department supports all pupils who wish to gain a US High School Diploma and those who plan to pursue higher education in the US.

AP enhances Ashville's offering to US, UK and international pupils alike. The courses are an asset for applying to US universities, are included on transcripts for international college applications, and also earn UCAS Tariff points. This could be useful for pupils

who want to study at a UK university, but who do not want to complete a full complement of A Levels, or for whom a mix of BTEC and AP would be more appropriate to their future plans.

AP Exams are graded on a scale from 1 to 5, the results of which count towards graduation credit, college credit in some US institutions, and UCAS Tariff points in the UK. For example, the highest AP Exam score of 5, 'Extremely well qualified', is equivalent to an A* at A Level or 28 UCAS Tariff points.

Dr Pauline Younts (pictured right), Director of International Studies at Ashville College, said: "To be able to offer AP courses and give our pupils an additional advantage when they apply for university is a fantastic step forward for Ashville.

"We are confident AP will bring significant benefits to those pupils, with research suggesting



that AP students are often better prepared for college than students who don't take AP.

"AP also presents an attractive alternative to all pupils, including those going on to higher education in the UK or internationally, by boosting their UCAS points, giving them valuable experience of US college-level studies and offering something different on their CVs."

3G Pitch Inaugurated by Sir Geoff Hurst

The Chigwell School, Essex, new artificial grass 3G pitch has been officially opened by Sir Geoff Hurst.

Ros Serrelli, Chair of Governors, said: "Football is a major sport at Chigwell, for both boys and girls throughout the School. This facility will be enjoyed by thousands of young players at Chigwell and is truly a 21st Century facility within our 400 year old school setting. However, it is more than that – it is a facility for the whole community. Grass roots football teaches young people team spirit, hard work, respect, perseverance and dedication. We are delighted at Chigwell to be part of and to support our community and grassroots football."

Sir Geoff is legendary for being the only man to score a hat-trick in the World Cup final, when England recorded a 4-2 victory over West Germany at Wembley Stadium in 1966.

As both a former West Ham striker and Chigwell resident,



he shared anecdotes of his footballing career, from training at nearby Grange Farm, to playing with Bobby Moore OBE, and how he has seen such a positive move forward in the development of girls' football.

Giving advice to the young footballers just starting out, he drilled home how important attitude is, and advised pupils not to worry about winning or losing, but to concern themselves with being better at playing. He added: "Enjoy your football together and improve

your performance – as a team player. Don't be greedy or selfish, improve your own game and that within your team."

Michael Punt, Headmaster, pictured with Sir Geoff, commented: "At Chigwell we believe sport is important to the development of the whole person – learning to work with others as part of a team and to play, win and occasionally lose well. This new facility will have a tremendous impact on what we are able to offer pupils at Chigwell but we are also very keen that it benefits our friends across the community too. Sir Geoff Hurst will have inspired the pupils who heard him speak at the opening. Their job is now to become an inspiration to others.

We thank Sir Geoff and all involved in the creation of the new pitch, which is now being utilised by local teams as well as Chigwell students".

Thinking green

Students at Harrogate Ladies College, Yorkshire, learned about the devastating impact of plastic waste and how to become sustainable business leaders of the future, in a presentation which forms part of the school's 'Be Inspired' careers programme.

A 30 minute talk, conducted by Charles Taylor, director of Ilkley based eco-decking business, Composite Prime, offered insight into the typical day of the entrepreneur and allowed students to take part in a Q and A discussion to learn more about establishing an innovative 'green business'.

Charles addressed an audience of students across all year groups during the session, which will also contribute towards the college's application to receive an 'Eco Schools Award'. Charles Taylor alongside his business partner, Domenic Harrison in 2015, said: "With around eight million tons of plastic waste polluting the earth's oceans every year, the race to protect the planet is growing more urgent every single day; playing our part in tackling this challenge is one of the key priorities for Composite Prime."

New Oracy Project changed school

Junior Girls, aged 7-11 years, at Bolton School have benefitted enormously over the past 18 months from the introduction of an Oracy Project, developed by Voice 21 and the University of Cambridge. One unexpected outcome has been how it has benefitted teaching staff too, suggests headteacher Carol Laverick...

When my Deputy, Helen Holt, came back from an Oracy Leaders' Programme, we discussed the concept at INSET and decided to incorporate it into each part of the curriculum, essentially making it as integral as numeracy and literacy to the girls' learning.

The project was given initial impetus by research showing that oracy impacts positively on academic outcomes, on cognitive development and on promoting a sense of wellbeing, all of which underlined to us the importance of developing

communication skills and strategies. iPads, already an integral part of teaching and learning in our school, became a tool to enhance oracy capabilities. Acknowledging that in typical lessons, the teacher does much of the talking, we created a culture of talk across each subject area in order that every pupil could clearly express their thoughts and communicate their ideas. It even permeated our assemblies, allowing for vertical House groupings to debate such topics as school rules and our anti-bullying charter. With some expert steering from our teachers, the girls have developed protocols for listening, taking turns and asking questions.

My colleagues have been extremely positive – both about the effect it has had on the girls and on themselves as facilitators, in terms of how they plan and deliver their classes.

Mrs Holt reflected: 'Oracy has become central to our lessons and this has enabled us as teachers to get the best from every student, particularly the quiet child. Oracy skills have been at the heart of remote learning and been vital on

our return to school to build pupil engagement, resilience and positivity. The impact on our pupils has been immense with our girls becoming more creative and confident.

Mrs Worsley, English Coordinator, speaks for many of our teachers when she says: 'Oracy is at the heart of each lesson; it is the heartbeat. As a teacher, I need to understand the goals. Not only is this about the material I present to the children for debate but, also, about how I respond myself to it and the types of questions I can help pose to promote their confidence through discussion. I take great pride in seeing how our girls open up in their group discussions to express often abstract ideas. I can often help them find the right words if they are struggling to articulate responses. That's the beauty of the situation – there's no right or wrong, we're in it together and talking is such a powerful means of expression. For me, joy comes when I see pupils acquire a more sophisticated vocabulary. This is sometimes achieved through reading poetry aloud for example – words from a bygone time or a colloquial term can open up the most wonderful sharing of ideas. Whilst it



starts with the poem itself, it usually ends up with an association being made about, for instance, something someone's granny used to say... this all comes about through the magic of the spoken word! It has also made me consider where my values lie. It's become ever more important for me to say: 'Well, I'm not so sure.' Children see this as empowering – the teacher doesn't have all the answers. Many times I find I am saying as I listen in, 'That's such an interesting way to look at it... I'd never have thought of it in that way.'

Perhaps I'd even go as far as saying, as a teacher, having a greater awareness of promoting oracy throughout lessons has given me greater confidence. There's never an exchange of ideas, when a child doesn't share an experience or express a desire and often the spontaneity of pupils' questions and responses provokes honesty that builds confidence in us all.



New Pre-Prep building underway

Moulsford Prep School, Oxfordshire, has commenced construction of their new Pre-Prep, due to open for September 2022.

The new Pre-Prep will be home to a Pre-School, Reception, Year 1 and Year 2. The Pre-School is a new venture for the school, and will be for boys and girls who have turned 3 years old. There are no plans for any other year groups in the school to be co-educational, and from Reception onwards (as now) Moulsford will focus on delivering an outstanding education for boys.

Mr Beardmore-Gray, Headmaster at Moulsford commented, "At Moulsford, we believe that it's the

people within our community – teachers, support staff, boys and their families – who make our school extra special. However, the surroundings and facilities do make a significant difference to the overall educational experience. Therefore we are delighted that this new building will provide more space and more opportunities, both for the younger boys and the boys across the road on our existing Prep School site.

"Sabrina McMann, Head of Pre-Prep, will be central in shaping the future of this very exciting project for Moulsford. Both Sabrina and the Moulsford team will ensure that the interior

design includes everything required for the provision of an outstanding learning space and education for your children."

The building has been carefully planned by the school architect to incorporate eco-friendly systems such as solar panels and air source heat pumps to provide underfloor heating, and there will

be natural ventilation through roof turrets. Green roofs will cover flat roof areas, and extensive planting and landscaping with wild flower meadows will enhance the external areas. The traditional black painted wood-framed structure with a pitch-tiled roof is in keeping with the Chiltern farmyard barn style of the surrounding area.





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England call up

Hockey goalkeeper Molly Smith has received an England call up – an honour achieved by only a handful of past Brentwood School students.

Fifteen-year-old Molly, who only took up the sport when she started at Brentwood five years ago, will represent England in their two U16 home internationals against Wales and Scotland next month (July).

Final squad selection, to whittle down some 55 of the country's top young goalkeepers, was a rigorous process including numerous assessments and online fitness, core and game management programmes.

Molly first picked up a hockey stick when she attended First Year hockey trials in 2016 and, because of her footballing background, her teacher thought she would make an excellent goalkeeper! She hasn't looked back.

As well as playing for the school hockey team, Molly plays in goal for Chelmsford Ladies 1st team gaining the coveted place when she was just 13 and the team played in the East Premier Division; that season they were promoted to the National League Conference East.

Molly has also played national league hockey since the age of 14, playing the whole of the 2019-20 season in goal for the Ladies 1st team. Sadly the 2020-21 season was a victim of the Coronavirus pandemic.

And, as if standing guard in a Hockey goal wasn't enough, Molly also plays in goal for Billericay Town FC's U16 side as well!

The Wales match will be held at Millfield School at the beginning of July and the Scotland game will take place the following weekend at Repton School.



Stunning artwork

When West Buckland School, Devon, Marketing Team were looking to commission an updated map of the school campus, they decided to ask the Art department to suggest an ideal A-level student to create the image.

Ciaran Maunder, Year 13, was nominated and set to work to create the artwork using his various computer techniques, based on sketches in situ and photographs of the campus. The attention to detail and accuracy of the buildings is breath-taking. Staff and visitors have been so thrilled with the

amazing picture, which took over 40 hours of painstaking work, that the Bursar requested a print to be made for his office wall. It has provided a talking point to anyone meeting with the Bursar, either in person or online. The illustration not only adorns the Bursar's office but will be used to guide visitors when they arrive at the school. After a meeting in the Bursar's office, the Headmaster of the Prep School has requested a copy to fill the Prep office wall so that visitors can enjoy the artwork and find their way around the site.

Donations to single-sex boys' schools nearly four times greater than for all-girls' schools

Men trounce women when it comes to generosity of alumni donations

The value of donations to single-sex boys' schools is nearly four times greater than for all-girls' schools: £226,000 compared with £61,000.

These are among the findings of a study by leading software company ToucanTech, which examined 1 million of its database records from 124 independent and state schools.

ToucanTech founder Kate Jillings said: 'This gender disparity is extremely intriguing. Whether it's because men "giving back" to their schools is a more ingrained habit than for women, we're not sure. Of course, we know that the gender pay gap remains sizeable in the UK so women may be less able to afford donations. But we also know from philanthropy studies that women outrank men in the

percentage that give to charities.'

Meanwhile, the survey also revealed that schools had been hard hit by the Covid pandemic and lockdown. Total school fundraising income dropped by nearly 20 percent in 2020, with alumni-giving plunging by nearly half.

Fundraising income from those aged 60-70 was up by more than £1,000 per donor on 2019 but in 2020 the largest donations came from the over-70s who, on average, gave more than £8,000 per donor.

Ms Jillings said: 'It's telling that alumni in general felt unable to donate to their schools in the same way as previous years. Presumably many were concerned about job security and the general uncertainty that hit us all during the pandemic and lockdowns.'

As well as total fundraising income

dropping by nearly 20 percent in 2020, compared with 2019, average fundraising income per donor dropped by 12 percent, down to £1,075.

But while fundraising income from alumni fell by nearly half in 2020, their donations were the largest by value.

And total fundraising income for the schools in the ToucanTech study was £6.5 million, with average fundraising for each school approximately £103,000.

Ms Jillings said: 'Despite the enormous challenges of the last year, it's so encouraging to see how school communities have come together during such a challenging time, to maintain the bonds they build with pupils, parents and friends of the school. The education sector and so many

other unique communities are using technology to stay connected to one another, and getting creative in how they provide value to members of their network, and building affinity with those who may choose to give back.'

ToucanTech works with hundreds of schools and organisations such as London's Francis Crick Institute, the world-renowned biomedical research centre, to help them connect with their online communities.

The ToucanTech study is based on data from 997,244 database records for 124 schools across the UK

- 68 Senior, 35 Junior and Senior, 21 Junior
- 100 Independent and 24 State
- 81 Co-Ed, 24 Girls' and 19 Boys'

KidsMBA programme launch

Gresham's, Norfolk will become the first school in England to offer the ABE endorsed KidsMBA programme. They will begin teaching the course to Year 8 pupils at their Prep School from September.

The course teaches children a wide set of skills aimed at developing business expertise and entrepreneurship that will help them throughout their education and future career. Through challenges, activities and games, the KidsMBA is designed to enhance education for 11 to 15 year olds, focusing on the basics of running a business, becoming self-employed and developing new ideas.

Speaking of the agreement, ABE's Director of Business Development, Steve Smith said, "The KidsMBA programme fits perfectly with the Gresham's ethos. Teaching children through project-based role-play, participants learn how to find creative solutions, develop self-confidence, presentation skills and the ability to share ideas in a persuasive and engaging manner, all the while, developing a foundation

of entrepreneurial thinking which can be nurtured throughout school life. We look forward to working with Gresham's School as they develop their students' entrepreneurial instincts and nurture happy, confident, resilient children."

Cathy Braithwaite, Head of Gresham's Prep School said "At Gresham's Prep, we endeavour to provide a progressive curriculum. We offer our pupils an exciting and varied programme of activities above and beyond the traditional range of subjects. Whether mountain biking, fire lighting or riding the zip-wire in our woods; fossil-hunting or casting sea-fishing lines at the coast; learning robotics, engineering or coding in the DT workshop, or studying photography, making murals and sketching outside, we create fun ways for our children to develop beyond the classroom and help them grow into confident, well-rounded individuals. The KidsMBA will provide our children with further opportunities to extend their fully-rounded skillset and develop an understanding of the world of business and finance."



Katie joins Queen's

England Women cricketer Katie George has joined the coaching team at Queen's College, Somerset.

She is pictured with Year 11 student Millie Lusk, who made history by becoming the first girl to play cricket for Queen's 1st XI.

Katie is a left-arm seam-bowling all-rounder who also plays for Western Storm and Welsh Fire.

Queen's Head of Cricket, Jake Lintott – who recently signed a three-year contract with Warwickshire – said: "We are delighted to have Katie joining us for the Summer Term when her England training and playing commitments allow.

"We have seen a huge growth in the women's game over recent years and this is mainly down to the success of our national side.

"For Queen's to have an international player coming to work with our cricketers is fantastic and I know our girls will relish the opportunity of working with her."

Meanwhile, Millie made her 1st XI debut in the prestigious fixture against the MCC.

She has captained both Queen's girls' 1st XI and U15s, and also played for Somerset Girls at both U17 and U15 level.



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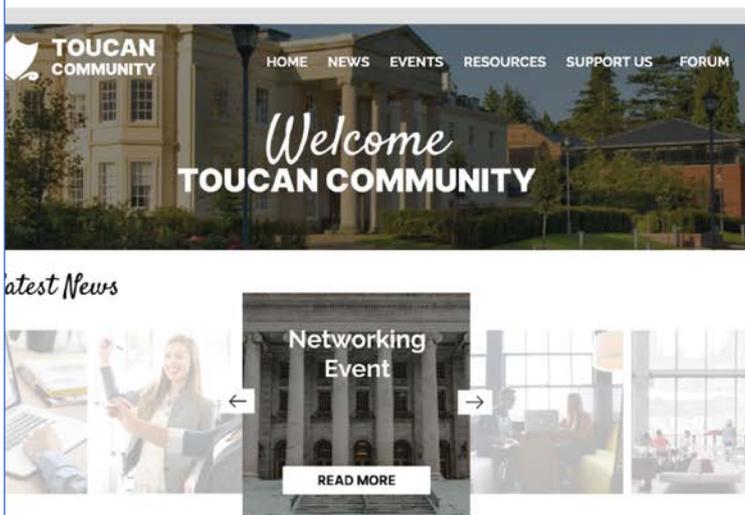
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Andy Whittall
Tonbridge School

Spiralling pressure on teachers



Recent months have revealed the immense pressures that many teachers and Heads have faced in this country throughout COVID and following the impact of the pandemic. Teachers are of course used to working long hours, along with periods of extreme pressure, but this has always been part and parcel of the job and vocation. However, the pandemic has brought about additional, disproportionate pressures, increased workloads and a certain degree of anxiety that has impacted negatively upon the profession. These pressures have emerged from a number of areas and whilst many are commonplace among all teachers, others will be more specific to certain schools and geographical locations. A report by Ben Evans, head of Windlesham House School, Sussex...

First and foremost, teachers have had to adapt to a whole new way of teaching online as well as the use of new and often daunting digital technology. The planning and preparation involved in producing high quality lessons has more than doubled, eating into teachers' free time and increasing their workload again. Adapting to remote learning, online assessment, delivery of live lessons, and continually managing pupil progress and wellbeing, has been extraordinarily tough. All teachers want the highest outcomes for their pupils and the pressure to achieve this through online learning has been overwhelming for many. On top of this, managing pupil behaviour and attentiveness, while ensuring consistency of engagement and enjoyment of learning has been a priority for teachers, but with the best intentions in the world, this is not always easy to achieve.

Turbulence and scrutiny

Additional pressure has also come from parents who, for the first time, have been able to be present in every lesson and have often become experts in teaching and learning. For many parents, it has been a great opportunity to become more involved in their children's learning, but this in turn, has led to scrutinisation of the learning process, with some parents becoming over critical and more vocal to teachers, which has resulted in an even greater workload.

For school leaders, it has been a time of turbulence and change with an increased expectation to react, adapt and implement change at very short notice. The impact on workload is obvious but more so, it has been the concern of every leader to do the best for their schools and communities, when at times, it was nearly impossible to know what the best course of action would be. Inevitably and understandably, heads

have faced extreme criticism, anger and upset from parents and staff but have had to continue with their jobs, smile and face another day with the same levels of enthusiasm and confidence expected of them. The anxiety and strain this has placed on many school leaders cannot be underestimated.

Teachers, like everyone else, have had to deal with their own personal circumstances and uncertainties throughout the pandemic, whilst continuing with their day jobs. For every educational practitioner, their priority has been to ensure children continue to be well educated and to receive the same levels of pastoral care and attention that they would during more normal times. Throughout school closures, this has been exceptionally tough to achieve, and many teachers have placed too much pressure on themselves without asking for help or seeking extra support. The day-to-day workload, even since schools have reopened, has been higher and the demands on staff, far greater. The responsibility to keep children safe, manage COVID protocols and still deliver a first-class education has undoubtedly taken its toll on many.

Is COVID to blame for rising resignations?

Longer hours each day in school, more planning and marking to complete at home, managing blended learning, undergoing school inspections and preparing children for exams have all added to the stress and have caused teachers greater levels of anxiety. Many staff have also had to deal with COVID cases in school, supporting anxious children and parents and then switching to remote learning for certain year groups at very short notice. All perfectly achievable, but at the same time, energy draining, time consuming and another burden for teachers to bear.

The pandemic will have undoubtedly made some teachers reconsider their career options and life choices. For some, the profession will have lost its appeal and there will be resignations from teachers and heads at all stages of their careers. However, for the majority, they will (and should) reflect with a great degree of pride on how they have managed their roles during the pandemic and the high level of teaching, learning and pastoral care they have continued to provide throughout such challenging circumstances.

COVID can be cited as the cause for some of the current resignations from the profession, but it is not entirely to blame. For too many years, teachers have faced increased workloads and greater criticism from society in general. In many cases, teachers are dealing with worsening behavioural issues and a general rise in specific learning difficulties requiring greater levels of specialised support. Salary increases have not matched inflation and whilst teachers may enjoy long holidays, these in themselves are not enough to mitigate the exigencies.

Supporting teachers and NQTs

Even though teachers are facing a great deal of pressure in schools, graduates are still joining the profession and they always will; teaching, as a vocation is an attractive career for many. We have seen, over the last ten years or so, a lack of new teachers for certain subjects but for those wanting to teach in EYFS and primary years, recruitment is still holding up. It will, however, be necessary to attract greater numbers into the profession and the Government's new starting salary for NQTs will undoubtedly help. Other initiatives will be needed to make the proposition of becoming a teacher an attractive and appealing one to young people in the future.

In general, schools have supported their teachers superbly during a very challenging period for everyone, much of it out of anyone's control. They have sought their staff's opinions and acted on their concerns by reducing unnecessary workloads and providing additional support where necessary. There is always more to be done and schools might want to consider some of the following to continue with that level of support that is so needed:

- Conduct a workload survey to identify the pinch point and then either provide teachers with help or change procedures to make the workload more manageable.
- Ensure teachers have easy access to external support such as mentors, counsellors and HR advice.
- Continue to ensure teachers are able to devote time to professional development and feel that this is supported by their school either financially or in dedicated time allocated.
- Ensure the school is a community within which all staff feel supported and valued. Leaders should talk to everyone and also give staff time to talk to each other.

Staff have become more skilled in the use of digital technology and will understand the value it can add to pupils' outcomes. They will also continue to increase their skills in this area, which is a positive aspect for the future of learning. They will also understand themselves better; their ability to cope under pressure, to work collaboratively, be resilient and achieve fantastic results. The anxiety, tiredness and often lack of self-belief will all pass in time and the majority of teachers will continue to excel in the job they love.

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Q. How long do they last?

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Q. How do costs compare to traditional sports buildings?

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Q. How long do they take to build?

A. Quicker to construct than traditional sports buildings, a 1,000sq m insulated structure is typically erected in 35 days irrespective of weather conditions, significantly reducing project build time, cost, disruption and risk.

Q. How environmentally-friendly are they?

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Q. How robust are they?

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Q. What is the playing performance like?

A. Incredible. Meeting Sport England standards, the buildings feature vast clear-span interiors, generous roof heights and translucent daylight panels that flood the space with natural light to provide the ideal playing environment for both training and competitions. The superior insulation ensures a comfortable year-round environment.

Q. Are they fully bespoke?

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Neil Chapillon, Head of Estates, Millfield School

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Inspiring the next generation of cyber security professionals

Earlier this year, a team of pupils at St Margaret's School for Girls in Aberdeen came third in the UK Grand Final of the CyberFirst Girls' competition run by the National Cyber Security Centre. On the road to securing the coveted place in the final competition, the pupils came up against 6,500 girls in the preliminary stages, cementing them in the top three code-breakers of their age group in the country.

Head of Computing Science at the school, Lucinda Arthur, reflects on the importance of developing digital skills in today's society and how competitions like CyberFirst Girls' are a great way to develop skills and build confidence among girls looking to explore the world of cyber security...



From online banking and shopping, to email and social media across a range of devices such as smartphones, computers and tablets, today's society has become reliant on technology as a core function of everyday life. As such, it is more important than ever to take steps to prevent cyber criminals from getting hold of our accounts, data and devices.

Cyber attacks are becoming more prevalent as our society continues its

digital transformation and becomes more connected through a range of devices, making us all vulnerable to data breaches, malware attacks and scams. As such, the demand for cyber security skills has increased and, as a nation, we have found ourselves with a skills gap that is encroaching on a critical level.

Research by the Scottish Government projected a shortage of 1.8 million cyber security professionals by 2023. The government attributes this gap to a lack of people identifying cyber security as a career option, both in

terms of school pupils and career transitioners in later life. It is also argued that there are not enough school pupils, particularly girls, engaging in STEM subjects, thus missing the opportunity to learn more about cyber security before leaving school. This then has a knock on effect on the number of school leavers pursuing relevant degrees in computer science. If we do not include positive intervention measures to increase skills supply, the current cyber security skills gap is expected to rise by 20% per year in Scotland alone.

I am a big believer that the classroom is a catalyst for change and, although schools are often limited by their curriculum, it is important to consider ways to raise awareness of the opportunities in cyber security and nurture confidence in such skills and knowledge among pupils. Computing Science is valued as an important subject at St Margaret's and girls can take part in specialist ICT lessons weekly throughout the junior school. In the senior school, girls are introduced to a breadth of Computing and ICT concepts in weekly lessons. This is supported further with a variety of extra curricular computing clubs where pupils are given the opportunity to discover additional ways of using technology and are empowered to make their own games and interactive activities.

The CyberFirst Girls' competition is another great example of how we can develop our next generation of cyber professionals. This is the second year that St Margaret's pupils have been successful in the qualifying rounds of the competition. As well as getting

much enjoyment out of the competition, CyberFirst Girls' is a great way to introduce our girls to the world of cybercrime, cyber security and the inner workings of the internet of things (IoT). The girls' knowledge is broadened as they cover some advanced cyber topics that are not part of the Scottish Broad General Education (BGE) curriculum.

From using UNIX commands and various hash algorithms to tracking IP addresses and monitoring device activity, the competition enables the girls to experience real-life scenarios of working in cyber security. Softer skills such as the need for perseverance to solve problems whilst using various computing devices are also honed through the process and the girls are captivated by the sense of thrill and excitement that come with cracking codes and piecing together puzzles. It gives them a taste of just how rewarding a career in cyber security can be.

As society becomes more reliant on the internet and digital devices, these are all skills that are going to continue to be in high demand. Getting first-hand practical experience alongside a theoretical underpinning of cyber security in the classroom is going to play an important role in inspiring the next generation of cyber professionals. In classrooms throughout the UK, I hope that more priority is given to cyber security as a subject and that we begin to see more resources to support the learning of such topics to fill the digital skills gap and inspire the future generation of cyber professionals.

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2012-2013	Naief Al Shibli
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2014-2015	Raymond Njoku
2015-2016	Nathan Chesney
2016-2017	Kenny Ailebanjo

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2007	Sam Joffe	Oliver Mansell	Tom Jones
2008	James Mansell	Jack Reynolds	Paul Smith
2009	Robert Parkinson	Robert Parkinson	Oliver Price
2010	Ben Crowl	Ben Crowl	William Wood
2011	Ben Crowl	Ben Crowl	Michael Wood
2012	Ben Crowl	Ben Crowl	Michael Wood
2013	Ben Crowl	Ben Crowl	Michael Wood
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Trio create The Crocolion Code

Three colleagues at Solihull School, West Midlands, have been getting creative during lockdown - writing, illustrating and narrating a new children's book, The Crocolion Code.

Simon Grove, Gary Johnson and Thom Stafford, who all work at Solihull Prep, combined their individual skills and worked together to complete the title, an idea originated by Junior School Teacher, Simon back in April 2020.

The story, which is about friendship, centres around a character called Chris' birthday. Chris is a Crocolion - half crocodile, half lion - and the ending is a happy, positive one, concluding that the best things in life really are free.

Simon said: "When the first lockdown began, I decided to write a short story aimed at boys and girls aged 4-7. Having

children of my own and knowing how much they have loved some of the Julia Donaldson tales over the years, it's something I've always wanted to do and I finally had time to do it.

"On our return to school I discussed the book with Gary and shared some of the character ideas; he mentioned that he enjoyed drawing and that he'd be happy to help with some sketches ... an offer I snapped up!

"In a subsequent conversation with Thom, who is a trained and fully-qualified actor, we chatted about bringing the story to life and he kindly suggested that he'd narrate a digital version to share with friends, family and the Solihull community. It's been so wonderful to finally see The Crocolion Code come together!"

Gary, who works in the Transport Department on the Saint Martin's campus, said: "Creating the pictures



to fit Simon's characters was a fun task. The more colourful the better - something to catch the eye and keep the children's attention."

Prep School Porter, Thom, commented: "In March 2020, I started recording voice-overs for well-known children's books and posting them on Facebook for

families to enjoy. When I heard about Simon's story, I jumped at the opportunity to be involved in narrating and sharing his terrific tale."

The talented trio are now looking at publishing opportunities and would love to work together on a follow up title.

Pictured: The Crocolion Code creators; Thom Stafford, Simon Grove and Gary Johnson

Will you learn the right lessons from the Coronavirus crisis to be successful in our new 'normal'?

Tracy Shand, author of Boardingology, believes the answer lies in just 3 words.

One worldwide virus, invisible with no rhyme or reason for who is next. Yes, we saw it coming in the data- but when did you prepare for the devastation of today with the

results of tomorrow. But with a crisis comes an opportunity to learn and grow to go back to our roots.

So, what have you learned from this moment? What one thing

do you want to keep? What is one thing you want to lose when we go back to our new normal? Your community is thinking the same. Now, let's explore some lessons learned as one thing is certain, you have changed.

Simple things can create the biggest impact and do not need to cost anything.

Innovation is our friend. Being creative is all about thinking differently.

You don't need to always learn what to do, you need to learn what to stop.

What would you say? What lessons do you need to plan for to move forwards?

True investment starts with

you. To be future proof in your career, you need to start acting now. Whether that be improving your wellbeing or learning new skills to advance - the time is now! Taking charge of your own development is key in our new normal as this could be the difference between redundancy and taking the next leadership step. For me, I am currently reading Digital Body Language by Erica Dhawan - a must read as we continue in a hybrid world.

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so valuable. Educators learn from one another, and always have: sharing best practice, collaborating and observing. Every trainee teacher brings a wealth of these resources and learning opportunities with them – as Katie Leach, Art teacher and PGCE student mentor at Gateway Sixth Form College, Leicester discovered.

“It makes you more reflective in your own practice, particularly if you’ve been working somewhere a long time. Having my student has just made me question things a lot more – to explain things to her, things you might take for granted that you automatically do and why they work well, different ways that you could do it. Getting a different perspective is always useful.”

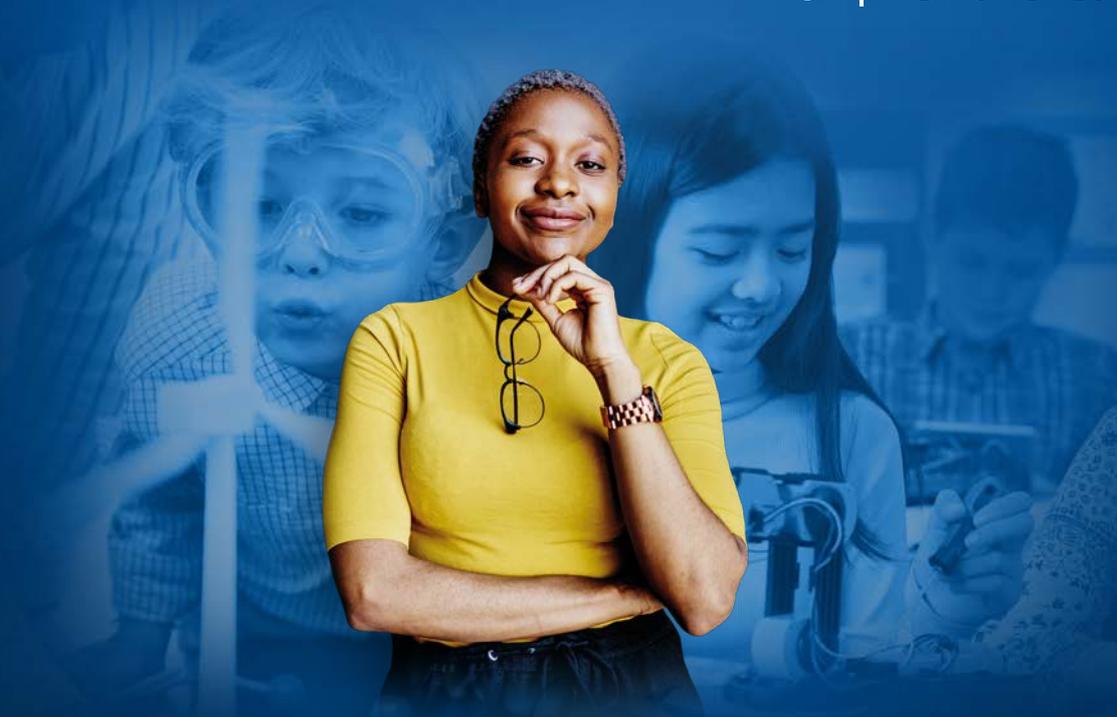
Denham Kite, Principal of Krishna Avanti Primary School, Leicester, saw this first hand when he welcomed his first NSET PGCE student into the classroom.

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Merger announced

Tonbridge School and The New Beacon Preparatory School are to merge with effect from 31 August 2021.

Tonbridge currently has more than 800 boys, a blend of boarders (60 per cent) and day pupils (40 per cent).

The New Beacon Prep School is in Sevenoaks, approximately 10 miles from Tonbridge. It is a day and boarding prep school for boys aged 4 to 13 and currently has 325 pupils, including a nursery for boys and girls.

As the two Governing Bodies work together, Tonbridge and The New Beacon are expected to become aligned in terms of overall strategy. Each school, however, will retain its own teaching and support staff, its own leadership and management teams, and its own uniform and site.

James PRIORITY, Headmaster of Tonbridge School, said: 'There has always been a strong relationship between our schools and I am delighted that we will be combining our experience and expertise to provide an

educational pathway for boys from 3 to 18. We have a shared ethos and believe that the merger will bring considerable benefits to both schools whilst respecting our separate identities.

'Tonbridge is a determinedly selective school. We already welcome some 20 boys from the New Beacon every year. Our rigorous recruitment process will remain the same for New Beacon applicants as it does for boys from every other prep school, all of whom we will continue to welcome and support.'

Mike Piercy, Headmaster of The New Beacon, said: 'This merger will strengthen our long connection with Tonbridge and will expand our access to the expertise of its senior school staff and facilities. I am also delighted that we will be working with Tonbridge to develop further our intellectually creative academic curriculum to align Years 7 to 9. This will support the boys in preparing for entrance assessments and transition to senior school, not



The New Beacon, owned by the Norman family, now an educational trust, opened as a boys' boarding school in 1900

just academically but also in terms of confidence and life skills – benefits which will, of course, apply to all boys, whichever their preferred senior school destination.

'We have always worked closely with individual families in choosing the senior school which is best for their sons – over the last five years we have sent boys to 21 senior schools. We will

continue to provide that bespoke service.'

The merger also means that The New Beacon will become part of the group of schools overseen by the Skinners' Company, one of the Great Twelve Livery Companies of the City of London and a major not-for-profit organisation which supports seven other schools, including Tonbridge School, founded in 1553.

Promise to the environment

Manchester High School for Girls Prep has launched their Eco Code, demonstrating their commitment to becoming more environmentally friendly.

Members of the Eco Council were joined by Head Mistress, Mrs Helen Jeys and Head of Prep, Mrs Helen Mortimer, as they unveiled a new sign which spells out an acrostic pledge from the words...

WE CARE.

W – Water. Get it from a tap
E – Electricity. Switch off lights

C – Cut waste. Don't drop litter
A – Appreciate our wonderful world
R – Reduce, Reuse, Recycle
E – Eat healthy. Less packaging

The joint initiative brought children from the Infant and Junior departments together to

create a code of practice for Prep pupils that encourages them to think about ways to 'Save the World'.

Prep teacher, Mrs Karen Adam, who oversaw the project, believes this is just the beginning for the council, "The girls are so enthusiastic about getting involved and talking to their peers about ways to help the environment. They are full of ideas about how we can become more sustainable and their next job is to discuss the ideas behind the Eco Code with their year groups."

The launch of the Eco Code comes on the back of 'Less Waste Fortnight' in Prep which encouraged pupils and staff to swap single use packaging for more sustainable alternatives. Head of Prep, Mrs Mortimer, was immensely proud of how successful they were in reducing waste. "In the first week, we still

collected a fair amount of waste – especially plastic – but by the end of the second week, we had more than halved our rubbish." She continued "If we can achieve results like that in two weeks, imagine what we could achieve over a whole year!"

The Eco Council echoed this sentiment, sharing a poster that stated, "Less packaging is not just for 'Less Waste Fortnight', it is for life!"

Mrs Jeys has been so impressed with the initiative that she hopes to roll the concept into the Senior School. She said, "The girls have been so focused and have a clear vision of the direction they would like to go in. I think it is really important that our older pupils support them in a project that is going to make such a difference to us as a school, the local community and ultimately the planet."



Pictured: Members of the Prep Eco Council with Head Mistress, Mrs Helen Jeys (left), Head of Prep, Mrs Helen Mortimer (right) and Teacher, Mrs Karen Adam (far right)

Pupils' experiments to be launched into space

Three Year 12 students from Cheltenham Ladies' College, Gloucestershire, will see five of their proposed research experiments enter space on NASA's scientific balloon to be launched from the NASA Columbia Scientific Balloon Facility in late August.

The trio submitted their proposals as part of the Cubes in Space global engineering design competition. The competition invites young people aged 11 to 18 years to design and propose experiments in 4cm cubes to launch into space or a near-space environment on a NASA sounding rocket and zero-pressure scientific balloon.

The aim of the experiments is to contribute to solving real-world Earth or space-based problems. The students' experiments will explore the effects of radiation on the tensile strength of bacterial cellulose; the rate of growth of prickly pear cactus seeds; the survival rate of plants with lignin in contrast to plants without; the tensile strength of plant-based and synthetic fibres; as well as the effect of magnetic fields on the ability for magnetotactic bacteria to remove iron ions from industrial waste water.

After the flight, the cubes will be returned to the team so that they



©NASA

can collect the data and analyse the results of the experiments.

Miss Vicki Brandon, Teacher of Engineering, Enterprise and Technology said: "Ashley, Larissa and Sophie have been devising their experiments for the Cubes in Space competition for more than six months, drawing on their extensive knowledge in the fields of biology, chemistry and physics to create a wide range of experiments that will explore the effects of radiation on bacterial cellulose and magnetotactic bacteria, the growth and survival rate of seeds, and the tensile

strength of natural and synthetic fibres. All their experiments are designed to have direct environmental or medical benefits.

As their teacher, it has been a huge privilege to lead them on this interesting journey during which they have learned how to write comprehensive scientific proposals, as well as experiencing the challenges and the benefits of working collaboratively. I am very proud that their hard work has been rewarded and we are all excited to see their experiments launch into a near-space environment later this summer."



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CHANGING FACES... CHANGING PLACES...



The New School, Devon, will welcome Daniel Ayling, as its new head from September 2021.

Mr Ayling was educated at Sutton Grammar School and then gained a place at Cambridge University, graduating with an MA in Education and English. He also completed his teacher training, with Key Stage 1 specialism, at Cambridge and later achieved the National Professional Qualification for Headship at the UCL Institute of Education.

Mr Ayling began his career teaching Year 1 in Cambridgeshire, before relocating to Surrey, where he taught a range of subjects from nursery to Year 6 at The Study Prep School in New Malden and Greenacre School for Girls in Banstead, where he was also head of learning support.

Mr Ayling then spent six years at Manor House School in Surrey, where he held the roles of deputy head of the junior school and head of the pre-prep and nursery school.

Since relocating to Devon in 2018, Mr Ayling has helped establish ACE Tiverton Special School, a brand-new free school for secondary children with autism spectrum condition.

He is also a founding member of the Chartered College of Teaching, an Apple teacher and a Microsoft innovative educator.

In his spare time, Mr Ayling enjoys running whenever possible and exploring the Grand Western Canal with his dog. He also has a keen interest in all things musical, especially theatre and opera. He has sung with large choral societies in London and a small chamber choir based in Tiverton.



Riverston School, South East London, has appointed Mr David A T Ward as Headteacher effective from September.

Mr Ward has over thirty years' experience in State and Independent schools across the UK and his previous leadership roles include Headmaster of Saint Felix School in Southwold;

Headmaster of Skegness Grammar School in Lincolnshire; Principal of Bredon School in Gloucestershire; Director at St David's College, North Wales (the latter two being specialist SEN schools); and most recently interim Headmaster at Crown House School in High Wycombe. He has an MA in Educational Studies, is passionate about the Creative Arts and is a former professional Rugby player.



Jonathan Parsons is now head of St Edward's Prep School, Berkshire, moving up from the deputy role.

After four years at his first school in Devon, he upped sticks and moved to Kenya, taking a position at Hillcrest International School in Nairobi.

From Hillcrest, Jonathan moved

to Kenton College Prep School, an elite international school, serving the children of politicians, diplomats and NGO workers, with outstanding facilities and high-level sport. A keen hockey player, it was through the game that Jonathan met his wife, a hockey coach at the school and Captain of the Kenyan Hockey Team.

He returned to the UK four years ago to join St Edwards.

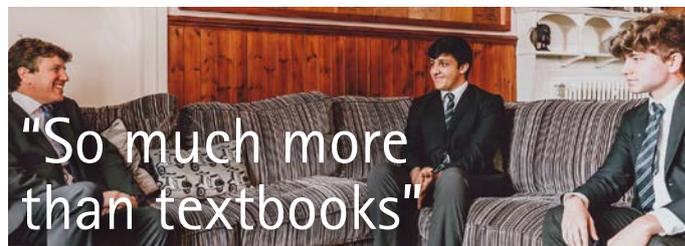


Chris Wainman is the new head of Solcoates School, Yorkshire.

He was previously Senior Deputy Head of Hull Collegiate School, Yorkshire.

Chris acquired a geography degree from the University of Leeds before going on to complete his teacher training at the University of Sheffield and subsequently a master's degree in educational leadership and innovation from the University of Warwick.

Boarding is a well-rounded education



"So much more than textbooks"

James Hodgson, Head Master of Bedford School, has been a pupil at – or worked in – boarding schools for almost 40 years, during which a number of changes have occurred in the sector. Here he suggests that modern-day boarders get an education like no other...

At the end of last year, just before the second lockdown, I had an email from one of "my boys", now 28-years-old, who wanted to know if he and a couple of others could come to visit me one evening.

A fortnight later, three of his house group from school were having dinner in my home in Bedford, laughing, joking, reminiscing wildly about their teenage years under my housemastership.

We shared everything, from the trivial (house cricket matches, matron's mannerisms, sixth form dinner parties) to the deeply personal (close friendships, family relationships, and tragically the loss of a father when we were all together in the house).

It was a reunion unlike any other school reunions. After all, we had almost literally grown up together and it was, for both parties, probably the most significant time of our lives – a period that held in sharp relief most that life can.

Where it all began

When I left university, I knew I wanted to teach, but I wanted to be a boarding housemaster first and foremost.

That is not a normal ambition, I realise. But it seemed to me that, by teaching at an independent boarding school, I could not only teach Classics (my subject) but also cricket (my great love!) around the clock.

I had seen it first-hand as a boarding boy – an experience which coloured deeply the way that I ran a boarding house in the late "noughties" and now run a boarding school in the 2020s.

How boarding has changed

Boarding (for me) was like living at a sports centre with all your mates. Every day there was some activity or other on offer: the coach was there, the facilities good, and all you had to do was turn up!

However, there was also the other side to boarding 35 years ago, particularly as a younger pupil of 13 or 14: generally speaking, I do not think that you had more than a

50/50 chance of enjoying boarding house life in those days, and that is terrible odds if you are away from home.

Those thoughts have stayed with me as a head and housemaster and during my career I feel I have been part of a complete overhaul of boarding.

Five key changes have completely transformed it in the last 20 years, to the extent where boarding is almost uniformly enjoyable.

Firstly, there are more adults not only involved in a boarding house, but actually present. When I was at school, we barely saw our housemaster, let alone a tutor. Nowadays, we talk of house teams, all of which spend considerable time not only in the building, but with the boys.

Secondly, the house staff are carefully and methodically trained. Amazing though it sounds, that was rarely the case in the past.

Thirdly, and perhaps most significantly, the senior boys are also fully trained to support a nurturing ethos, to spot signs of any unhappiness and to work with the adults for the benefit of all.

This training includes the fourth main change, which is the induction that younger boys receive. This involves summer get togethers prior to arrival, the support of older buddies and trained mentors, and year group and house bonding sessions when they arrive at the school.

Lastly, a whole school culture of service is underlined by action, rather than simply words.

An education like no other

Ultimately, boarding education is unlike any other type of education – and is so much more than textbooks.

It's about laughter and joy, safety and security, exploration and adventure, opportunity and discovery and growing up supported and nurtured, rewarded and praised.

It is a great complement to home life and brings with it friendships that last a lifetime.



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Sign up on our website before 22 June and receive your physical fundraising pack full of curriculum-linked resources, fundraising ideas, posters, stickers and postcards of Team GB athletes.

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The power
of **kindness**



Profile

In conversation with Laura Whitwood

Born:
1987

**Schools and University
Attended:**

University of Manchester
BA(Hons), University of Cambridge
(MEd)

First job:

2011 – Norwich High School for
Girls GDST

First management job:

2013 – Norwich High School
for Girls GDST

**First job in independent
education:**

2011 – Norwich High School for
Girls GDST

Appointed to current job:

January 2020

Favourite piece of music:

Stand By Me, Ben E King

Favourite food:

Vietnamese

Favourite drink:

French 75

Favourite holiday destination:

South East Asia or a
European city break

Favourite leisure pastime:

Long countryside walks,
swimming, socialising with friends

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

Location, Location, Location

Suggested epitaph:

'Lived life not out of habit,
but out of intent'

Q Your MEd thesis was entitled "Does Age Matter? A study of Year 6 and Year 2 perspectives on learning modern foreign languages (MFL) as a new subject". What essential conclusion did you reach? How have you subsequently applied this in the classroom?

A *Having both attended and worked in two Nursery to Sixth Form schools and being half-French, my curiosity about language learning began many years ago. My research indicated that with dedication, perseverance and motivation, we are all capable of learning another language to a bilingual or proficient level, whatever your age. However, there are significant and undeniable benefits of learning a new language as young as possible. Our pupils experience specialist language teaching in Spanish from Nursery and also begin learning French in Year 3. Generally speaking, the younger you are, the less time you have had to develop preconceived ideas about your linguistic ability and as such, younger pupils generally enter lessons with a greater degree of enthusiasm, self-belief and a desire to embrace inevitable linguistic challenges with increased positivity. Due to the heavy and crucial emphasis upon speaking and listening in language learning, there is an element of exposure and a potential feeling of vulnerability. Younger pupils are far more likely to enter lessons with the eagerness, determination and confidence required to progress quickly in their language learning.*

Q You were head of MFL at Norwich GDST, having read History and French at Manchester for your BA. If a pupil was to ask you to choose one foreign language that he or she could most usefully study in an increasingly globalised world, which would you suggest and why?

A *Our pupils have such a mature understanding of the importance of international mindedness (particularly through learning the International Primary Curriculum from Reception), this is certainly a question I can imagine them asking! I would work closely with the highly skilled staff who know the child best to consider which language they may be well suited to based on their skill-set and topics of interest. It would be wrong of us as practitioners to make an assumption that 'one size fits all' and see that the consistency of Spanish and French gives pupils a solid*

foundation in language learning to provide our pupils with the confidence and support to explore language learning further, should they so wish. We are extremely lucky to have such a diverse school community; our annual Languages Day serves as a perfect opportunity for pupils to get a language 'taster' in around 30 different languages, thanks to staff and parent workshops, and they often choose to explore new languages outside of the school setting as a consequence. We see that it is our duty to showcase that there should be no parameters to language learning and cultural exploration – if a particular language stands out, then that should be your choice!

Q Some pupils joining junior school for the first time next term may have found recent attendance at nursery to have been rather patchy, thanks to lockdown. This may well have affected both their social skills and their early learning. What special provisions should schools be making to address such issues?

A *There is no denying that the impact upon young children over the course of the pandemic has been devastating; the true extent of it we are still discovering. I am a true believer in an 'open door' policy and the necessity for ongoing, positive and proactive collaboration between home and school. In order to be certain no child 'falls through the gaps,' school leaders must ensure that robust systems are in place to foster a joined-up approach of sharing key information about pupils with staff, being transparent with parents when there are concerns and having a targeted approach to ensuring that gaps in learning and socialisation are narrowed as smoothly and quickly as possible. From story-telling to address pupil anxieties, to connecting new parents to the school so they can organise play-dates over the holidays, to parent presentations offering 'top tips' about key routines, to embedding simple strategies at home so parents can prepare for the new school term, there is plenty that can be done to hit the ground running in September and the excitement of a much-needed return to normality.*

Q Is there a place for formal testing of junior school children?

A *A question to divide the crowd! As a self-confessed pupil with exam anxiety throughout my school life, I believe*

Laura Whitwood has been head of the Junior School at St. Dunstan's College, London, since January 2020, following three years at the School as a deputy head. She was previously at Norwich High School for Girls.

strongly that the skills our young children will need in order to thrive as adults are not necessarily taught more effectively by an educational system that is reliant upon good grades in formal examinations. Critical thinking, emotional intelligence, initiative, adaptability, creativity and problem solving are just a few examples of necessary skills children will need to thrive as proactive global citizens within a rapidly changing world. However, in a society where examinations are integral to their educational journey, it would be remiss of us not to prepare pupils sufficiently and set them up for a fall once they reach secondary school. It becomes, therefore, the duty of teachers at a primary level to interweave the discipline, focus and resilience required to be 'test ready' but within a broad, balanced and creative curriculum to eliminate examination-based stress as early as possible, with results taken into context alongside the trust of teacher-based judgement. It is essential to establish a message that examinations are there to 'show off' what you know now, instead of fearing what you don't know.

Q St. Dunstan's is sited in South London, an area of widely varying prosperity and ethnicity. Your fees range from £13k to £17k a year. How do you ensure that your pupils are not isolated within a bubble of affluence which ill-prepares them for the rough and tumble outside the school gates?

A *It is a great pleasure and privilege to work within a diverse South East London community and we see that it is our duty to cultivate an environment of high ambition, but without any sense of entitlement or pretence. We see that our place within the Lewisham community spans beyond merely sharing facilities and supporting local charities. We must be bold and forward-thinking in our approach to educating our pupils to see beyond the College gates and understand how they can make a positive, meaningful difference within society. They should leave us with a solid understanding of how partnerships within their community can and should have a positive impact upon others. Our unique, ambitious and bespoke Stuart Curriculum is focused on the acquisition of practical skills, and the development of identity. We encourage our pupils to engage with a wide range of stimuli and concepts across Relationships, Skills for*

the Future and Critical Thinking, in order to be supported and inspired to thrive as an individual in a changing world. We are lucky in that our pupils are incredibly inquisitive, curious and compassionate individuals who want to have an accurate appreciation about the community in which they live and how they can contribute towards it, with a clear sense of who they are, and equipped with the relevant practical skills to be their authentic selves in the world of the future.

Q One of your roles at Norwich was Pastoral Care Coordinator, a job which you continued when you first moved to St Dunstan's Juniors. Have you noticed any change in your pupils' needs in this area since being back at school this term, and, if so, how have you addressed it?

A *Unfortunately, we have noticed an increase in anxiety and pupils who are experiencing challenges regulating their emotions. Interestingly, another observation is a widening divide between those craving increased noise following lockdown and those who, having spent a great deal of time working alone in their bedrooms, find any sounds around them distracting and uncomfortable. In knowing our pupils so well, having very positive parent/teacher relationships and a robust tracking of pastoral care and issues, we are able to tackle any change to individual needs proactively, positively and with a coordinated approach. It is essential to see each situation in isolation and individualised strategies are essential. While our Stuart curriculum, additional form times, specialist themes of the week (Wellbeing Week for example) and mindfulness lessons are all helpful on a whole-Junior School level, having the support of our College counsellor, chaplain and several staff trained Youth Mental Health First Aiders has meant that we are well equipped and prepared for any pastoral issue that may arise.*

Q Staying on the theme of pastoral care, what support have you offered to your staff over the last year? Some may have found the conversion to distance learning a tough call, particularly with any additional covid-related pressures in their own family setting.

A *It really has been a rollercoaster ride for teachers across the country and I have never felt prouder of our dynamic, supportive and dedicated St Dunstan's staff. From day one of our lockdown preparations, it has been a team approach and in times of particular challenge, our staff have been there for one another, whilst consistently maintaining a 'pupils first' approach. Our remote learning timetable was extremely successful and our model of core subjects, skills sessions and form times in the mornings with specialist subjects and co-curricular opportunities in the afternoons afforded all staff part of the day teaching, with part of the day planning and spending time with their family. Alongside this, via our Welfare Committee, specific staff sport and fitness sessions were organised, with popular virtual social events for those who were missing the connection of being on-site.*

Q One of your areas of interest in education is internationalism within a junior school curriculum. What exactly do you mean by this, and how would you like to see the subject develop?

A *Many teachers reminisce of primary education including lessons about the Victorians and Tudors, lakes and rivers in geography and photosynthesis in science. While I remember these lessons fondly (it didn't put me off a history degree!), I am very much of the mindset that the rigidity of the primary curriculum often ill-prepares our young pupils for the unexpected of tomorrow's world. The world really is their oyster and how can children truly appreciate who they are and how they can make a positive contribution without knowing where they feature in their local, national and international communities? Via our International Primary Curriculum, we have seen pupils stage a deforestation protest on the playground, rocket launches on the field in a 'Mission to Mars', finding out where chocolate comes from, becoming young entrepreneurs and learning about invention and development in 'What Price Progress?' to name just a few examples. It is in immersive learning experiences put into a real-life context, where our pupils have demonstrated deep curiosity, genuine understanding of social, political and cultural developments and a true desire to find out more outside of the classroom setting. **Continued >***

Profile In conversation with Laura Whitwood (continued)

Q You have recently moved the junior school into new purpose-built premises, as part of a major investment across the college. What, if anything, will you miss about the old facilities and their heritage?

A I answer these questions based in my office in the historic building of the Headmaster's House, yet am surrounded by the Junior School 'buzz' and energy emanating around me from the learning taking place in our connected new, state-of-the-art Junior School building. As such, I see that the move to our new building has not removed us from our rich heritage, but encapsulates what St Dunstan's is all about; ambitious and forward-thinking (now matched with our new building), while also taking important lessons from our history, which we value enormously. The combination of new and old suits us perfectly. We pride ourselves on being the first school in the country to embrace a curriculum that spanned beyond English, mathematics and Latin. It now feels like it is the right time to match that approach to learning,

the bedrock of our foundation, with new, first-class facilities. The roots that were created for us by the dynamic ideas of the Headmaster Reverend Forder, have helped us develop the broad, balanced and unique educational offering available to our pupils today. Our current pupils see that they are creating their own contribution to an incredibly exciting time in our St Dunstan's history.

Q Talking of heritage, your interest in history may have led you to discover that Dunstan was Archbishop of Canterbury, a respected teacher, and author of what became the British Coronation ceremony, who famously predicted the exact date of his own death, and was canonised in 1029. Do your pupils know why the College is so-called? Should they care? Is English history relevant today?

A Our pupils are aware that St Dunstan was a noted musician, harpist, composer, as well as displaying skills in metal work, and contributed towards many manuscripts. He is also the

patron of armorers, goldsmiths, locksmiths, and jewellers. There were many strings to his bow! This chimes perfectly with our ambitious, dynamic, creative and broad curriculum. Our pupils live and breathe the College motto of 'Albam Exorna,' and the idea that they begin their St Dunstan's journey with their metaphorical blank St Dunstan's shield, which they get to fill with their own individual experiences, skills, favourite lessons and special memories, is exhilarating for them. Like St Dunstan, they know they will be well-supported to embark on an educational journey of self-discovery, working out who they are as an individual, seeing differences in character as a reason for celebration. What better lesson for St Dunstan to impart? As for the predicted date of his own death – this might be a little too complex for our youngest pupils – they join us at three years old after all!

Q What have you most enjoyed about taking the step up to headship? If a deputy head asked you for one piece of advice about preparing him/herself for the next step up

the ladder, what would you say?

A With an inspection (an outstanding report, I must add!) within term one, a pandemic within term two and two building moves within two years, I suppose being ready to expect the unexpected would certainly be high on the list! The variety within the job makes every day unique and exciting, but certainly honing the skills of patience, reflection and seeing the 'bigger picture' are essential. There is no doubt that it is incredibly rewarding to see how the decisions made at a leadership level materialise and when you see both the short-term and wider positive impact these decisions have upon the pupils, it is a great privilege. It certainly makes the hard work more than worthwhile. I would also say that never losing sight of what is happening in the classroom and school life day to day is essential; with a consistent 'pupils first' approach, you will always be able to articulate and justify decisions made with confidence and communicate it to others with passion.

Students complete UK's first alternative two-year pathway to university

Taunton School, Somerset, has seen its first cohort of international students complete a unique two-year course, which guarantees a place at leading universities in the UK and overseas.

The Somerset school, which welcomes pupils from 45 different countries, has become the first institution in the UK to offer international students a bespoke alternative pathway to top universities around the world.

Eighteen-year-old students Tricey Agbolu from Ghana and Paul Paclot from France and 19-year-old Jarry Wang from Hong Kong have completed the International Foundation Year (IFY) course with a 100 per cent pass rate. The course was officially launched at Taunton last year.

They have now received offers from UK universities including Kent and Reading as well as Canadian universities HEC Montreal and University of Montreal.

Taunton School is one of only two UK secondary schools to

offer the IFY, devised by top UK universities for international students wanting to study at English-speaking universities. Unique to Taunton is the combination of the IFY alongside its own new Pre-Foundation Year (PFY) one-year course which

delivers the necessary skills and qualifications at 16 or 17 to access the IFY the following year.

Both courses include an English for Academic Purposes (EAP) module which prepares students for university-level coursework.



The most potent instrument?

Prioritising music as an educational trend

Dr Rachel Milestone, Director of Music at Leweston School, Dorset, discusses the benefits of music as an enricher of pupils' lives aside from any academic benefit...

Since the beginning of formalised education, governments, governors, educators and psychologists have promoted the latest learning initiative; the latest idea that promises to turn every child in the school into an engaged and achieving academic. According to the education website 'Teach Thought', for example, the five most popular trends in education in 2020 were: 1) 'Growth Mindset' 2) 'Maker Learning' 3) 'Bloom's Taxonomy' 4) 'Digital Citizenship', 5) 'Personalised Learning'. The rest of their list of thirty outlines many other types of 'Learning' (Project-Based Learning, Team-Building Learning, Blended Learning, etc.) that are considered potentially revolutionary in moulding our current pupil body. So why is it, when such trends are lapped up by educational leaders, that an initiative that has been proven time and time again to have significant benefits when it comes to teaching and learning and pupil outcomes, is so often ignored?

In June 2019 Psychology Today published an article with the headline: 'Music Participation is Linked to Teens' Academic Achievement' (Bergland, 2019). This was based upon a report published in the Journal of Educational

Psychology (Guhn et al., 2019) which outlines a study involving a cohort of 112,916 school pupils, and the impact that participation in musical activities had on pupils aged 12-18. The report found that, regardless of socioeconomic background, gender, ethnicity, or prior learning in Science, Maths and English, students who learn to play a musical instrument before the age of 11, and continue to play in high school, not only score significantly higher but were about one academic year ahead of their non-music peers with regard to their English, Mathematics and Science skills (Gouzouasis, 2019). This was by no means the first study to link music participation to school performance. Another paper that is often cited is a study published in the Journal of Psychology of Science and Technology: 'Arts Foster Scientific Success' (Allen et al., 2008), which shows that Nobel Laureates in the sciences were more likely to have a musical hobby than other people (including other scientists). Any internet search, any browse through back copies of the TES or educational psychology journals, will highlight numerous other studies, articles, and blogs on this topic, both current and historic, as far back as Plato.



A contradictory strand to the argument is that, having presented some of the current research on music as an educational aid, maybe all of that is irrelevant. An alternative viewpoint is that music should be promoted in education simply because it's music. Rather than defending music as a great tool for raising exam marks and making pupils 'smarter', we should recognise music as an enricher of pupils' lives and teach the arts for their own sake. During lockdown it was the virtual trips to art galleries and museums, streamed concerts, operas and shows, virtual choirs and orchestras, that enriched our time in captivity. If we don't want to live in a world without music, even in the hardest of times, why would we want to have a school without music? Music helps us to connect with some of our more complicated feelings. Making music helps us to link with each other through choirs and ensembles, fostering cooperation, collaboration

and connection between pupils (Greene, 2016).

Music, according to Plato in the fourth century BC, 'gives a soul to the universe, wings to the mind, flight to the imagination, life to everything'. Why then, in the twenty-first century AD, are we having to fight to keep music and the arts alive in education?

Music is constantly under threat of being removed from schools altogether, both in academic and practical terms. A recent report by the All-Party Parliamentary Group for Music Education, the Incorporated Society of Musicians and the University of Sussex found that Government policy, particularly around the implementation of the English Baccalaureate (EBacc), has had a significant negative impact on music education in schools in England. Curriculum time for music (which is statutory for Key Stage 1-3) has reduced, along with opportunities for children to pursue music.

Return of singing celebrated

With restrictions around singing lifted for primary aged children, Lomond School pupils celebrated their first musical performance with a fitting tune on the banks of Loch Lomond.

After 14 months of a ban on singing during the pandemic, the children were thrilled to be able to sing as a class again and performed a rendition of Bonnie Banks of Loch Lomond on Inchcailloch Island to mark the occasion.

Primary pupils are now allowed to sing as a class again both indoors

and outdoors as long as risk assessment is met with appropriate mitigations. Singing for secondary aged young people is only permitted outdoors or via a digital platform.

Ailsa Lawn, Head of the Junior School at Lomond School, said: "To say that we are overjoyed to have singing permitted again for our children is an understatement. Singing is such a big part of school, for learning and for bringing everyone together. After 14 difficult months of lockdowns, restrictions and learning from home, the



incredible sound of children singing together once again was wonderful. It was very emotional to hear the children's voices again – it is so sad that they have missed something

that is so central to childhood, and to life. But singing is back and the children and staff are thrilled that this is part of our school day, once again."



The importance of specifying the correct floor for dance and dance education

Whether you are specifying a dance floor for the world's leading dance companies or for classes in schools, colleges or universities, the same fundamental criteria apply. Wherever a student chooses to study dance, it is important to make sure that the learning environment is equipped to professional standards with sprung floors, mirrors and bars.

Sprung floors

Choosing the correct dance surface is vital for dancers' health, safety and artistic performance. All sprung floors are not the same and understanding the differences between various types of floors available is important.

Experts in biomechanics have established a clear link between the quality of a dance floor and the likelihood of injury, demonstrating that a floor with a consistent response and the correct degree of 'traction' is vital.

Dance creates impact energy. If the energy generated is returned to the body it can result in an array of joint problems, sprains, fractures, knee problems and tendonitis. Lower limb problems such as tendonitis, 'shin splints', knee pain and ankle strain can all be attributed to incorrectly specified sprung floors and can take several weeks of physical therapy and recovery time to correct. A dance floor that is impact absorbent and provides lateral foot support is essential.

The Performance Surface

One of the main attributes that dancers look for in a floor is slip resistance or 'traction'. Although athletes share the risk of slipping and falling, they are generally protected

by their footwear from floors that might be considered a slip hazard for dancers.

When specifying a floor for dance, using general flooring or sports floor standards will not ensure the right floor is installed - only a floor developed specifically for dance will do. There have been some high-profile examples where floors have had to be replaced by a dance company after the building is complete because the floor was not considered fit for purpose by the dancers using it.

Harlequin floors are the performance floor of choice for the world's most prestigious dance and performing arts companies, theatres, venues and schools. Harlequin's reputation is founded upon the design, manufacture and supply of a range of high quality sprung and vinyl performance floors specified by the world's leading venues

Case Study. Kingston University – The Town House

A recent Harlequin project was the new Town House building at Kingston University.

Designed by RIBA 2020 Royal Gold Medal winner and Stirling Prize nominated Grafton Architects and

constructed by Wilmott Dixon Construction, work on the £260m project started in 2017 and was completed in January 2020.

The new facilities transformed the entire estate including a performance auditorium and performance teaching space and three specialist dance studios. For the three studios Harlequin supplied and installed a fully floating Harlequin Activity sprung floor with Harlequin Cascade and Harlequin Standfast vinyl performance surfaces totalling over 330 square metres. Harlequin Ballet Barres and Harlequin Mirrors completed the dance studio facilities.

In the Performance Teaching Space, a Harlequin WoodSpring sprung floor system with a Harlequin Standfast vinyl top surface was supplied and installed to an area of over 180 square metres.

Jason Piper, Associate Professor of Performing Arts at Kingston University said "I'm always reassured by the quality and consistency of Harlequin floors. All the floors are of the highest quality and allow teachers and students to move with confidence, happy in the knowledge that resistance and shock absorption is consistent across the entire floor and safe across all expected levels of



humidity. The mirrors are huge and provide distortion free reflection and virtually seamless joins".

Ensure correct specification

Harlequin is the global brand leader for sprung and vinyl performance floors and has an enviable portfolio of dance and education clients from top universities and dance schools to the world's leading dance companies including the Royal Opera House and Royal Ballet, Paris Opera Ballet, Houston Ballet and New Zealand Ballet.

Harlequin have over 45 years' experience manufacturing, supplying and installing professional performance floors and offer a wide range of sprung floor systems and vinyl performance floors to meet every requirement.

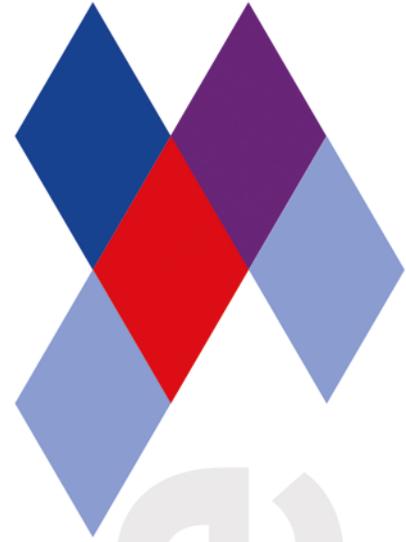


For further information and advice about the how to specify the right dance floor for your needs please talk to our technical team on 01892 514 888. www.harlequinfloors.com

World leaders
in floors for the
performing arts



Harlequin Liberty



Dance

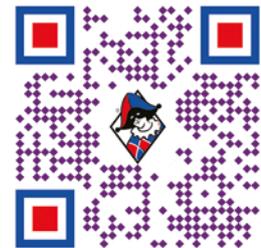
Sprung, vinyl and wooden dance floors with expert installation

Harlequin is the world leader in floors for the performing arts, which is why Harlequin floors are the choice of the world's most prestigious dance and performing arts companies, theatres, venues and schools.

Harlequin Liberty is Harlequin's flagship sprung floor panel system. The panels are made from premium birch ply and are supported by dual density elastomer pads which give consistent shock dampening. Harlequin Liberty panels are easy to transport, store and install which makes them ideal for permanent or temporary use and touring.

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More children to reap benefits of Cathedral Choristership

Choristership at Ely Cathedral is evolving to allow equal opportunities for boys and girls – and to enable more children and young people with a love of singing to get involved.

King's Ely has educated the choristers of Ely Cathedral for over 1,000 years and joining the Cathedral Choir continues to be a popular choice today for both girls and boys. However, several changes that have been agreed jointly by the School and the Cathedral, and which will take place over the next eighteen months, will help open the choristership door to more young singers, as well as bring regimes in line with many other UK Cathedrals, such as Durham, Salisbury, York and Wells.

From September 2022, boys and girls in the Cathedral Choir will enjoy complete parity of workload and recognition. They will sing an equal number of services each week and will receive an identical percentage fee award throughout their time in the Choir. The age range of each Choir will remain the same: boys will sing between Years 3 and 8, and girls between Years 7 and 11. Year 11 girls will continue to take a significant break from all chorister duties during the summer GCSE examination session. This change places Ely in the vanguard of a national trend alongside Gloucester, Worcester and Llandaff Cathedrals. Many Cathedrals, with and without Choir Schools, have operated this model with great success for many years.

In another major change, from September 2021, it will no longer be compulsory for girl and boy choristers to board at King's Ely; all will be able to attend the School as day pupils. Full and flexi-boarding provision will of course continue, as it is such a unique and special part of chorister life. However, the requirement for members of the Cathedral Choir to board is an aspect of choristership which has evolved in recent years, with all trebles enjoying much greater flexibility. King's Ely and the Cathedral believe that opening the Choirs to day pupils is crucial in ensuring its long-term viability.

From September 2022, all new choristers will also receive an award of 40% of the relevant day fee in each section (Junior or Senior, as appropriate). The new award is among the most generous made by any Cathedral in the country, and will allow the Cathedral and School greater flexibility to award additional means-tested bursaries to families who would otherwise be prevented from taking up chorister places; in particular those who require boarding for this to be possible.

The choristers' morning rehearsal schedule will remain unchanged. All choristers will be involved in Cathedral services every Christmas and Easter. Girls and boys will continue to combine for major festivals and events, as they have in the past. Sixth Form Choral Scholars will continue to form an important part of the Cathedral Choir.



This change represents true equality of opportunity for both sets of choristers. Although it may not be apparent at first, it will mean only a very slight reduction in the total number of services sung by the boys over the year with better distribution of workload. The girls will be singing more services, but again much more evenly distributed than has previously been the case.

John Attwater, Principal of King's Ely, said: "This announcement, coming as it does as Ely Cathedral

Girls' Choir prepares to celebrate its 15th birthday, completes the vision of its founders of enabling girls and boys to have equal opportunity in leading the musical worship of our wonderful Cathedral. Cathedral Choristership is the best musical education in the world and we are delighted that the developments announced today mean that, together, King's Ely and Ely Cathedral can offer that opportunity to many more children from all backgrounds."

Centenary collaborative composition

Strathallan School marks 100 years at its Forgardenny campus this year, kicking off celebrations with a unique collaboration with award-winning composer Stuart Macrae.

Throughout the year-long project, Stuart worked with music scholars from First Form to Upper Sixth to compose a suite of pieces inspired by the school's values. Scholars worked together with the composer through a series of workshops to generate ideas on the themes of Respect, Honesty, Kindness, Hard Work, Excellence and Humility.

The project forms the first of a

varied programme celebrating the school's move to Forgardenny after it outgrew its original site in Bridge of Allan in 1920. The 10-minute suite was recorded onsite in the school's state-of-the-art recording studio, with pupils also having the opportunity to work with a professional director to produce a film of the work.

Director of Music Mr Matt Gooch said: "I am absolutely delighted at the quality of both the final product and the process that our amazing scholars have been a part of. To have a composition written bespoke to their instrument and ability that incorporates original ideas they

have created is truly a once in a lifetime opportunity. This is the culmination of a huge amount of focus and dedication from all of the scholars in a project that

has lasted the entire year. This composition is a musical stamp of where the school is at 100 years after it moved to its current site in Forgardenny."



Essential importance of training and CPD for teachers

To use a sporting analogy, coaches and managers often talk about the importance of momentum to keep a winning streak going. The same could be said about the recent momentum related to teachers' e-training to meet the needs of online learning on various digital platforms throughout the world, suggests Robin Gainher...



At the height of the pandemic, over 1.2 billion children were out of the classroom, in need therefore of accessing online learning – although sadly not available for every one of those 1.2 billion children – to keep their education going. Schools and teachers throughout the world have had to adapt and quickly.

As a result, education has changed dramatically, with the rise of e-learning and/or blended learning in more recent times as children have gradually returned to the classroom. Never before have teachers had to learn new skills so rapidly in order to facilitate their (remote) teaching. None of us should question their willingness, adaptability and resolution to get to grips with a completely new way of teaching made possible by their individual mastering of e-training. It has been a time to sink or swim simply to survive.

The success in delivering online learning caused by the pandemic has taken continuous professional development (CPD) to new levels rarely seen before. In order therefore to keep the momentum going, schools must retain teachers' CPD and training needs front and centre of development and improvement plans as we move forwards towards more normal times. There are numerous advantages to doing so.

Organisations and businesses that collectively share a passionate commitment to training and upskilling their staff are more likely to attract the best employees. Similarly, schools seriously committed to delivering high quality CPD for teachers will attract and retain excellent staff. Excellence in our schools is (inspection) judged primarily on the quality of teaching and learning which is why more resources and a greater emphasis on training and looking after our excellent teachers should be priorities.

A school culture that embraces staff training and CPD in its improvement strategy from governor level down enhances its reputation with parents and prospective employees. Scrutinising staff development and progression in conjunction with the school's development and improvement plans is a key part of governance. Having staff development and training regularly on governor meeting agendas and appointing a governor with specific focus on staff training and development would demonstrate a serious commitment to such an important aspect of raising and improving standards as well as signalling greater accountability of the Head and SLT.

The increase in online/blended teaching and learning has necessarily created more data to store, analyse and report on. An emphasis on staff data literacy training, for example, will help teachers who are less confident feel more secure and share in the collective responsibility. In larger schools, senior and middle school leaders can be given responsibility for specific data management whilst in smaller schools where responsibilities tend to be shared out to a few key leaders, empowering their teachers to take ownership of different data management can work just as effectively. Every teacher should be confident in using the school's data management system and when updates are given proper training is organised (preferably not at the end of a long inset day as a bit of an after-thought).

In order to ensure all training is effective – ie. it should be evidence based; practical; affordable; relevant and enjoyable to each teacher; and the more personalised the better – the Head and the SLT's role is to ensure training is part of a planned process; there is a clear perspective on the improvement required; it is tailored individually;

and, the training is delivered by people who have the necessary expertise, experience and skills. How many of us can recall the training we have received which has made a significant impact on our career? Too often inset days before term starts can be devoted to policies and processes – all necessary of course – and little time to impactful and inspiring, and rarely memorable, CPD.

What are the barriers to sustaining effective CPD in schools? Many schools understandably cite cost and time away from the classroom as reasons not to support a meaningful training programme for their teachers. The staff training budget is often one which will be reduced, or worse still axed, in difficult times which sends out all the wrong signals to the staff no matter how well it is justified in terms of cost cutting.

However, schools need not look any further than their own staff to deliver in-school training at no extra cost. In a 2016 report on Rapid School Improvement by the Education Development Trust, in-house professional development programmes were seen as much more powerful than external (expensive) training courses. The report identified a number of strategies for maximising the return on investment for professional development: Prioritise school-based, staff-led training over more traditional offsite courses; advocate on-the-job training through classroom-based coaching and mentoring; target training at specific groups (eg. skilled teachers, new teachers or middle leaders); and, use professional development resources from other schools with a reputation for effective practice (visit other schools, invite outside teachers to share their expertise). These are all low cost initiatives with in-school resources on tap.

Is it possible instead to re-think how training is delivered if it isn't working as well as it should be in

our schools? The school leadership needs to take the initiative and lead on this. If more time during the term is needed for training then the opportunity to do so must be created. Simply saying there is not enough time says it is not important enough. There are ways to create more time if the willingness to do so is there; often all it takes is a creative look at the timetable. Get dates in the diary and try not to always make the sessions at the end of the day, or worse still on a Friday afternoon – like children, we are not the best learners when we've already had a long day at work.

Just as poor training is something we have all had to endure, the benefits of truly excellent training are both uplifting and invigorating. Uplifting because something has fired our imagination and it is new to get us excited about our teaching; and invigorating because it gives us the impetus to try out new things in the classroom. Both in turn benefit the children we teach. I worked for a head once who we used to dread and look forward in equal measure going away on training courses because we knew he would come back more often than not inspired by what he had experienced and then look to implement the new idea straight away! I jest in part, but you get the gist.

The great irony is in a sector where knowledge, learning and development is of paramount significance, the value we sometimes attach to CPD and training can be questionable. Just as we would expect the medical profession to be fully trained in the latest treatments and procedures, so we should expect the same of our teaching profession, but this is not always the case. Training, training and training should be the new mantra and it doesn't have to cost an arm and a leg.

Pictured: Robin Gainher was Head at Knighton House School in Dorset until recently, and before then Head at Beeston Hall School in Norfolk

Your four most important decisions when thinking about a new minibus

Castle Minibus has been selling, leasing and renting minibuses for over 25 years. In that time we have developed a very good understanding of what schools are most concerned about and what questions they need answering to enable them to make the right decision when it comes to a vehicle – and all four are interlinked. So, we have updated the website with guides to these four decisions to help walk schools through the necessary information to deciding on:

1. the right vehicle
2. the right financing
3. the right training and licences for drivers and
4. the right vehicle inspections and maintenance.

1. Vehicle type

You have lots of options when it comes to the type of minibus you're going to get; size, specification and manufacturer. Size is dependent on seats, but weight is the factor that determines what licence and conditions are needed to drive the vehicle.

Vehicles with a GVW of 3.5 tonnes and over require a D1 entitlement. There is a weight allowance of 750kg for specialist equipment only – it cannot be apportioned to anything else. So, with D1 entitlement drivers can drive any weight minibus. Without D1 entitlement drivers can drive a minibus with a GVW under 3.5 tonnes but conditions apply under a Section 19 Permit including being over 21 and not driving for reward or hire.

D1 entitlement can be achieved in two ways; 1. Inherited D1 (101) on standard car licences issued before 1st January 1997 and then the full D1 entitlement achieved with a theory and practical test.

You can see the entitlements on the back of any driving licence.

We recommend that you consider who is going to be driving your vehicles and what training your school is willing to provide for them. If you have drivers without D1 entitlement this will restrict your minibus options.

For drivers without D1 entitlement – a lot of schools are opting for 8 passenger seat vehicles, considered to be cars, such as the Ford Tourneo.

Ford also produce a 12 seat minibus that is under 3.5 tonnes and their pre-2014 14 seat minibus manufactured is also under 3.5 tonnes. These 14-seat minibuses can now only be purchased as used vehicles and are very popular.

For drivers with D1 entitlement -Ford has 14,15 and 17 seat options.

If you are intending on using drivers without D1 entitlement we recommend that you ensure your drivers meet all the conditions such as 'they receive no payment or other consideration for driving other than out-of-pocket expenses' found under section 9.1 Driving entitlement requirements in the government's Section 19 Permit guidelines.

2. Financing

Deciding on financing can come before or after you have decided on what type of vehicle you want – as the two can influence each other. For example, if you want a pre-2014 14 seat Ford minibus you will only be able to purchase a used vehicle or hire it.

Your three finance options are:

1. **Leasing** – a 2-5 year full maintenance contract on a new vehicle enabling you to budget a set amount per month for that vehicle for the length of the contract. £395 pcm for a 17 seat Ford Trend +VAT (based on a 6+59 payment profile)
2. **Rental** – A 12-month rental agreement, again with a set monthly fee. Prices start from £570 pcm +VAT (based on a 3 + 11 payment profile)
3. **Used vehicle purchase** – Often an ex-lease vehicle, with one school owner, that is bought for a single one-off payment and includes the first 12 months of required 10-week safety inspections, 12-month RAC warranty and roadside assistance. Prices start from £12,995 + VAT

3. Driver Proficiency

Safer drivers make for safe vehicles. Castle recommend that ALL drivers of 8+ passengers take the full D1 regardless of whether they have the inherited D1 entitlement, this is so that they have been trained to drive these larger vehicles and also so schools can be sure they are not falling foul of the Section 19 condition of receiving 'no payment or other consideration for driving other than out-of-pocket expenses.

Practical training like D1 and MiDAS is vital for practical driver training but they are a one-off in frequent respectively. MiDAS is recommended every 3-4 years and a lot can change with your drivers in that time.

As mentioned the level of training your drivers have (D1) will affect the vehicles that can be driven.

Online driving assessments

An online driving assessment with additional training is an inexpensive way for schools to risk assess, train and evidence the safety of their drivers. The safety assessment covers four different areas of driving; attitude, knowledge, hazard perception, concentration and observation.

At the end of the assessment, the driver can see their risk rating for each sector and four training modules are recommended for them to complete depending on their strengths and weaknesses.

Schools have a dashboard to invite, manage and see the results of all their drivers.

New drivers can be risked assessed while waiting for practical training and existing drivers skills can be monitored and refreshed annually.

4. Safety and Maintenance Services

Vehicles driven under a Section 19 Permit are required to have regular checks and inspections as well as regular servicing and MOTs, regardless of what size vehicle they are and who is driving them.

The two important types of checks, aside from services and MOTs, are Safety Inspections and Daily Vehicle Checks.

Safety Inspections, also known as 10-week safety inspections

Under a Section 19 Permit minibuses must have safety inspections completed by a qualified engineer every 10 weeks, regardless of mileage (6 weeks for vehicles over 12 years). These inspections are in addition to regular services and MOTs.

Castle Minibus works with two national companies of mobile engineers that will come and complete your inspections at your school, so you do not have to move your vehicles.

These checks need to be budgeted for if not included in your leasing or rental contract, so they may have a bearing on whether you decide to lease, hire or buy.

Daily Vehicle checks

These checks are required under a Section 19 Permit but we can't stress enough how important they are. They allow for the identification of issues with the vehicle that need immediate attention, they ensure driver accountability, they protect the driver and passengers from defects that will affect their journeys and they protect schools with inspection reports on the condition of the vehicle should there be an incident.

Castle offers a free app that teachers/drivers can use daily to inspect the vehicles, the results of which are sent to a dashboard for the designated 'transport manager' to monitor.

The app includes training videos and is free for any school or organisation.

All vehicles need these daily checks – regardless of the size of vehicle and who is driving them.

Castle Minibus are Champions of Minibus Safety. Choosing the right vehicle and having a well-trained driver is essential to a robust minibus safety system or policy. If you want to know more about the legal and compliance requirements for minibuses take the Online Minibus Compliance Course that will certify your school as knowing what is required under a Section 19 Permit.

If you have any questions about your options and how one decision might affect another please do give our friendly team a call on 01869 253744 or email enquiries@castleminibus.co.uk and they will be happy to talk through your options.



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Historic buildings: old versus new?

The art of a good estate plan is to combine old and new buildings so that both function well for the school, suggests architect Neil Turner..

The majority of our independent school clients are dealing with historic estates.

Their history, beauty and traditions are generated out of their reputations, academic and sporting achievements. These reputations are usually underpinned (no pun intended) on estates or campus buildings built over many decades and centuries.

While parents and pupils might fondly remember their old school and its buildings, these lovely old buildings come with a dark side – maintenance.

There are fundamental differences between older buildings and new buildings beyond the obvious that they look and feel different.

Older buildings are built differently – their materials, detailing and complexity vary. They are not always built to great standards. They can be simpler, which is good, but often have inherent issues.

So how does a school look after an estate with buildings

completed over different periods of time and built with different materials?

The best schools build up good records of information and drawings of their buildings. I recommend that you pay for a measured survey of the estate so that you have each building physically measured. This provides the basis for you moving forward.

I would then undertake a building survey of the condition of the buildings. An experienced surveyor can tell you the state, condition and faults – and enable you to anticipate problems.

Once you are armed with this information, you will be able to see what condition all your buildings are in and what the likely cost would be to restore them to perfect condition.

I do not pretend for a moment that schools can afford to pay large sums to update and improve buildings in one go. However, it's vital that you plan ahead with updates and repairs. Ignoring the repairs only increases costs

down the line. Your architect and surveyor can assist you in planning expenditure over the short, medium and long term. This will aid with budgets and financial planning of your estate.

Many older buildings are listed and with these come the additional responsibilities for repair and maintenance. Your local authority will not simply allow you to repair without consent. Again, the use of an experienced conservation architect will assist in guiding you on the works you can undertake.

I would always suggest building up a rapport with the local authority conservation officer. This can be a fractious relationship, but it is one that is worth forging. Good conservation officers can offer advice and support when you are planning repairs and new builds. Many of my projects on historic sites have benefited from early engagement with the planning and conservation teams.

All estates need to evolve and change in line with the



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

demands of schooling, teaching and other activities. Buildings need replacing, improving and renovating.

One of the challenges and joys of my profession is altering older and historic buildings. Many older buildings are cellular, which means the space was designed to be altered with load bearing walls. Fitting new steel frames to create larger, more open spaces is possible, but this requires imagination, money and the tenacity of the school leadership team to drive through such changes.

In my experience older buildings do bring challenges and cost, but they bring a patina and character that cannot easily be recreated.

However, I love designing new buildings, which equally, can be lighter, brighter and more fit for purpose.

The art of a good estate plan is to combine old and new buildings so that both function well for the school. There is a place for both.

The key to success is to plan ahead: prepare for expenditure on new buildings as well as properly maintaining those you already have on your school sites.

Pictured: This photograph, taken on completion of the new library at Royal Grammar School Newcastle (RGS), shows how the new can be blended with the old. In this case RGS has occupied the original old stone building since 1906 and has gradually modernised over the years with the addition of several new buildings.



Whole school approach to well-being

Head Master William Goldsmith, St. George's School Windsor Castle introduces the MindUP Programme to support mental health and emotional intelligence in students. Learn why this particular programme stood out for him...

The worrying statistics of the mental health of young people speak for themselves, and in the last five years schools are increasingly recognising the need to put emotional wellbeing right at the heart of everything they do. Implementing a whole school cultural focus on emotional wellbeing, character and resilience is about ensuring young people can cope with the demands placed upon them, build up strategies to thrive in a world of growing expectations and, fundamentally, know themselves and be comfortable with who they are.

The MindUP Programme stood out because its whole school approach embraced the mental health and wellbeing of our pupils, staff and parents. MindUP, the brainchild

of Goldie Hawn, was launched in 2003, almost a decade before many schools began to get on board with emotional wellbeing. We like its approach as it is firmly focused on whole school implementation bringing benefits to the whole community.

MindUP combines learning about the brain through a series of lessons with the regular practising of mindfulness. The lessons, which can be applied across the entire curriculum, build awareness of self, emotions and the ability to self-regulate. Every good school will promote the notion of growth mindset, empathy, kindness, and compassion, and MindUP is firmly rooted in the development of these.

CCF award

An Exeter School Sixth Former has been awarded the Jack Sadler Award for his outstanding contribution to the Combined Cadet Force contingent (CCF).

WO2 Stan Hart was presented with the brass trophy of an artillery shell case and an engraved medal by Contingent Commander Sqd Ldr Simon Smale during a CCF awards ceremony.

The Jack Sadler award is made annually in memory of former pupil and trooper Jack Sadler who was tragically killed in Afghanistan.

Jack was a popular and respected senior member of the Army Section who was very much viewed as a soldier's soldier.



Sixth Form learning centre opens

A new Sixth Form Learning Centre has been officially opened at Bishop's Stortford College by Pauline Mullender, Governor and Chair of the Education Committee at the College.

The building, which was the former home to several individual staff and department offices, was transformed over the Easter

holidays by school interior design and installation specialists, TaskSpace. The Learning Centre, the first of its kind at the College, provides a unique and dedicated space for Sixth Form students to work collectively or independently, hold team meetings and have 1:1 meetings with staff.



The Goldie Hawn Foundation

The world needs us now more than ever!

We are living through a **Global Mental Health Crisis** and we are part of the solution. For nearly two decades **MindUP** has been helping children develop the **mental fitness** to thrive in school and throughout their lives.

- MindUP is an **evidence-based program** built on 4 pillars; neuroscience, mindful awareness, positive psychology and social and emotional learning.
- MindUP is a **CASEL SElect** program, serving children ages three to fourteen.
- We offer **school-wide training** and support for teachers, staff, administrators, and parents.



To learn more about the MindUP program visit www.mindup.org.
For inquiries, please reach out to hello@mindup.org.



Program Outcomes

- Better stress regulation as assessed by the stress hormone, cortisol.
- Improved student outcomes: academics, attention and prosocial behavior.
- More prosocial, trustworthy and liked by their peers.
- Enhanced tools and strategies for self-regulation.
- Increased optimism, happiness and resilience.



What are the benefits of modular construction versus traditional buildings?

Many schools now in need of extra space will be considering which building approach is best for them. More modern methods of construction using a modular offsite manufacturing process can be an excellent option. Cheaper than a traditional build, they are also quicker, less disruptive and have lower environmental impact.

There are broadly two types of modular buildings. Sectional modular means that the components are manufactured then pieced together onsite whereas volumetric modular refers to complete units being transported to site. The sectional approach generally requires less transportation energy and offers more flexibility in site location and bespoke building design.

Speed and cost

Manufacturing can take place offsite whilst groundworks are undertaken. This, along with the speed of construction, reduces time spent onsite by up to 70% versus a traditional build. Once planning approval is attained, a smaller building can take just 6 weeks onsite from foundation

laying to completion. Furthermore, the modular process usually costs significantly less than traditional building methods: larger buildings can be delivered for as little as £1500 per sqm.

Disruption and quality control

Components are manufactured in a controlled environment which means they are kept dry and safe until they are delivered to site precisely as they are needed. This also means less disruption as the building site can be self-contained and site access managed accordingly.

Environmental impact

Modular construction uses less energy than traditional methods. In addition, when timber is used as the primary material along with low impact foundations, it



reduces the embodied carbon of the building resulting in a much lower environmental impact. TG Escapes Eco-Buildings for example, are working with The Carbon Trust to certify their buildings with the aim of being carbon neutral by 2022.

Access to the outdoors and biophilic design

Easy access to the outdoors and nature is now more important than ever. It helps with well-being and is proven to improve educational outcomes. Deck areas and wide canopies can be easily accessed with large external doors which can be a helpful tool in managing social distancing.

Most of TG Escapes' buildings are inherently biophilic, using predominantly natural materials and a design that provides huge amounts of natural light. They can also feature more biophilic design elements such as nature spaces outside and natural murals inside.

Energy efficient and healthy

To achieve an A+ energy rating, make use of sun pipes, solar PV, smart lighting, wood fibre insulation, reduced thermal bridging and airtight construction. Adaptable ventilation systems can reduce heating bills by a factor of 3 as well as providing a healthy, hygienic interior air quality. Living roofs also help to reduce water runoff.

Modular timber framed eco buildings can be used not just for classrooms but for administration offices, staff rooms, studios, sports facilities, canteens and training centres.



For more information or if you would like a free survey and building design call 0800 917 7726 or email info@tgescapes.co.uk. www.tgescapes.co.uk

Independent schools targeted by criminals

Schools across the UK have been targeted by criminals during the Covid-19 pandemic, as more than a third (35%) have experienced crime, according to new research from specialist insurer Ecclesiastical.

Independent schools surveyed reported much higher levels of crime in comparison to other types of schools.

The survey of 500 teachers found schools had suffered anti-social behaviour (16%), trespassing (13%), graffiti (11%), criminal damage (8%) and cyber-crime (7%) since the start of the pandemic.

A fifth of teachers (22%) felt their school was more vulnerable to crime during the Covid-19 pandemic, citing fewer staff on site during the national lockdowns and entrances being left open more frequently to increase air ventilation when schools were closed.

Nearly half (47%) of the schools surveyed had introduced new

measures to protect the school and deter criminals since the outbreak of the Covid-19 pandemic. More than a quarter (28%) of schools introduced CCTV, one in five (19%) fitted alarms, and 15% built more security fencing.

Independent schools surveyed reported much higher levels of crime in comparison to other types of schools. Three in five (58%) experienced some form of crime over the last 12 months.

The survey revealed more than a quarter (26%) of independent schools suffered anti-social behaviour since the pandemic. Graffiti (17%) and trespassing (15%) on school property were also cited as the top crimes experienced by independent schools.

Despite that three quarters (75%) of independent schools have introduced new security measures since the start of the pandemic, over a third of independent school teachers (37%) believe their school is more vulnerable to crime since Covid-19.

Faith Kitchen, Education Director at Ecclesiastical Insurance, said: "Schools have been far more vulnerable to anti-social behaviour and other forms of crime over the last year. School properties were often left largely unoccupied or even empty when schools were closed to the majority of pupils, tempting opportunists. For schools, crime experienced within school property can be a stressful event for teachers, as it is they who are left to deal with the implications of teaching without laptops or equipment, while leadership has to tackle the expenses incurred.

"There are a number of measures schools can take to better secure school property and assets, which would ideally be a combination of both physical and electronic protection. Fencing around the perimeter can often offer a good first line of defence against unwanted visitors, while CCTV can act as a visual deterrent for those not wanting to be caught on camera."



Top junior driver

Kirkham Grammar School Fourth Year student, Sam Gornall, has enjoyed a very successful, if somewhat shortened 2020 kart season, in his first year in the 14-16 years Junior Class. Sam finished a very creditable fourth place against a grid of older drivers in the British Championships.

This resulted in Sam being selected to represent Team GB in February at the Rotax MAX Challenge Grand Finals in Portimao. However, due to the pandemic, this event was cancelled.

Now that the pandemic restrictions are relaxing, the 2021 kart season has restarted and the race calendar has now been released for the British Championships. This year, Sam is the UK's top seeded junior driver.

Notes: The survey was commissioned by specialist education insurer Ecclesiastical and conducted by OnePoll with 500 teachers from 24th February – 8th March 2021.

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Understanding Upstanding



When I reflect on the educational priorities of our time, I can think of few more significant responsibilities for school leaders than promoting a robust culture of upstanding.

The vital work to develop communities of upstanders, in which each individual feels empowered to speak out against injustice, to use their voice and their sense of agency to help others, and to be proactive and vigilant in opposing all forms of discriminatory, bullying or disrespectful behaviour and language, is a moral responsibility of the greatest significance for us all.

As schools and universities across the country reflect on the Everyone's Invited movement, one powerful change we can all work for is moving towards an inclusive and robust upstander culture.

Bystanders and Upstanders

In the 1960s the bystander effect, or bystander apathy as it is sometimes called, was established as one of the strongest and most replicable effects in social psychology. At its core is the theory that individuals are less likely to help a victim when there are other people present.

In 1969 Bibb Latané and Judith Rodin staged an experiment around a woman in distress, where subjects were either alone, with a friend, or with a stranger. When alone, 70% of the people called out or went to help the woman, but when with another only 40% offered help.

There are many reasons for this marked difference in response. Academics have examined the dynamics of group cohesiveness, the effect of the number of bystanders, and the diffusion of responsibility that leads to individual apathy and the erosion of personal agency.

It was the acclaimed Harvard historian and former US Ambassador to the United Nations, Samantha Power, who provided one of the most shocking accounts of the bystander effect within the wider geo-political context of the twentieth century. Power's Pulitzer Prize winning book, *A Problem from Hell: America and the Age*

of Genocide (2003), argued that successive American leaders had been bystanders when they failed to act to prevent genocides around the world.

Power made a passionate and compelling case that such bystander indifference in global politics must be consigned to history to prevent future atrocities. Her influential book laid bare the extent to which the silent majority of American politicians knew about genocides as they happened around the world but failed to act or to speak out.

Within this wider analysis of the history of genocide in the twentieth century, Power coined the term 'upstander' in its modern sense. Whilst highlighting the appalling consequences of bystander apathy, her work also celebrates the heroic endeavours of a minority of individuals who spoke out to try to stop ethnic cleansing. In doing so, she coined the modern idea of the ethical upstander, one who uses their voice and agency to speak out against injustice and wrongs.

Developing a Community of Upstanders

As educators worked to translate the macro-political consequences of global bystanding into educational reality for schools, we have gradually seen the emergence of a broader lexicon of ethical upstanding associated with anti-bullying initiatives.

Inevitably, all schools are on a spectrum from abject bystander apathy that enables a discriminatory or bullying culture to pervade to the organisational ideal of bold, confident and robust upstanding that confronts and challenges discrimination and bullying in every form.

The discussions of recent weeks have shone a very sharp light on that spectrum and have exposed the hard and committed work that is needed to move every school rapidly along the spectrum to develop an upstander culture that is centred on the core principle of respect and dignity for all.

At King's High, like most schools, we have done a lot to reflect and discuss as we review carefully every aspect our whole-school culture and look to continue to improve.

However, from this process one thing is very clear: promoting and developing our upstander culture is at the very heart of who we are and what we do. In recent years, we have worked closely with partner organisations, notably The Diana Award and the Anti-Bullying Alliance, to develop systems, processes and infrastructures to cultivate a strong community of upstanders.

In 2018 we won the Diana Showcase Award, from a pool of 3000 schools nationally for the work of our fantastic student Wellbeing and Anti-Bullying Ambassadors (we now have well over 130 trained student ambassadors in school). This year, our work was recognised by the Anti-Bullying Alliance, as we received their Gold School Award as part of their All Together programme, supported by the Department of Education.

Fully embedded organisational upstanding within schools must be, fundamentally, part of a wider framework of high quality character education in which all staff are committed to the careful and deliberate nurturing of positive character strengths and virtues. Honesty, integrity, compassion, resilience, citizenship, courage – these are the foundation blocks of upstander culture and I would urge school leaders and politicians to promote the excellent work of the University of Birmingham's Jubilee Centre for Character and Virtues as the starting place to tackle some of the issues that we are faced with today.

Can schools work in partnership with parents and external organisations to cultivate moral courage? Can schools genuinely make a difference in encouraging students to speak out against injustice and to use their voice to help others when wider peer and social pressures are so heavy? Can schools and parents cultivate practices and routines of kindness and empathy to empower students to feel the compassion for others that is necessary to be an ethical upstander? The answer to these questions is a powerful and resounding 'yes'; however, the journey to achieve an embedded culture of upstanding

is long and onerous, requiring the consistent energy, imagination and commitment of school leaders and staff across the country.

Ten Practical Suggestions

1. Train up a community of student ambassadors

The appointment and training of student ambassadors is vital to promote an upstander culture. The work of The Diana Award to train student anti-bullying ambassadors equips students with the tools needed to tackle bullying and discriminatory behaviour head on, transforming a school's culture and creating a safer, kinder school community. The training is provided free to primary and secondary schools across the UK.

2. Embrace CPD to upskill staff on what it means to be an upstander organisation

There are some great organisations that offer excellent training for staff (for example, <https://www.activebystander.co.uk/>). Having a skilled and empathetic staff body who can model upstander behaviour is crucial. Students throughout the school need to see that staff are ready to step in to challenge and intervene against any bullying or discriminatory language or behaviour. Using regular CPD sessions strategically to reiterate key messages, to offer robust scenario-based training and to build staff confidence is an absolute must.

3. Establish staff and student working parties and a steering group

Staff and student working parties are incredibly helpful for generating ideas and actions as well as understanding where problems lie. A clear remit, with minutes and actions / recommendations will help establish priorities and gain more clarity. If you set up a separate staff and student working party, then bring representatives from the two together to share ideas and present findings to the Senior Team. An overarching steering group is crucial too in order to action these

Stephen Burley, Head Master at King's High, Warwick, explores the history of upstanding and offers top tips for developing a culture of upstanding within schools.

recommendations. Where possible invite a governor, DSL and senior staff to lead this group.

4. Engage and consult with parents

The partnership with parents is incredibly valuable in developing and embedding upstander culture. Clear and proactive communication of important messages with plenty of opportunity for discussion can make a huge difference. Parent focus groups and parent-facing training sessions (Pastoral Forum with expert speakers) can be an excellent way to promote discussion, share ideas, and offer support and guidance about a coordinated approach from both home and school.

5. Review policies, reporting procedures and develop a new code of conduct

Ensuring that policies are robust and implemented in the day-to-day operations of a busy school is very important. This is an opportunity to review and update policies carefully so that everyone is clear on the systems for reporting instances of bullying or discriminatory behaviour and language. Student and staff working parties, alongside parent focus groups, can help to develop a new code of conduct that can bring a renewed focus on respect and dignity to schools and organisations.

6. Celebrate upstanders and reward upstander behaviour

Schools tend to be very good at rewarding academic and sporting, musical and dramatic achievement, but at times this can lead to important character attributes and virtues being overlooked in the rewards and prizes systems. To promote a strong upstander culture it is vital that instances of upstanding are celebrated and rewarded. A termly Upstander Prize is one way to do this.

7. Use the language of upstanding and changemaking to develop student agency

At the very heart of upstander culture is the belief that we each have a choice about making a positive difference in the world. Promoting and celebrating this sense of individual agency is incredibly important. This is why discussions about upstanding can be strengthened further within the context of changemaking (the belief that we have the freedom and confidence to make a positive impact on the world around us).

8. Teach the psychology of bystander apathy and the principles of upstanding explicitly from Year 7

As with all aspects of character education, upstanding can be taught, caught or sought as part of a school's culture and values. The explicit teaching of the principles of upstanding, and the dangers of bystander apathy, from entry to school is vital. When developing induction programmes for staff and students, the ethics of upstanding must be front and centre.

9. Teach character education and embrace a holistic educational vision with character at its heart

Position the explicit teaching of upstander/bystander cultures within a broader framework of character education in which courage, justice, honesty, compassion, gratitude, humility, integrity and respect are explicitly taught throughout the school curriculum.

10 Use your school development strategy to prioritise upstander culture

Review your school development strategy to position upstanding and character education as a whole-school priority with clear aims and objectives and measurable outcomes and impact. This will help the long-term embedding of upstander culture within your school and enable ongoing opportunities for review, evaluation and reflection.



Fifty years of adventure

This term Dauntsey's School, Wiltshire, celebrates the fiftieth anniversary of Moonrakers, its programme of outdoor activities for Third Formers.

Each Friday afternoon, pupils take part in a wide range of activities including outdoor cooking, kayaking, cycling, first aid, expedition skills, navigation, orienteering, indoor climbing, sailing, shooting, survival, river crossing, sub-aqua diving and archery. The course culminates in a five-day Moonrakers Camp, where the pupils continue their adventures in Aberdovey, North Wales.

Moonrakers is the largest programme run by the School's adventure education department, with 120 Third Formers taking 21 activities run by 16 teachers, over 30 weeks, with around 15 Sixth Form helpers.

The programme was introduced in 1971 by the then Head Master, Guy King-Reynolds, with the objective of "trying to educate 13- and 14-year olds in the use of their leisure time." There was a compulsory six-week course in campcraft, navigation, first aid, gym and "service to the School".

The pupils attempted at least six more activities over two years, including electronics, seamanship, drama, bridge, chess, cooking and beekeeping. Fifty years later, much is the

same, but Moonrakers has become more challenging, more focused, more professional and more wide-ranging.

Sam Moore, Head of Adventure Education at Dauntsey's, said:

"For half a century, Moonrakers has been an iconic Dauntsey's experience. When Upper Sixth Formers have their leavers' events, they all talk about it as a high point of their time here.

"It's a core belief at Dauntsey's that the behaviours that make you successful in adventures are the same as those that make you successful in life. The same courage that enables you to cope with white water rafting helps you tackle a tough maths exam. It's all about being willing to have a go".



Pictured: Moonrakers River Crossing Exercise 1984 and present-day Moonrakers

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Tennis triumph

The Bromsgrove School 1st pair of Latesha Grant and Lilli Boersch were triumphant at the Midland Girls' tennis tournament.

This was the tournament's 109th season, with the historic tournament being played every year since the Second World War – with the exception of 2020 when Covid-19 hit all Schools sport.

This year's contest was keenly anticipated and even the extremely inclement British weather was not going to stop it. After five

group matches the Bromsgrove pair played a strong Kings High Warwick pair in the final. Having previously lost to this pairing in the group stages they knew that it would be a tough final match. Keeping cool under the pressure of the final the girls played some fantastic tennis to emerge victorious and claim the very large 109 year old trophy!

This is the first time a Bromsgrove pairing has won this prestigious tournament.



Protecting the rainforests

Felsted School, Essex, has partnered with One Tribe Global to help preserve the rainforests and protect the planet. The school has already protected almost 20,000 trees in 2021.

One Football field of rainforest is lost every second of every day due to deforestation, with nearly 70,000 acres lost every day. Tropical deforestation accounts for up to 15% of net global carbon emissions each year. One Tribe is one of the world's most respected and successful conservation charities and works in partnership with trusted local NGOs and indigenous communities to save the world's most threatened rainforests and tropical ecosystems.

Felsted's commitment means that for every individual admissions registration, the school will donate a monetary percentage that equates to protecting 500 trees in the Amazon rainforest. With any overseas trips, the school will also commit to

donate a percentage of costs to save trees and protect our planet.

Felsted School Headmaster Mr Chris Townsend said; "As a school with a global community, Felsted is committed to making a difference to the sustainability of the planet, with pupils and staff encouraged to engage in projects to help protect the environment both locally and around the world. We are delighted to be partnering with One Tribe and encourage individuals and businesses to get involved to have an even greater impact".

Other school eco initiatives have included tree planting, site-wide recycling and switching to biodegradable medical ice packs, compostable coffee cups and reusable glass milk bottles. Further information can be found on felsted.org or onetribeglobal.com.

Caption: Felsted School pupils and Headmaster Chris Townsend plant a fruit tree as part of the Boarding Schools Association's 'Boarding Schools Orchard' National Initiative.

Netball masterclass

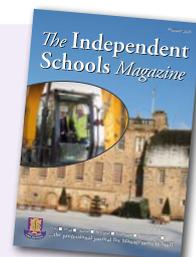
It was a PE lesson with a difference as Tracey Neville, former England netball player and Head Coach, dropped in to inspire Bolton School's Y6 Junior Girls. After a series of challenging and fun drills, the girls enjoyed

some match action. Headteacher Mrs Carol Laverick said: 'It was a fantastic session and a delight to welcome Tracey to our school. The girls were very excited and undoubtedly inspired to learn from an England legend'.



The Independent
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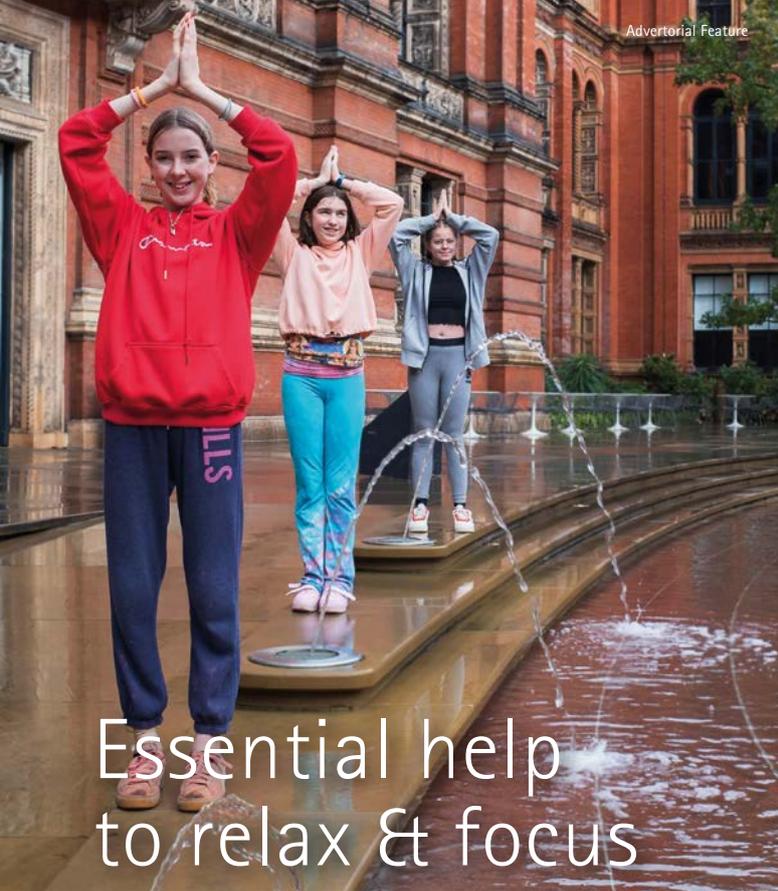


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Essential help to relax & focus

The Department of Education estimated that 30% of schools employed a yoga teacher in 2016. Yoga in Schools (CIC) director, Charlotta Martinus estimates that number to have risen prior to the epidemic.

With the new role of Mental Health/ Wellbeing lead being rolled out in schools across the country, many schools are looking at innovative and affordable ways of raising wellbeing in schools. Yoga in Schools is an agency for yoga teachers, who have substantial experience working in schools, many with a background as school-teachers, counsellors or youth workers. The expertise necessary to deliver yoga-based wellbeing classes, spans a thorough understanding of therapeutics, correct, age-appropriate pedagogy, recent government guidelines on mental health provision, as well as the robust understanding of yoga as a wellbeing tool.

YiS is continuously monitoring the outcome of yoga in schools and is noticing a significant drop in behavioural issues as well as a raise in academic achievement.



Haberdasher Aske's school has found yoga has helped their boys to relax and focus through the epidemic. Yoga has been offered to the boys at St Pauls School, in London, for over 20 years with their teacher Chandra at the helm. Winchester College uses yoga to support their rowers and also those taking exams. At Prior Park College in Bath, yoga was front and centre for years 7 and 8 for 4 years, supporting their transition into College.

Yoga can be offered as part of PSHE, PE or as part of a whole school approach as in Bedford Modern School where teachers bring yoga into their tutor groups. Birkenhead School have even created the post of Head of Yoga.

Director of Public Health England Duncan Selbie says "I wholeheartedly support the work that Yoga in Schools is doing in bringing yoga to our young people" (2019).

Director of College of Medicine Sir Michael Dixon says "Yoga in Schools are addressing mental health issues both in preventative and therapeutic measures. We applaud and support their work." (2021).

Prince Charles said only last week that he supports yoga post-Covid and in 2019 he said "For thousands of years, millions of people have experienced yoga's ability to improve their lives. The development of therapeutic, evidence-based yoga is, I believe, an excellent example of how yoga can contribute to health and healing."

Green crusade

The Broomwood Hall, London, Year 3's thematic learning topic, 'Our Green Planet' concluded with a climate strike, letters about litter and an offer from Wandsworth Council to come in to the school to discuss their concerns.

Pupils have been learning about the climate emergency and thinking of things that they can do to raise awareness about what can be done for both the local

environment as well as the wider world at large.

Some of these activities have included counting cars and checking air quality for levels of pollution; building bug hotels in the gardens at school and at home; debating the rights and wrongs of flying; staging a 'climate strike' at school to highlight the climate emergency and writing letters to local authorities about their concerns.





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Sector remains resilient

The Independent Schools Council's Annual Census is the authoritative source of data providing a picture of where independent schools sit within the UK's education landscape.

This report is based on a survey carried out in January. All 1,377 schools in UK membership of the seven constituent associations of ISC completed the survey, including the five principal heads' associations - GSA, HMC, IAPS, ISA and The Society of Heads.

Executive Summary

1. Despite the challenges of the covid-19 pandemic, the sector remains resilient

- The number of pupils in ISC schools stands at 532,237. While this is down from last year's historic pre-pandemic high of 537,315 pupils, it remains the third highest total in the history of ISC.
- At the 1,337 schools completing the Census in both 2020 and 2021, pupil numbers have reduced by 1.3%.

Within different subsets of pupils there were:

- Regional variations, with pupil count reductions ranging from under 1% to just over 3%.
- 128,042 pupils educated in single-sex schools, comprising 24.1% of all ISC pupils, a small reduction compared to 2020.
- 90,298 pupils recorded as having SEND, representing 17.0% of ISC pupils, an increase compared to 2020.
- The proportion of minority ethnic pupils continues to increase, showing that ISC schools reflect the overall diversity of the UK student population. In 2020, 34.9% were identified as minority ethnic, whereas in 2021, the proportion had risen to 35.1%.
- 29,562 non-British pupils whose parents are UK-based attend ISC schools this year, representing a small increase from 29,204 pupils in 2020.

2. Sensitive fee increases reflecting the economic situation and increased fee assistance

- Schools have responded to the economic impact of the COVID-19 pandemic by increasing fees on average by only 1.1%. Day school fees have increased by 0.9%.
This represents the lowest overall annual fee rise ever recorded in the ISC Census.

- 868 schools have frozen or reduced all their fees and 81 schools have frozen or reduced some fee categories, together representing 7 in 10 ISC schools.

- Over £1.1bn of fee assistance was provided this year, of which £938m came from the school. Over a third of pupils in ISC schools receive at least one type of fee support.

- £455m of means-tested fee assistance was provided, an increase of £15m from last year.
The average means-tested bursary now stands at over £10,200, an increase of 1.4% on 2020.

- 8,116 pupils at ISC schools pay no fees due to 100% fee assistance from their school.

- The total non-means-tested scholarship amount has reduced by 2.9%, showing a continuing trend for schools to support more disadvantaged families through means-tested awards.

3. Boarding within the sector has been challenged by the pandemic

- 65,345 pupils were registered as boarders at any point during the academic year 2020/21 at ISC schools, a reduction of 8,905 compared to 2020.

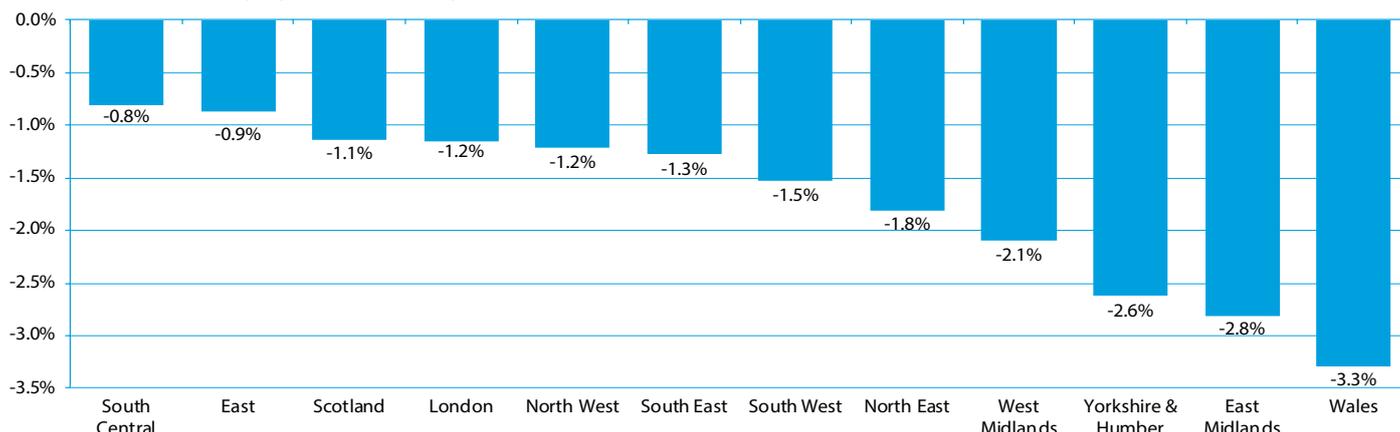
- 24,674 non-British pupils with parents overseas were recorded as on roll at ISC schools, which is a reduction of 4,772 from 2020. The overwhelming majority of these pupils are boarders.

- The trend towards weekly and flexi-boarding has reversed slightly in 2021. 19.5% of registered boarders are in these categories compared to 20.2% in 2020.

4. UK independent schools are maintaining their international presence

- ISC member schools operate 81 overseas campuses, an increase from 69 in 2020. 52,975 pupils attend these schools.
- 13,204 pupils in ISC schools come from countries in the European Economic Area (EEA) whose parents live in the UK, comprising 2.5% of the student population. This represents an increase from 12,971 EEA pupils in 2020 – a notable finding given that the UK left the post-Brexit transition period at the end of last year.
- Although the overall number of non-British pupils with parents living overseas has understandably reduced due to the pandemic, the number of Hong Kong pupils has increased 6.6% to 5,466.
- Whilst the majority of ISC Year 13 leavers go to study at UK universities, nearly 1,800 choose to study overseas in 506 different overseas institutions.
- This year, 412 teachers from outside the UK came to teach in ISC schools.

Annual change in pupil numbers split by region (like-for-like)



Distribution of means-tested bursaries and means-tested scholarships

Size of means-tested bursary	Number of pupils	% of means-tested bursary pupils
1-25%	9,790	23.1%
26-50%	13,275	31.3%
51-75%	7,319	17.3%
76-100%	12,013	28.3%
100%	5,591	13.2%
>100%	577	1.4%
Total	42,397	

Size of means-tested scholarship	Number of pupils	% of means-tested scholarship pupils
1-25%	1,431	56.7%
26-50%	448	17.8%
51-75%	172	6.8%
76-100%	471	18.7%
100%	238	9.4%
>100%	103	4.1%
Total	2,522	

Note: 76-100% category includes >100% means-tested bursaries and scholarships.

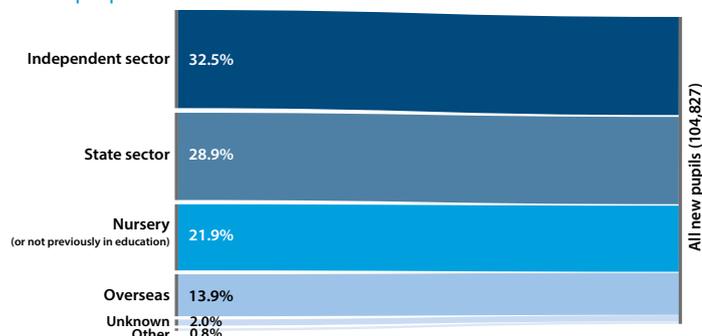
School fees (excluding nursery fees)

Age group	Boarding fee	Day fee (boarding schools)	Day fee (day schools)
Sixth form	£12,573	£7,598	£5,489
Senior	£11,784	£7,112	£5,333
Junior	£8,684	£5,344	£4,683
Overall	£12,000	£6,862	£5,064
% change	1.7%	1.9%	0.9%

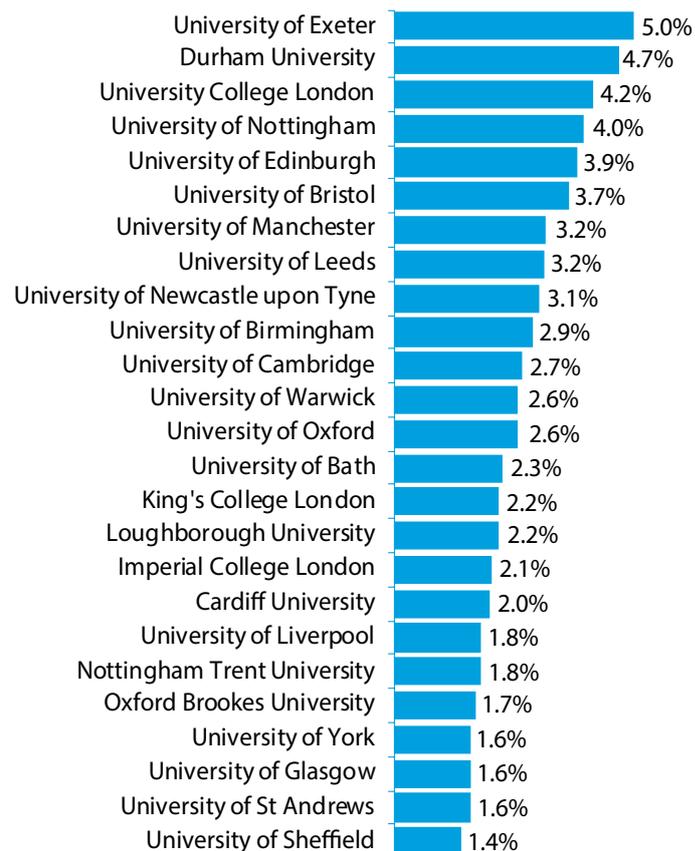
Figures represent average weighted fees per term. Average fee figures are based on fees at schools completing the Census in 2021; percentage change is calculated from the change among the 1,333 schools completing the Census in both 2020 and 2021*.

* Four schools were excluded from the calculations for percentage change due to inaccurate reporting last year.

New pupils breakdown



Destination of ISC pupils attending UK universities: Top 25 Proportion of all ISC pupils attending UK universities.



SEND pupils

Types of SEND	Total pupils	% of all SEND pupils
Specific Learning Difficulty (SpLD)	51,226	56.7%
Moderate Learning Difficulty (MLD)	2,965	3.3%
Severe Learning Difficulty (SLD)	284	0.3%
Profound & Multiple Learning Difficulty (PMLD)	88	0.1%
Social, Emotional and Mental Health (SEMH)	12,959	14.4%
Speech, Language and Communication Needs (SLCN)	6,608	7.3%
Hearing Impairment (HI)	1,815	2.0%
Visual Impairment (VI)	1,906	2.1%
Multi-Sensory Impairment (MSI)	545	0.6%
Physical Difficulty (PD)	2,042	2.3%
Autistic Spectrum Disorder (ASD)	6,707	7.4%
Other Difficulty/Disability	5,422	6.0%
SEN support but no specialist assessment of type of need	13,272	14.7%
Total	90,298	

Note: Some pupils have more than one SEND; they are counted under each individual category of SEND, but are counted only once in the total.

ISC ANNUAL CENSUS 2021

The ISC annual Census was carried out in January 2021. All 1,377 schools in UK membership of the constituent associations completed the survey. The Census covers 532,237 pupils and provides a detailed snapshot of the schools and of the wider social and economic trends in the UK.



Pupils
532,237

The third highest level since records began in 1974.



New Pupils
104,827

Over a quarter of new pupils to ISC schools joined from the state sector.



Academic Selection
726

Over half of ISC schools are not academically selective. A further 274 schools have academic selection only for some age groups.



School Size
300

The majority of ISC schools have fewer than 300 pupils. The mean ISC school size is 387.



Means-tested Assistance
£455m

Provided in means-tested fee assistance for pupils at ISC schools. Nearly half of all pupils on means-tested bursaries have more than half of their fees remitted.



Higher Education
91%

The majority of pupils who leave ISC schools go on to Higher Education. 54% continue to a Top 25 university including 5% who go on to study at Oxbridge.



Overseas Pupils
24,674

Pupils in ISC schools whose parents live overseas. This represents 4.6% of all pupils and brings cultural diversity to our schools.



Charitable Work
£10.5m

Was raised for charities at ISC schools and 828 schools organised volunteering opportunities for staff and/or pupils.



Pupil-Teacher Ratio
8.9

Pupils for every teacher on average at ISC schools. There is a total of 57,136 full-time equivalent teachers.



SEND
90,298

Pupils at ISC schools who have been identified as having special educational needs and/or a disability (SEND).



Ethnic Diversity
35%

Our ethnic diversity closely mirrors that of the general population, with similar regional variation.



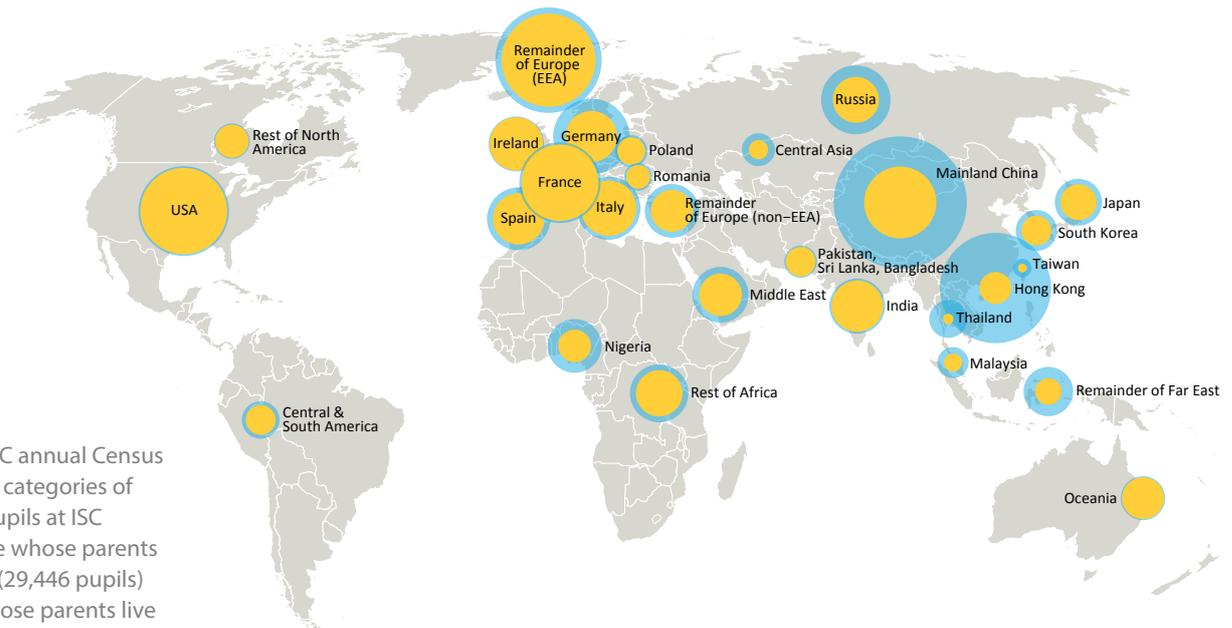
Visit www.isc.co.uk for more details

ISC ANNUAL CENSUS 2021

Nationality of non-British pupils at ISC schools



Visit www.isc.co.uk for more details



In the 2021 ISC annual Census there are two categories of non-British pupils at ISC schools: those whose parents live overseas (29,446 pupils) and those whose parents live in the UK (29,204 pupils).

Blue bubble: Non-British pupils whose parents live overseas.
Yellow bubble: Non-British pupils whose parents live in the UK.



Hong Kong: 90% of pupils have parents living overseas.



USA: Over 90% of pupils have parents living in the UK.

Developing leadership through sport

As the second part of a series exploring how schools can be more deliberate in their approach to developing the leadership skills of their students, Dr Andy Kemp (Principal – The National Mathematics and Science College) & Alex Battison (Senior Deputy Head – Lord Wandsworth College) turn their attention in this article to the role that Sport can play in helping students develop these crucial leadership skills...



Andy Kemp

In many ways sport provides an ideal forum for the development of leadership skills. The structure of sport means, for the most part, that there is a regular cycle within which you can test and refine. The weekly routine of practice, performance, and review creates a condensed life cycle quite unlike most other parts of school life. So where are the best opportunities for us to enable our students to use this forum to develop their leadership potential?

As with most aspects of leadership development it begins with intention. In an ideal world, the role of the coach is to increasingly make themselves unnecessary so the team are able to operate autonomously.

This begins through the development of an agreed core purpose. There are different ways of doing this, but the core purpose should outline the aspirations of the team, the things they are going to focus on, and how they want to be seen and understood by others. This core purpose will then provide the team with the necessary

framework with which to take ownership of the experience.

So what does this mean the role of the coach is within this model? The coach is there to act as a mediator, helping manage the relationship between the team and the challenges and complexity that they face. If our students are going to develop their leadership potential on the sports pitch, it is crucial that the coach understands where their role starts and ends. Ultimately once the team cross that white line, then the players are on their own... If the team are prepared, and following their agreed core purpose, then the coach should be able to step back and look for the opportunities where they can intervene rather than interfere! We've all seen too many examples of coaches (or more often overly enthusiastic parents) trying to remotely direct the whole team from the sidelines. All this does in the long run is disempower the team as they increasingly don't feel a sense of ownership or responsibility for their actions.

Taking this one stage further we'd challenge to think about whether the team actually needs a captain? Why not instead have a rotating group of players and meet with them each week to review and plan. Use these meetings as opportunities to collaboratively plan training, to review the performance of the team, and to plan for the next fixture? Empower the students to challenge and support each other as part of the process.

The key to making this work is to collaboratively build up as a group the necessary principles and framework. Once these are clear and understood it is much easier for the students to step in to leadership. Focusing first on questions of influence and initiative, and then reflect on leading themselves. For example are they taking responsibility for leading their own warmup routine? Or are they waiting to be told to do something...

Then to encourage them to really embrace and embody these principles practice sessions can be

designed to keep them thinking and reflecting on how they apply these principles and frameworks in practice. Try removing a position from the field, or have the coach play the role of a biased referee, and encourage the students to reflect on how they can adapt and continue to achieve their core purpose in this altered scenario. The more we do this the more they own and embody these beliefs and the more they will be able to effectively lead themselves, and each other.



Alex Battison

Art teachers hosted workshop

The Art Department at Bryanston School ran a series of special public workshops for the first time as part of Dorset Art Weeks 2021. There was also an Open Studio featuring some of the latest works by its staff.

According to Doug Knight, Head of Art at Bryanston, such active participation in one of the country's largest biennial open studio events has been a long time in the planning.

"We had hoped to be involved last year but, not surprisingly, the pandemic knocked that on the

head. For quite some time, we have been looking at different ways to support art development in the local community and to provide budding local artists with the chance to benefit from the diverse range of skills within our team. Running dedicated workshops for all ages as part of the county's most popular art event was the perfect opportunity.

"Dorset Art Weeks also provided our team with a rare collective opportunity to showcase their skills and latest works to a wider audience.

The staff from the Art Department who ran the workshops and displayed their recent works included: Jindra Jehu (abstract paintings), Anthony Connolly (portraiture), Mark Hilde (sculptural ceramics), Helen Dean (drawings and abstract paintings), Monica Sinclair-Smith (paper clay sculpture), Gary Cedeira (landscape paintings), Doug Knight (abstract paintings and screen printing), Jack Dickson (portraiture), Denise Pearson (recycled mixed media), Duncan Wright (mixed media), Sue Macpherson (photography) and Mike Owens (mixed media).

Pictured: 'Caroline', one of the portraits by Jack Dickson exhibited at Bryanston School during Dorset Art Weeks 2021





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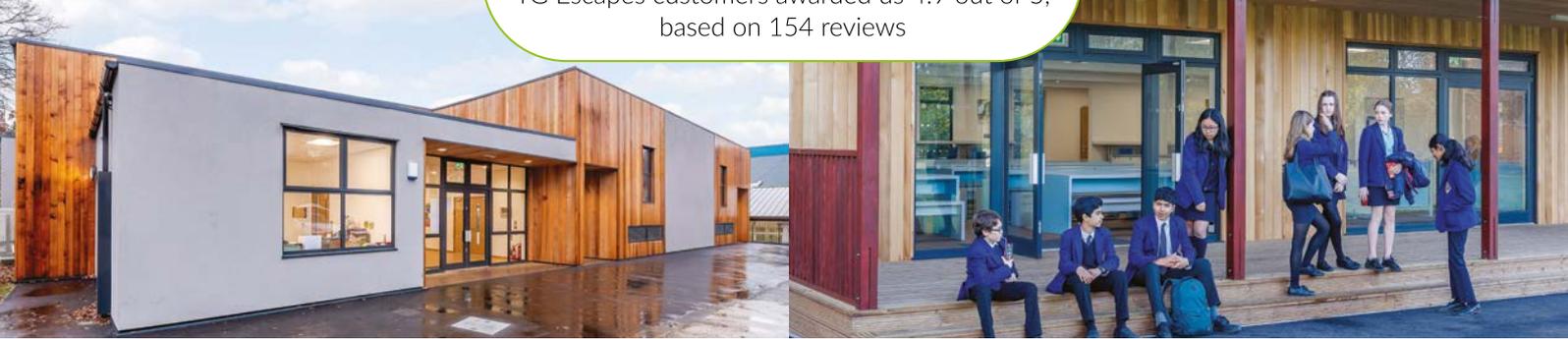
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