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INDEPENDENT EDUCATION TODAY

Celebrating the UK's private schools

HOME GROWN

How environmental
responsibility is
embedded in daily
school life

IN THIS ISSUE:



LEGAL ADVICE

Goddard Inquiry

Our experts VWV on
how to approach and
help with the inquiry



INTERVIEW

Small wonder

Penny Woodcock talks to us
about moving into headship
at Charlotte House Prep



INTERNATIONAL

In loco parentis

How a rise in international
boarders has led to a growing
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INDEPENDENT EDUCATION TODAY

Celebrating the UK's private schools

CONTENTS



FEATURES

14 Green special

How schools are teaching their pupils to look after tomorrow's world

20 Waiting for Goddard

Tabitha Cave on planning for the Goddard Inquiry

28 Take the floor

Editor Stephanie Broad asks three schools for their top tips for great assemblies

30 Suited and booted

We look at how uniform communicates a school's brand and values, in the UK and abroad

37 Events galore

We round up Education Show, Bett show and Boarding Schools' Association's deputy heads conference



REGULARS

06 News

Updates from around the sector, including new headteacher appointments

10 Comment

This month's writers on sustainability, early years and modern boarding

18 Exam results

Hilary Moriarty asks, whose results are they anyway?

35 Insight from the experts

Sue Parfett on what it takes to be a sustainable caterer in this month's column



Next month:

April – The Recruitment issue

How to recruit and retain the best staff

International special

News and appointments

Our regular columnists
share their views

Green fingers

An environmental ethos is essential to preserving the planet for tomorrow's adults – whether it's learning about food production, water efficiency or renewable energy. In this issue we take a closer look at how schools plant the seeds of sustainability from page 14.

I'm also pleased to introduce our newest columnist Helen Fraser, CEO of the Girls' Day School Trust (GDST). In her first article, Helen writes about how sustainability is more than just a buzzword in GDST schools – see page 10.

It was great to see some of you at the Boarding Schools' Association's recent conference for deputy heads and heads of boarding, where we got a glimpse

of the modern boarding world. It's the association's Golden Jubilee year and there's lots more going on to celebrate, so do take a look at the BSA website to see where you could get involved. You can read more about the conference on page 40.

In the education sector, time is precious, so what if all your teachers' CPD was in one place? This year's Education Show, at the NEC Birmingham from 17-19 March, promises to have something for everyone – find out more on page 38.

Once you've finished reading the issue, don't forget to visit us at www.ie-today.co.uk, where you can subscribe to our fortnightly newsletter, and follow us on Twitter and Facebook to get the latest stories on your news feed.



Until next time,

S. Broad

Stephanie Broad
Editor

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IE

Managing Editor Hannah Oakman | hannah.oakman@wildfirecomms.co.uk

Editor Stephanie Broad | stephanie.broad@wildfirecomms.co.uk

Publisher Dave Higgitt | dave.higgitt@wildfirecomms.co.uk

Contributors

Andy Colpus, Helen Fraser, Lucy Bedwin, Simon Fry, Huw James, Sue Parfett, Hilary Moriarty, Tabitha Cave, Eleanor Sharman, Rebecca Paddick, Kristi Sedlacek, Ben Hughes

Art Director Martin Davies | martin@wildfirecomms.co.uk

Designer Michael Chalmers | michael.chalmers@wildfirecomms.co.uk

Account Director Joseph Lawson-West | joseph.lawson-west@wildfirecomms.co.uk

Senior Account Manager Melanie Cherrington | melanie.cherrington@wildfirecomms.co.uk

Account Manager Joe Jordan-Richardson | joe.jordan-richardson@wildfirecomms.co.uk

Marketing Manager Imogen Smith | imogen.smith@wildfirecomms.co.uk

TO SUBSCRIBE Tel: 0117 300 5526 Email: info@wildfirecomms.co.uk

WILDFIRE COMMS LIMITED

Unit 2.4 Paintworks, Arncliffe, Bristol BS4 3EH

Tel: 0117 300 5526 Fax: 0117 300 5526

www.wildfirecomms.co.uk

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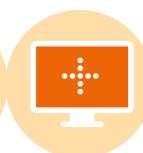
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All change

St Joseph's College in Reading was crowned Independent School of the Year 2015. Headmaster Andy Colpus reflects on the reasons behind its success

When an initiative was first launched in 2011 to provide more affordable private education and increase pupil numbers at St Joseph's College in Reading, our staff, pupils and parents could scarcely have imagined the impact it would have across the school.

So we were stunned when our transformation resulted in two wins at the TES Independent School Awards 2015 – the entire school community is truly delighted to have clinched accolades for Financial/Commercial Initiative and Independent School of the Year 2015.

“BEING ABLE TO MAKE INDEPENDENT EDUCATION MORE AFFORDABLE HAS BEEN A KEY ELEMENT IN OUR TRANSFORMATION”

Being recognised in this way is a huge honour for any school, but for St Joseph's College it is an endorsement of all the hard work that has already been done – and is continuing – to redefine our school and strengthen its foundations for the years ahead.

The first step in our transformation was a major one. In 2011, St Joseph's became a fully co-educational school for three to 18 year-olds, having previously been a girls' convent school. At this time a new head of prep school was appointed and a new bursar and headmaster joined in 2012.

A bold decision made by the board of governors cut school fees by 17 percent. In my view, being able to make independent education more affordable has been a key element in our transformation. Today, pupil numbers stand at just under 500, increasing from just over 300 girls in 2010 – and we now have a male-female split fast approaching fifty-fifty. But the changes we have made to admissions and fees are only part of the story.



Under new leadership, St Joseph's embarked on an extensive programme to improve all aspects of the school's infrastructure.

Although it may appear counter-productive to reduce fees at a time when a school's facilities need updating, our long-term investment programme was the first in over 10 years and it was key to the success of the initiative.

In 2013/14 we opened a new early years centre for children aged three to four years entering the prep school and revamped the dining hall. The college hall and adjoining chapel were refurbished and, over the summer of 2014, work began on a new sixth-form centre. Prep and senior classrooms were updated too, as part of an ongoing programme, and the school grounds were enhanced with new landscaping and signage. An extended day and a holiday club now provide wrap-around care throughout the year and we have launched a number of new extra-curricular activities too.

A campaign we called 'Things are happening at St Joseph's' proved a great way to communicate the positive impact of change through a mix of traditional marketing activity and social media channels. We were keen to continue attracting new pupils to our school, but we also wanted to work more effectively to meet their needs once they

got here by giving staff easy access to the information they need to do their jobs. We use a management information system supplied by SIMS Independent, which all staff now use to record and store data. The prep school previously had a separate database for this.

Our admissions team found having a more centralised store of information particularly useful as they can analyse a wealth of detail, such as where our pupils come from and notes from parents on why they chose the school. This has enabled them to target marketing activity, track enquiries and even plan new bus routes to encourage pupils in to the school. With everything in one place, staff can find the information they need quickly to make informed decisions that support pupils' learning.

The long-term, strategic plan at St Joseph's College to reduce fees and increase investment may have, on first glance, appeared counter-intuitive. However, our success in the Independent School Awards underlines that while the road to transformation can be a challenging one, the school's journey towards excellence is well underway. We are set to continue shining a bright light on British independent education, using our award together with our out-of-the-box thinking as a springboard for future developments and further growth. **IE**



St Joseph's College, Reading W: www.sjcr.org.uk
Independent School Awards W: www.isawards.co.uk

New test for Cambridge admissions

Students looking to start university in 2017 will face new written tests if they apply to Cambridge. In a letter on the Cambridge University website, admissions director Dr Sam Lucy says that the new tests are intended to “harmonise and simplify our existing use of written assessments” and to maintain the fairness of their admissions system “during ongoing qualification reform”. A spokesman from the university told the BBC that the tests would not be a return to the entrance exams of the 1980s, but would help replace the ‘key piece of evidence’ previously provided by AS levels.

Johnny Luk, CEO of the National Association of College and University

Entrepreneurs (NACUE), said the additional testing was a sign that the current exam system is ‘broken’. “What I fear most is that we are encouraging even more tick-box exercises for university applicants to deal with,” he said. “Cambridge is a top institution, but we have to ensure it doesn’t just reward those who are good at writing essays. There needs to be opportunities for those who demonstrate imagination and a willingness to take risks and be different. The key measure of success in this case would be whether the university manages to find the best talent – no matter who you are or where you come from.”



Barrow Hills nursery opens

The new nursery at Barrow Hills School, Witley celebrated its official opening with Sally Marks, chair of Surrey County Council, cutting the ribbon and unveiling a commemorative plaque. The nursery opened its doors on the first day of the spring term with an initial capacity of 12 places. The decision to introduce a nursery facility at the school provides parents with access to a seamless education for their child from the age of two to 13 years. Prior to the opening of the nursery, Barrow Hills already offered care and education for ages three to five, but with the additional nursery it has

extended its pre-prep intake, ensuring an easy transition for children and for parents and a consistent, stable and secure learning environment as the child progresses through the school.

In addition to the interior building work undertaken in the early years department to create the nursery, further new furniture, play equipment, educational toys and resources have also been purchased. A ‘free flow’ facility, which allows younger children to experience learning both inside and outside the classroom year round, will also be available.



Millfield aims for ‘clean sport’ accreditation

Millfield is the first school in the country to have formally commenced the UK Anti-Doping (UKAD) accreditation scheme. Working towards UKAD accredited status adds to the existing sports programme developed under the Millfield Institute of Sport and Wellbeing and will ensure that young athletes are proactively educated about clean sport and how healthy lifestyle choices can improve performance.

As part of the programme, Millfield will roll out comprehensive training to staff and coaches through a range of UKAD programmes. Staff will also run termly workshops for all pupils and boarding houseparents. The school’s long-term aim is to build up a full team of staff with qualifications to teach and educate others in future years.

David Faulkner, Millfield’s director of sport, said: “We have a duty to educate young people about what is best for their wellbeing and sporting development. At Millfield we are proactive in talking about and facilitating a healthy lifestyle for our whole school community.

“This UKAD accreditation will be another step towards increasing that education process and actively involving young people in a dialogue about their lifestyle choices. As educators, we must all take responsibility to give young athletes the tools to make the right choices for their sporting development both now and as adults.”



Appointments

The new faces helping to shape independent education



Fred de Falbe

NEW HEADMASTER FOR BEESTON HALL

Beeston Hall has announced that Fred de Falbe will take over as the school's headmaster from September. Fred is currently headmaster of St Richard's School, a preparatory school in Herefordshire, where he has overseen a significant improvement in the facilities and a broadening of the curriculum. Described as a "modern educationalist", he has expanded the range of teaching to include Mandarin classes and introduced new learning strategies.

"I GREATLY LOOK FORWARD TO TAKING UP THE REINS AND MOVING BEESTON ON TO EVEN GREATER HEIGHTS"

Fred was educated at Eton College (1980–84), then at Manchester University (1985–88), where he graduated in theology before completing his PGCE at the University of London. After a period working in the media and business enterprise, he taught for more than 10 years in the state sector before becoming deputy head of Knightsbridge School, London prior to his current role.

Fred believes that an all-round education is of supreme importance, especially in the globally competitive world that lies ahead. "It is indeed an honour and a privilege to have been offered this job at Beeston, particularly in view of the matchless reputation that the school has enjoyed over many years," he says. "I greatly look forward to taking up the reins and moving Beeston on to even greater heights."

Beeston Hall School
W: www.beestonhall.co.uk



Russell Slatford

ROWING BLUE HEADS FOR BOURNEMOUTH

Russell Slatford has taken over as the headmaster of Bournemouth Collegiate School, part of the United Learning education group. Russell graduated in geography and geology from Durham University in 1992 and then completed a masters at Cambridge University before taking up his first teaching post at Abingdon School. While at Cambridge Russell coxed the Boat Race crew to victory over Oxford in 1995. In his nine years at Abingdon School he was a housemaster and head of department and spent a year on a teacher exchange programme at Brisbane Boys' College in Australia. The post of deputy head (pastoral) at Reading Blue Coat School followed. He was then promoted to the position of second master, a post he held for three years before gaining the headship at BCS.

"THEY HAVE EQUIPPED ME WITH VALUABLE EXPERIENCE, WHICH HAS PREPARED ME WELL FOR MOVING TO HEADSHIP"

Russell said: "I have been extremely fortunate to have worked in such prestigious and accomplished schools. I particularly enjoyed the opportunities to develop my professional skills and interests as second master at Reading Blue Coat School and am very grateful for the chances I was given. They have equipped me with valuable experience, which has prepared me well for moving to headship. Bournemouth Collegiate School is an excellent school. It is a great privilege to be given the chance to lead such a fine institution."

Bournemouth Collegiate School W:
www.bournemouthcollegiateschool.co.uk



Laura Martin

FOUNDING HEADTEACHER NAMED FOR GIRLS' SCHOOL

Alpha Plus Group has appointed Laura Martin as the founding headteacher of St Anthony's School for Girls in Golders Green, London, which opens in September 2016. Laura will be taking up her position in April 2016 and joins the new school from her current role as assistant headteacher at Holy Family Catholic Primary School in West Acton, where she has been an integral part of the team that led to it achieving an 'outstanding' Ofsted grade.

"I AM LOOKING FORWARD TO WELCOMING THE FIRST INTAKE OF GIRLS TO THEIR NEW SCHOOL"

Julian Drinkall, CEO of Alpha Plus Group, said: "We are delighted to make this appointment and are extremely confident that Miss Martin will prove to be an excellent founding headteacher of St Anthony's School for Girls. Under her leadership, we will develop a successful Catholic girls' school to complement the already outstanding offering at St Anthony's School for Boys, Hampstead. We expect many positive links to develop over time between the boys' and the girls' schools."

Laura Martin said: "I am delighted to be appointed as headteacher of St Anthony's School for Girls. It is an exciting opportunity and I am looking forward to welcoming the first intake of girls to their new school. Ivy House is a wonderful building and will prove an inspirational setting for the education and personal development of young girls."

St Anthony's School for Girls
W: www.alphaplusgroup.co.uk

HALLS OF FAME

Celebrating high achievers in all areas of independent schools



TECHNOLOGY

Bolton computing students head for final

Three of Bolton School's year-12 computing pupils have reached the final of the 'Could IT Be You?' competition. The competition is run by Network Rail and is open to girls aged 16 to 18. Entrants Evangeline Wright, Eleanor Bracegirdle and Jessie Sou had to answer 10 questions about the company. "We then had to write a 300- to 500-word essay on how you can use technology to make something happen," said Evangeline. "I wrote about using biometric fingerprinting instead of tickets and how that would be better because then you would never lose your ticket."

Jessie wrote about a train app, while Eleanor wrote about using telecommunications to link schools. Their concepts helped to win each of them a place amongst the 75 finalists going to National Rail headquarters in Milton Keynes on 19 February.

SPORTS HALL

Lee scores in Latvia

Buckswood student Hyeokjun Lee has begun his professional career with Latvian premiership side FK Ventpils. Originally from South Korea, Lee is the youngest player in the team which won last year's Latvian league championship. "Buckswood has really helped me prepare for this," Lee said. "Most of the other players are Latvian, but I am having no problems in training or living with my teammates as we all speak English. Going to school in an international school has meant that this huge step has been much easier for me to cope with as I'm already used to working with peers from different backgrounds and cultures." Buckswood is home to two football academies and has a number of players taking trials in Europe and beyond this year.



Swimming triumph for Truro

Year-eight Polwhele House pupil Vivienne Carveth has been crowned a national swimming champion after representing the south west at the Independent Schools Association's National Swimming Championship 2016 at the London Aquatics Centre. Vivienne took the 50m girls' breaststroke title, as well as the bronze in the 50m girls' butterfly, team silver in the medley relay and team bronze in the freestyle relay. Vivienne began swimming during weekly lessons at Polwhele House and is also a member of Truro City swimming club. Year-six pupil Olivia Penna also qualified to compete in the national championship competition.



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Positive impact

Sustainability isn't just a buzzword, says Helen Fraser

"Sustainability – taking what we need to live now, without jeopardising the potential for people in the future to meet their needs."

There is a wealth of evidence to support the notion that a healthy school environment raises standards, increases motivation, improves behaviour and enhances young people's wellbeing. Research by Ofsted found that in the most successful schools, sustainability was an integral part of a well-planned curriculum alongside special events and activities.

Within the Girls' Day School Trust (GDST) network of 24 schools and two academies, sustainability is certainly more than a buzzword. Rather than impose a set of values on students without any context, our schools go to great lengths to promote sustainability as a concept that benefits everyone – from manufacturers and retailers to individual consumers – while providing experiences that bring often complex ideas to life in a tangible and accessible way.

The physical and psychological benefits of walking or cycling to school, eating more healthily and spending time outdoors are clear to see, particularly when they become part of a young person's daily routine. Protecting resources such as energy and water can also save schools significant sums, while the application of scientific processes to real-life scenarios can enhance lessons for students of all ages.

In 2015, through a partnership with School Energy Efficiency (SEE) and SASIE Ltd, one of the UK's leading installers and trainers of renewable energy, 100 of our year 12 students had the opportunity to take part in a two-week sustainability trip to Wildpoldsried in southern Bavaria. During their excursion, they visited Energiewende, an innovative renewable energy generation project, where 600 percent of the annual electricity demand is generated through renewable technologies.

Students were given a tour of biogas plants, wind turbines, a district heating system and biomass and combined heat and power plants. Back in the UK, their interest piqued by what they had seen in Germany, students initiated a variety of campaigns to raise awareness of the human impact on the environment. The trip succeeded not only in broadening their horizons but raising awareness of the many opportunities

available within the fast-moving and constantly evolving sustainability sector. Another trip will take place this month.

"THINKING ABOUT THE BIGGER PICTURE CAN BE AS SIMPLE AS STEPPING OUTSIDE THE CLASSROOM TO SEE HOW THEORIES WORK IN PRACTICE"

At Brighton and Hove High Junior School, students have made huge efforts to reduce their carbon footprint and recently took part in a campaign to help improve road safety and reduce road traffic congestion. A points system was initiated for journeys to school, with girls getting three points for walking all the way, two for cycling or 'scooting' and one point for park and stride/car share. The school set a target of 3,500 points by the end of term and

classes were actively encouraged to compete with each other.

In October 2015, Bromley High

School received an Eco-Schools' Green Flag Award, reflecting the commitment of staff and students to making sustainability an integral part of school life. Good habits learned in school are taken back home and into the community, bringing long-term benefits and encouraging students to take responsibility for their actions.

Sustainability as a standalone subject isn't on the syllabus, but that doesn't mean it can't be part of a well-rounded education. Thinking about the bigger picture can be as simple as stepping outside the classroom to see how theories work in practice, whether that's science, maths or geography.

Small steps can have a big impact and it's up to us, as educators, to ensure that impact is positive and always with an eye on the future. **E**



Helen Fraser is chief executive of the Girls' Day School Trust W: www.gdst.net



THE BEST START

Lucy Bedwin discusses the importance of the Early Years Foundation Stage

Positive experiences in their early years can benefit children in developing social skills and their ability to learn. The Early Years Foundation Stage (EYFS) is how government and professionals describe the time in a child's life between birth and age five. At the heart of the EYFS is the principle that young children need to play in order to have fun, make friends and begin to learn about the world around them. This is where foundations are laid, good or bad, for a

“DEVELOPMENT IS NOT AN AUTOMATIC PROCESS – IT DEPENDS ON EACH CHILD BEING GIVEN OPPORTUNITIES TO INTERACT IN POSITIVE RELATIONSHIPS AND ENABLING ENVIRONMENTS”

child's future education. A child's early years' experience should be happy, active, exciting, fun and secure.

I believe that each provider should not just be content to work to the EYFS framework standards, but endeavour to provide the best possible care and early education possible. The aim is to create a foundation of knowledge and skills for each child and prepare them for school and future education.

The reformed EYFS, effective from September 2012, takes forward the

government's changes to the 2008 framework as recommended by the 2011 Tickell Review. Learning and development now consist of three prime areas and four specific areas. The prime areas are communication and language, physical development and personal, social and emotional development. The framework suggests that these prime areas are the most essential for a child's healthy development and future learning. As children develop, the prime areas will help them acquire the skills needed to progress in literacy, mathematics, understanding the world and expressive arts.

Children are born ready, able and eager to learn. They actively reach out to interact with other people and the world around them. However, development is not an automatic process – it depends on each child being given opportunities to interact in positive relationships and enabling environments.

At Farlington Nursery every child has an individual learning programme that grows with them, week by week. Young children only need to have teeth coming through or a cold and they can regress a little, but then surge forwards just as quickly. It is very important not to push a child forwards because they won't want to come to nursery, but equally children should not be held back and made to tread water.

There is also a vast difference between children born in September and those born in August. When the September babies are

almost walking, the August babies are only just being born. Therefore it is paramount that all learning activities are carefully planned, well structured and supported to ensure that all children have experiences which will allow them to move to any reception class with confidence, social awareness and a readiness for learning.

Parents are a very important asset to any nursery. If a mum or dad is already worrying about walking into a setting before they have left home, the child is also fretting: nothing need be said, children feed from emotion and innate feeling. It is very important, therefore, that parents see nursery staff as partners. In order to achieve this a very slow settling process is needed before the child is three, where the parents come to 'play' with their child for an hour or so, building up to the parent leaving for a short while until both child and parent are separated happily. That is not where the partnership should end. Farlington has an 'open door policy' and parents are encouraged not to wait for a parents' evening if they have any concerns.

In general, Farlington Nursery children build up their hours from a minimum requirement of three sessions to five full days. This prepares them for the next stage in their school career in reception whilst allowing them to enjoy time at home with their primary carer.

The end of a child's nursery education is a special time and marks the start of formal, full-time education. It is a memorable, celebratory time for both the children and their parents; each child should leave feeling special and valued. **IE**



Lucy Bedwin (right) is nursery manager at Farlington W: www.farlingtonschool.net



THE CHANGING FACE OF BOARDING

Huw James looks at ways boarding schools can ensure they provide their pupils with the best possible experience

It's fair to say that the culture of boarding school has changed dramatically over the last 10 years or so. What was once considered a very sterile and isolating experience (pre-1980s) is now well and truly gone. Boarding, like many other cultures, continues to evolve and respond to current expectations and rightly so. However, at the heart of all good boarding schools remains the commitment to provide the best care, support and academic discipline as well as providing an environment where social skills and personal development are able to thrive. Interestingly, ex-Eton head Tony Little recently wrote about 'love', old-fashioned kindness and compassion and this is certainly the bedrock of a good boarding house.

Today boarding has to be about better communication between pupils, school staff, teachers and parents; better academic support, resilience and independence.

Understandably, some parents with limited experience of boarding schools today will have reservations about enrolling their child, but it is down to the school to put those fears to rest. There are many misconceptions associated with the kind of person who sends their child to a boarding school. Many ask: "What's the point of having children, if we then send them away?" Then there is the 'G word' – guilt: how will my child cope? How will I cope as a parent? Who will make sure they do their homework, brush their teeth, practise their reading, trumpet, spellings etc? All are common worries and are quite normal concerns that schools must empathise with.

TRIAL NIGHTS ARE ESSENTIAL

For boarding to work for parent and child, both parties need any concerns answered and should be clear on exactly how the boarding

house operates as well as having the opportunity to get a feel for the culture and personality of the house. Many schools offer trial nights where pupils can get a taster of what it is like to board. This is a vital exercise because here the children can get used to the environment, speak to current boarders about their views, ask questions etc. Parents should also be invited to spend time in the boarding environment so that they can familiarise themselves with the house, look through guidebooks etc. Sometimes what comes out of these exercises is that boarding is not right for a particular child or not right at that time. Of course, in many cases the reverse is true.

FREEDOM AS YOU LEARN

Free time is also important for boarders. The topic of exactly how much free time boarders should be given is something of an ongoing debate with varying views. But one thing is for sure, any free time must be discretely supervised to ensure that pupils are being productive, even if that means simply indulging in a quiet chat or watching 'Newsround' on television with their friends. Even



Huw James

“Boarding schools must adapt, listen, evolve and progress with the child at the forefront”

a relaxed game on the sports field is still very much a learning experience; socially the children are interacting, learning to support and challenge their team mates and growing as individuals.

I believe that schools need to use free-time activities to their advantage to help pupils grow and develop their maturity. Free time can always be used imaginatively to help with academic attainment too, for instance treasure hunts, the use of particular board games, quizzes and conversations about current affairs. These are really all of the things that good parents would do at home and it is this culture that we should be striving to replicate in our school boarding houses.

A HOME FROM HOME

The boarding environment must be a home from home and not a sterile institution that is just an extension of the school classroom with lists and official notices everywhere. Pupils must be encouraged to personalise their rooms, use good quality furnishings and their own bedding, display photos of family and have the use of nicely furnished, modern bathrooms. But the boarding environment is more than just fixtures and fittings. The manner and genuine warmth of the house staff is the most important element in making the boarding environment feel like a real home, with fun, friendly, motherly matrons who really know, understand and care for the boarders they're looking after.

These people are special to the house: they don't mind washing a dirty pair of cricket whites for the next morning or helping a child with their book character day costumes; they laugh and join in the fun with the children and they will happily sit on the floor and play games. Meal times are also crucial. A canteen-style system is not reflective of an enjoyable family meal. Meal times need to be social occasions, with staff sharing the conversation and banter. The food should be served at the table, with everyone eating and clearing away together. Sadly, how often does this really happen in schools today even though it should?

We must always remember that children need to escape and feel they have left school each day. However, there should be an expectation from

staff that reading is important, that homework must be completed to a high standard, discussions about current affairs are valuable etc. Waking up to Radio 4 or a French station (for older ones) can be productive too. The high academic standards of the school and those values need to be held high by the boarding staff and this needs to be obvious to pupils.

RESILIENCE AND INDEPENDENCE AT THE HEART

Once the parent has decided that boarding is the right step, there are many benefits to be had such as learning independence, becoming more self-reliant and managing one's own time. But the first decision to make is what type of boarding is right for their child. Many schools offer a range of options such as flexi-boarding (one-to-four nights per week), weekly and full boarding. Most boarding houses won't know which is the best option for a child until that child starts living their routine, so it is important for boarding schools to be flexible to pupil and parent.

The next five years will be an interesting period for boarding schools. Many are questioning whether to work hard at recruiting an overseas cadre of full boarders (which bring both academic and social challenges as well as diversity and opportunity) or to move away from full boarding completely. Academic support, however, is the priority here as is the provision of improved activities and facilities. Developing pupil resilience and independence should be at the heart of the boarding growth strategy in schools and it should be less about filling every minute of boarding capacity.

DO BOARDING SCHOOLS DAMAGE THOSE THEY ARE MEANT TO REWARD?

Of course, when it comes to boarding, there will always be a raft of mixed views. I came across the Boarding Schools' Survivors when writing an essay for my BSA boarding management qualification. My conclusion then remains true today: there most certainly was a culture of neglect and abuse in some boarding schools in the past. This is an absolute tragedy. It is a tragedy for the parents who entrusted their

children to these schools and a tragedy for the schools whose good names have been besmirched. It is, however, the greatest tragedy for those people whose experiences were so disturbing that it has overshadowed the rest of their lives so significantly. In many cases these individuals have not been able to enjoy fulfilling and successful lives as a result. It is vital for these people that the full weight of the law acts to try to claw back whatever can be regained.

Thankfully, these experiences are in the minority and do not reflect what boarding was generally like at that time. They of course have no reflection on what boarding is like now either. It is not the fault of boarding as a concept, rather the fault of those who have used boarding as a way to carry out their real motives.

As for boarding school syndrome and boarding 'surviving', this has as much to do with the appropriateness of whether an individual should have boarded at all. The fault here lies with the school and the parents for not recognising that not all children are built for boarding.

So much important time is now spent thinking about the children and their welfare – quite rightly – that it is unlikely that a child will remain boarding for too long if it is not suitable for them and this is a good thing. Boarding schools must adapt, listen, evolve and progress with the child at the forefront. **IE**

Huw James is head of boarding at Edge Grove School
W: www.edgegrove.com





PLANTING THE SEEDS OF SUSTAINABILITY



Living responsibly is embedded in the lessons and daily life of independent schools, says Simon Fry

Preparing the adults of tomorrow for the world after education means informing them of their green responsibilities. Pupils taught about the preciousness of Planet Earth will seek to minimise their impact on the environment, but these global citizens will also know that such action starts at a local level.

The strong environmental ethos at Withington Girls' School, Manchester has seen it retain its Green Flag status since June 2010, reflecting the school's considerable efforts to reduce energy use through improved insulation, low-energy lighting and equipment, efficient boilers and enhanced natural ventilation and daylight levels.

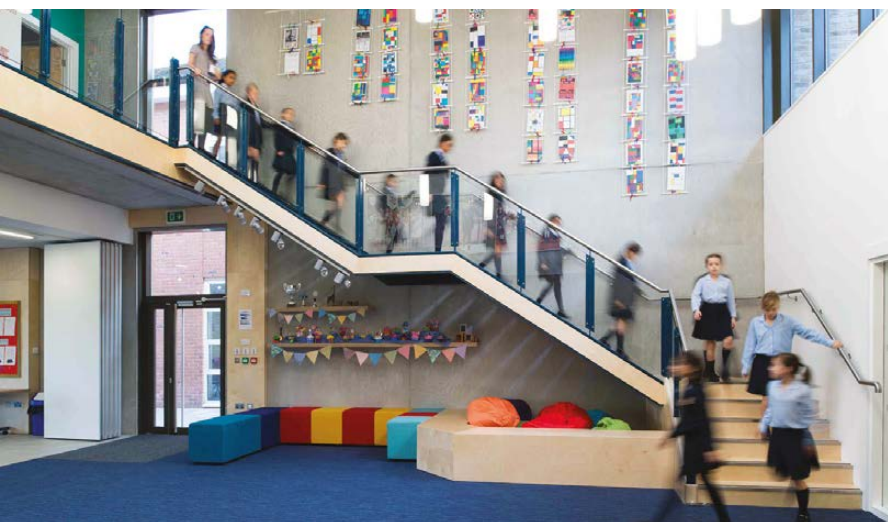
The school's aspirations for sustainability were at the forefront of a recent development to provide an expanded and self-contained junior department and

new central hub space. The school's architect, Levitt Bernstein, firstly exploited natural passive strategies such as the building's orientation, form and areas of glazing to maximise opportunities for natural light, heat and ventilation. Most of the building is naturally ventilated, with air brought into each classroom through the façade – and warmed if necessary – and then exhausted through chimneys and roof lights.

The materials forming the building envelope were selected to reduce heat loss. The primary structure for the building is a concrete frame left exposed throughout the building interior, making use of this heavyweight 'thermal mass' to moderate internal temperatures: the concrete absorbs heat, thereby warming the space in winter and cooling it in summer.

The junior school's wildflower roof provides myriad benefits: it acts as a 'blanket' to further improve the internal thermal environment; it contains a wide range of wildflower species and supports local biodiversity; it reduces the pressure on drainage ➔

**ABOVE AND
TOP: Hurst Lodge
School**



TOP: Withington Girls' School

and finally it provides an attractive focal point for pupils and staff. The wildflower mix was selected for its diversity, but the flowers can grow up to 60cm in height and are visible above the parapet.

Berkshire's Hurst Lodge School has for many years been at the forefront of sustainability education, working as a community to tread lightly on the Earth.



ABOVE: Shebbear College
RIGHT: Greenbank Prep

"Pupils from ages two and a half to 16 have weekly timetabled lessons in the woods and our allotment, learning about the wild world, horticulture and poultry husbandry, gaining an understanding of the ecosystem around them, where their food comes from and how it can be grown and cared for," says principal Victoria Smit. "At the same time pupils are also gaining life skills such as leadership and team-working."

A vital aspect of the school's ethos is making sustainability a central thread within school life, with lessons in

core academic subjects incorporating the outdoors. "Additionally, we have registered ourselves for national projects, such as the RHS-co-ordinated Rocket Science seed-planting programme," says Victoria. "This will be run by our science department in conjunction with the director of outdoor learning. The afterschool eco club, open to all ages, engages in a range of diverse activities, from speaking with the contractors who provide school meals to creating Christmas gifts for commercial sale by business studies pupils. Across the key stages, pupils are involved in the eco committee. We are currently pursuing the Woodlands Trust 'Green Trees Schools' Gold Award and plan to have the necessary activities completed by this summer to achieve the platinum standard."

'Reduce, reuse, recycle' has also been adopted as a school theme. Reducing electricity is under review, with pupils comparing the consumption figures from last year with those for this year as a basis from which to move forwards. Many articles are reused, such as

tin cans as plant pots and juice cartons as butterfly hibernacula. Recycling materials used at school occurs in many areas and parents are invited to send in old ink cartridges and other recyclable items.

The school has also developed a vocational qualification for key stages three-five in conjunction with the Forest School Learning Initiative. This is externally validated by the Open College Network and offers certification equivalent to GCSE and beyond.

At Greenbank Preparatory School, environmental education and sustainability are integral to every aspect of life, resulting in a prestigious Green Flag award in 2014 and the Green School of the Year 2014-15 title from the ISA. The pupil-led eco council drives action and ensures whole-school participation, their eco code being adopted by all members of the school community.

Green initiatives focus initially on energy and water saving, with pupils monitoring usage and sticking smiley/sad faces anywhere around school – a green certificate is presented to the most eco-friendly area each week. Recent building projects were constructed with sustainability in mind and feature elements such as extra cladding, light sensors and timers and radiator thermostats. Temperature tracking ensures heating can be regulated across school rooms. In addition, Greenbank is moving towards a paperless environment, with most information being sent out electronically. Food waste is monitored and classes are rewarded for having the smallest waste bucket.

Recycling is evident all around the school, with each classroom having paper bins and kitchen waste being used for compost. Provision is also made for the recycling of batteries, toner cartridges, shoes, phones and clothing. Cloakrooms have hand driers rather than paper towels and wherever possible children are encouraged to walk or cycle – covered bicycle racks are provided and a 'walking bus' is used for local journeys.

One of Greenbank's proudest achievements is the development of its eco garden, which provides a habitat for wildlife and enables children to experience biodiversity first hand. Produce grown is used in school lunches, the bird hide/nesting box webcam lets pupils observe at close quarters and EYFS pupils have a weekly outdoor explorers session.

Shebbear College is committed to sustainability in concept and practice in many forms. Their catering ➡



WHEN WALKING GOES UP, POLLUTION GOES DOWN

Walking is a fun and accessible way to get children to be more physically active. By swapping four wheels for two feet on the journey to school we can have a positive impact on children's health and wellbeing, and reduce our carbon footprint.

A significant 23 per cent of peak-time traffic is made up from those on the school run, so the more children walking the less congestion and pollution there will be on our local roads.

Joe Irvin, Living Streets' Chief Executive, says: "Walking to school can help children and parents have a healthy and active lifestyle and brings us one step closer to having a healthy planet. Here, at Living Streets, we want walking to be the natural choice for shorter journeys."

WALK TO SCHOOL WITH LIVING STREETS

Living Streets' Walk to School campaign has been going for over

20 years and encourages thousands of families to walk each year. Our campaign is proven to significantly increase walking rates, creating safer, cleaner streets and happier, healthier pupils.

Schools can take part in week-long and year-long schemes: Walk to School Week and Walk once a Week (WoW).

WALK ONCE A WEEK (WOW)

WoW rewards children who walk to school at least once a week with monthly collectable badges, which are designed by pupils in an annual design competition.

The scheme is further supported by our innovative and interactive Travel Tracker, our Walk to School app, and monthly curriculum-linked learning resources.

WALK TO SCHOOL WEEK, 16 – 22 MAY

Walk to School Week takes place during Living Streets' National Walking Month each May. Last year, over 14,000 classes took part in this celebration of walking; that's approximately 400,000 children walking to school.

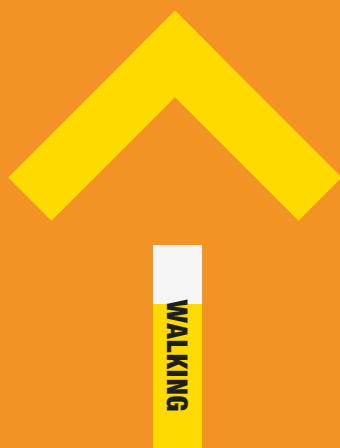
JOIN OUR CAMPAIGN

Take part in something great. Together we can make a lasting difference to our children, our local environment and our wider community.

Visit www.livingstreets.org.uk/walk-with-us/walk-to-school or call Cassie, our Schools Engagement Coordinator, on 020 7456 9794 to get involved.

WALK TO SCHOOL WEEK | 16-20 MAY 2016

WHEN WALKING LEVELS INCREASE



PROBLEMS IN SCHOOLS DECREASE



Get 50% off* our Walk to School Week packs and enjoy classrooms filled with happier, healthier and more alert pupils this May.

Contact Cassie at cassie.madge@livingstreets.org.uk or visit livingstreets.org.uk/IETwtsw50 for more information.

*Offer only available to independent schools. Terms and conditions apply, please see website for details.



Find more sustainability stories on our website:
[see http://ie-today.co.uk/Stories/Sustainability/1](http://ie-today.co.uk/Stories/Sustainability/1)



CONTACTS

Withington Girls' School
W: www.wgs.org

Hurst Lodge School
W: www.hurstlodge.co.uk

Greenbank Preparatory School
W: www.greenbankschool.co.uk

Shebbear College
W: www.shebbearcollege.co.uk

EcoPure Waters
W: www.ecopurewaters.com

UWC Atlantic College
W: www.atlanticcollege.org

FROM TOP:

EcoPure Waters;
Hurst Lodge
School; UWC
Atlantic College;
Shebbear College

policy favours locally sourced produce; comprehensive energy and waste management systems are in place – as is an annual tree-planting programme – and pupils attend training events on sustainability and environmental matters. The school runs a fair trade shop and participates in the Eco School and World Action in Methodist Schools programmes.

The college's sustainability suite and biomass plants provide a focal point to ensure being sustainable is ingrained in the education it provides. This inspires questions in the minds of the whole community about the numerous pressures faced by Planet Earth.

The college's renewable energy strategy is one of the most measurable ways in which it is making strong efforts to become more sustainable. Its two biomass plants provide heat and water to its main buildings, replacing 25 percent of energy produced by fossil fuels, reducing significantly the heating oil used onsite and running on wood chip sourced from local sustainable supplies. The college's 50kw solar array feeds into its electricity usage and provides around 5 percent of the electricity consumed.

Stowe, Eton, Westminster, Benenden and 28 Oxford University colleges are among the many independent schools and educational establishments benefitting from EcoPure Waters' mains water filtration systems. EcoPure Waters MD Paul Proctor says: "By installing a mains water filtration system, which filters and chills water on demand, operators eliminate the need to use environmentally damaging bottled water. The still or sparkling water is served in glass bottles which are reused after ware-washing over and over again. These multi-use glass bottles have several environmental benefits over bought-in water in single-use bottles; they eliminate the need to manufacture a new bottle each time, have a lower carbon footprint over their lifetime, remove the need for waste and recycling, have zero landfill potential and reduce food miles."

South Wales-based international sixth-form college UWC Atlantic College's mission statement is to make "education a force to unite people, nations and culture for peace and a sustainable future" and this is incorporated into every level of its daily life. "Students joining our environmental faculty work on projects like cultivating our on-campus kitchen garden, running our farm and conserving the heritage coastline the college calls home," explains principal John Walmsley. "Activities include alternative technology projects, recycling schemes, species monitoring, marine diving and engaging in maritime environmental-awareness campaigns. To ensure the founding mission is constantly at the top of the agenda, we created a sustainability council and a sustainability charter. Our February 2016 sustainability conference will focus on climate change and green energy."

Pupils with a clear understanding of where their food comes from and of the need to not waste water and energy will become environmentally-aware adults who pass on such considerations to their children. The UK's independent schools can be commended for instilling such understanding both theoretically and practically. Outdoor lessons and immersion in nature ensure children will live out the true meaning of the historic quote: "Tell me and I forget; teach me and I may remember; involve me and I learn."

As future custodians of the Earth, no lesson is more important. **E**

RESULT!

**Teachers, students, parents, tutors...
Hilary Moriarty asks who should take
responsibility for achieving top grades**

So, in education, where results are almost as important as they are for football teams, do you ever stop to wonder, whose results are they anyway?

A football team does well, a team does badly, the results speak for themselves – you might think. But footballers now live in a world of minute-by-minute analysis – “The defence was hopeless!” “They never got a good attack going!” – which dissects and repeats, slows down and dissects again every move in the game. A win? Thanks to whom, exactly? And if it was a great move by striker A, then was it instinct or long training? A bit like leadership – born with it, or learned?

And that’s not to mention the dissection of the referee’s performance. Perhaps best not.

And then there’s the manager. And he must be the one to blame or praise because if a team fails, no matter what the power of the opposition or the length of the injured list, if the results are not good, the manager gets fired. Team fails on the pitch, manager’s fault in the dugout. Of course.

In all fairness he can be much praised when the results are good – carried shoulder high, paraded in an open bus, the works. But the link between the man at the top and the failure of the team on the pitch has always seemed to me tenuous. An apparently transformed team after a new manager’s arrival is very often not the same team, newly fired up with the fairy-dust of inspiration, at all. How often does the new manager bring with him his own support team and then set about buying new players and firing others? Expensive, we may say; essential, he may say. At any rate, a different team.

Enough about football, though I do think the analogy is useful. Schools are now results-driven, for obvious reasons. We have accepted the mantra of the new world that education is measurable. The wish that all students should be able to attain a C grade in English and mathematics GCSE has turned into an imperative. Pity the poor English and mathematics teachers. Requirement: five passes including E and M. If students don’t like French – don’t do it. Hopeless at history? Stop. But English and maths? No choice, Sunshine. And these results are not



just for you, they are for the whole school, to avoid going into special measures. Your results? No, our results, and our livelihoods at risk.

The pressure means jealous guarding of time in particular – can you teach the syllabus in this many periods a week? If English and maths are the big guns, do they then get a disproportionate amount of

time in the week? And if in English they are teaching long texts when they could do shorter ones – that’s important to other staff who are collectively chasing the five good passes. English lit can shift from Austen to Steinbeck because exam boards value them equally, but Steinbeck is more accessible and short.

Arguably, a school’s great results in

science could then be a consequence of teaching the lowest common denominator text even to the brightest children. Whose result is it anyway? You might well ask.

The pressure may be even greater in independent schools which are increasingly seen by parents as safe places to send children in pursuit of the best possible grades. I did it myself, when my son was good enough in a maintained school not to be of any particular interest to any teacher, and a move to an independent school brought him small classes, lots of teacher attention, longer school days, lots of homework and eventually great grades. Whose results again?

A new dimension opens up when a student is in a good school and doing well with good teachers and everyone expects the best, but someone – pupil himself? Parents? Teacher? – suspects that more is possible. And then suggests a tutor.

I can remember a parents' evening as head of English when I was asked would a girl get better results (A level, as it happens, nothing trivial) if her parents got her a tutor? I was horrified. I took it personally. How dare she – or they – think that a tutor was necessary! Was I not doing a good job in class? Did I not set demanding essays and mark them thoroughly? How could they possibly want more? And I also thought – but did not say – that if this girl got both a tutor and the A grade I was expecting, I would not be able to claim the credit for her success. Ah, vanity. Looking back, how very dared I?

But the fact that I can remember my utter conviction that I could get this student the grades – yes, I! – if she just learned what I told her and repeated it for the examiner all goes to show: she would be thrilled if she got the top grade and I would believe it was my result.

Increasingly it seems that independent schools are recognising that any help is probably good help, and if the world wants tutors in addition to great teaching from highly qualified teachers in small classes, then this too can be arranged.

As I write, we are in the season of many independent schools advertising their very own Easter holiday tutorial courses. A snap reaction to such an ad – beautiful



“INCREASINGLY IT SEEMS THAT INDEPENDENT SCHOOLS ARE RECOGNISING THAT ANY HELP IS PROBABLY GOOD HELP”

surroundings, all exam boards catered for, expert tuition – is first to think would such a course welcome the school's own year 11 and sixth-form students? Presumably it would, such holiday courses being open to any happy applicant, and holiday staff usually being different from the term-time ones, with whose wisdom the student is already familiar.

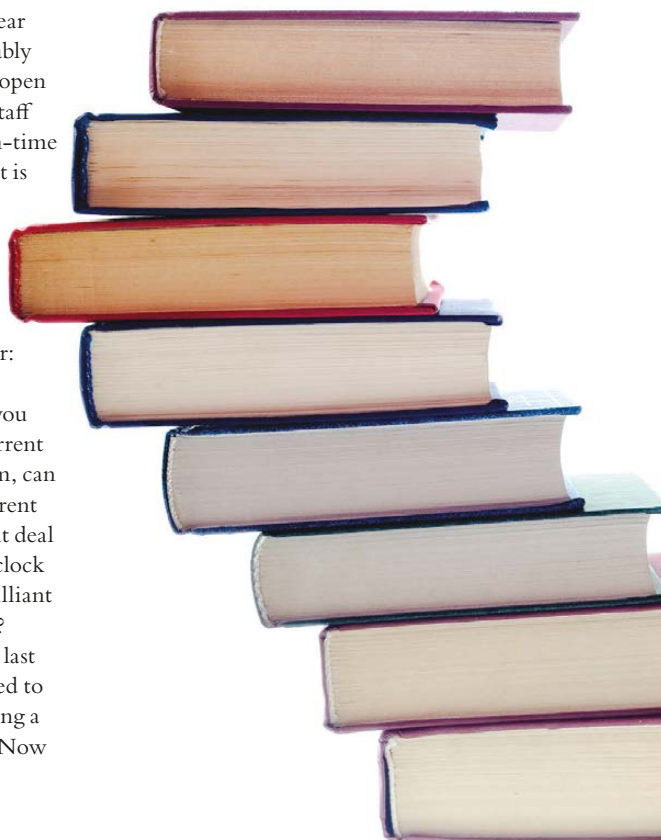
More likely, perhaps, is that the providers of Easter tutorial opportunities are actually aiming at students from other schools, maintained or independent, whatever: if you think you are not ready for the all-important, life-changing exams you now face, however excellent your current teaching, a fresh view can do no harm, can it? A new look at old material, a different perspective on exams in which a great deal is now known about exactly how to clock up the marks even if you are not a brilliant or natural student – who could resist?

And parents – is an Easter course a last chance to have the right stuff delivered to a child who may spend a week enjoying a series of light-bulb moments – “Ah! Now

I get it!” – which he or she completely missed in the hurly burly of the term-time classroom? Or is it a handy and respectable way to cover the fact that you are working all the hours you can, and that to know exactly where your teenager is and what they are up to for the Easter holiday is a blessing? Not so much revision as top-of-the-range child-care.

If the student then does thrillingly well in August – well, here's a whole new answer to the question – whose results are they in the end?

And in all fairness, how often in a student's future glittering career will anyone glance at a great CV and ask, quietly: “So tell me – whose results are these anyway?” **IE**



Picture credit: www.stockvault.net

Hilary Moriarty (above) taught English for 25 years, is a former head and former national director of the Boarding Schools' Association



Read more from Hilary on our website:
<http://ie-today.co.uk/Search/hilary%20moriarty>

WAITING FOR GODDARD

We seem to have been waiting for Goddard forever, says Tabitha Cave

Calamours for a review of how our country's institutions have handled their duty of care to protect children from sexual abuse increased significantly following the publicity surrounding Operation Yewtree and the investigation of abuse by Jimmy Savile, along with other prominent media and political figures. Home secretary Theresa May first announced a formal inquiry into this on 7 July 2014. However, what we are now faced with is a very different beast from what was originally envisaged.

After a couple of false starts (with two chairs resigning due to perceived conflicts of interest), the current chair, New Zealand judge Dame Lowell Goddard QC, was formally appointed on 4 February 2015.

The initial plan was for the inquiry to take place as a panel inquiry (along the lines of that concerning the Hillsborough tragedy). However, concerns about the nature of such an

inquiry and the inability to compel the production of evidence were voiced by victim and survivor support groups.

The inquiry was later re-established as a statutory inquiry on 12 March 2015 and is now constituted under the provisions of the Inquiries Act 2005. There have been but three so far under the act, the most well-known being the Leveson Inquiry into phone hacking.

Such an inquiry can compel the production of evidence, whether by ordering the production of documents or other items or requiring the attendance of witnesses at a public hearing. It is a criminal offence to fail to comply without reasonable excuse. It is also an offence to intentionally have the effect of destroying or tampering with evidence which may be relevant.

Organisations or individuals with sufficient interest can apply to the inquiry for designation as a core participant (akin to an interested party in inquest proceedings) in order to make representations and question witnesses.

Although it is not the purpose of the inquiry to attribute blame or to make findings of criminal or civil liability, it can and will make findings of fact which could lead to liability being established.

The Goddard Inquiry

In her opening statement about the Independent Inquiry into Child Sexual Abuse, Justice Goddard explained that she considers that it “provides a unique opportunity to expose past failures of institutions to protect children, to confront those responsible, to uncover systemic failures, to provide support to victims and survivors, in sharing their experiences, and to make recommendations that will help prevent the sexual abuse of children in the future”.

Details about the inquiry can be found on the IICSA website: www.iicsa.org. This includes details of:

- the scope of the inquiry itself
- the five work streams (the relevant one for schools being the second: education and religion)
- the methodology, comprising three complementary and simultaneous ways of working: the research project (a comprehensive literature and research review), the truth project (private meetings with victims and survivors) and the public hearings project (public hearings of paradigm cases which are illustrative of the pattern of institutional failings alleged)
- the first 13 investigations, the seventh of which is the investigation of sexual abuse in residential schools



Find more legal advice on our website:
<http://ie-today.co.uk/Stories/Law-finance-HR/1>

- regular updates and guidance notes
- the “hope and expectation” of a final report by the end of 2020.

Although it is limited to England and Wales and to abuse of children under 18, the inquiry is without time limit and its scale is unprecedented. Nearly £18m has been budgeted for the first year of the inquiry alone.

There is but a single investigation directly relating to schools at present, but schools may find themselves involved in other investigations (such as those of the Catholic or Anglican Church) and/or further education-specific investigations may follow. Indeed, we consider this likely given the wording of the statement referring to investigation seven as a “first focus” and the wider definition of schools to be investigated: “schools including private and state-funded boarding and day schools and specialist education (such as music tuition)”.

What should you do now?

● Establish a team to manage the issues presented

The inquiry has already fixed deadlines for some of the steps required for the investigations and they generally have a very short turnaround. We therefore recommend that you establish a team to assess the risk and manage the school's response to the inquiry, which should include keeping a watching brief on the investigations and the case studies identified to consider whether the school is likely to be involved and sourcing appropriate advice. Many of the associations are offering guidance and, for example, ISC's introduction and guidance document on the inquiry can be accessed here: <http://tinyurl.com/gv48yur>.

● Preserve/collate documents

All schools should review their documents and document retention policy to ensure that documents which could fall within the scope of the inquiry are preserved for its duration, regardless of whether you received a formal notice from the inquiry about this. Given the short timescales for the delivery of documents, we recommend that you take the opportunity to collate documents of potential

relevance in an agreed format, extracting any privileged material and facilitating a review of the school's response to historic issues.

● Review issues

Most schools will have faced an allegation of the sexual abuse of one of its pupils or by a member of staff at some stage in their history and it is therefore unlikely that any school will avoid the potential for scrutiny. We recommend that schools consider their response to historic issues in order to determine an appropriate strategy for dealing with the inquiry and any resultant PR.

● Review insurance position

The inquiry and the encouragement of victims and survivors to participate may lead to future claims for compensation relating to historic issues. We would therefore recommend that you trace the school's insurance history and that you liaise with insurers about the school's proposed response. The insurance industry has long been criticised for hampering investigations and, perhaps as a consequence, the ABI has just released a guidance note on aspects of inquiries and investigations which can be accessed here: <http://tinyurl.com/zg8njs5>

● Consider PR - current safeguarding governance/communications

It is our view that the education sector as a whole is likely to face criticism for institutional sexual abuse and for the historic cover-up of issues. This will pose a PR risk for all schools and for independent schools in particular, given that their reputation is key to their success. Parents are likely to seek reassurance that historic issues could no longer happen. In the light of the inquiry and recent regulator and media interest in schools which have faced safeguarding issues, we would recommend that all schools prioritise a careful review of their safeguarding arrangements at both governance and operational level. We would also suggest that, once you have assessed the risk of the inquiry to you, you prepare

appropriate communications to staff and parents. You may wish to seek specialist PR advice with this and the school's insurers may cover the costs of you doing so.

● Consider whether or not to self-report to the inquiry

Justice Goddard has said: “I urge you to take a proactive stance towards the inquiry – to review your files, records and procedures voluntarily, and to take the initiative to self-report instances of institutional failure – rather than waiting for us to come and see you.” While many welcome the inquiry and recognise that our historic systems did not do enough to protect children from abuse, I have not met anyone (other than the lawyers!) looking forward to their involvement in the inquiry or any school seeking appointment as a case study. Indeed, the question we are most commonly asked is: how best can we ensure that the inquiry light shines away from us? We cannot guarantee this. We do not yet know how much “credit” a school will get from the inquiry (will it head off your involvement in a case study?) or in the media if it chooses to self-report. We would therefore recommend that this issue is considered on a case-by-case basis.

Conclusion

We would like to give credit for the title of this article to Robin Fletcher at the Boarding Schools' Association who himself coined the phrase. It raises a valid question. Is it sufficient to keep a watching brief and to wait for Goddard? For the reasons set out and given that interim hearings of the investigations are about to get underway and applications for the first round of core participant status closed on 5 February, we recommend that schools take proactive steps to assess and manage the risks posed to them by the Goddard Inquiry. ■

“There is but a single investigation directly relating to schools at present, but schools may find themselves involved in other investigations”



**Tabitha Cave is a partner at leading education law firm Veale Wasbrough Vizards
T: 0117 314 5381 E: tcave@vww.co.uk W: www.vww.co.uk. Please contact Tabitha if you have any queries about the issues raised in this article**

2015 IN NUMBERS

06



98% of ISC schools raised funds for charities
More than **£15 million** was raised

01



517,133 pupils in **1,267** ISC schools
That's the highest level since records began in **1974**

05

56,295 full-time equivalent teachers at ISC schools

Over a third (**38%**) are men, **62%** are women



As we await the 2016 ISC Census, here's a quick look at independent sector fees and funds last year

02

5,406 pupils are on full bursaries
42.2% of pupils on bursaries have more than half their fees remitted



3.5% average fee rise in 2015

The lowest annual rise since **1994**

04



£700m provided by ISC schools in fee assistance annually

That's **33.3%** of all pupils receiving help with fees

03



Find out more about the ISC Census at www.isc.co.uk/research/annual-census



Making the grade

Eleanor Sharman discusses the challenge of integrating a new arts centre into a landscape of listed buildings

Designing a new building for a school always raises questions and issues, but Rendcomb College faced more than usual when plans were submitted for a state-of-the-art performing art centre back in 2014.

The new building was designed to meet the educational needs of the school community it will serve, but its location in the centre of a small picturesque Cotswold village, close to listed buildings and within a designated Area of Outstanding Natural Beauty and a defined conservation area, meant that it had to be designed sensitively and with due regard to the many heritage assets surrounding it. The concerns of our neighbours regarding traffic and noise also played a major role in how the plans were formulated. Considerable work was undertaken over an 18-month period by the college's architects, Robotham's, who worked closely with Cotswold District Council and English Heritage to develop the scheme. According to the architects, the building is conceived as a hill embracing the auditorium with a foyer cut into the side as an escarpment, reflecting in microcosm the landscape character assessment for the area.

Within close proximity to the building site are: a grade 1-listed parish church; a grade 2*-listed mansion house which is now the main school building; a grade 2-listed stable block which houses many of the classrooms; several other

grade 2-listed buildings belonging to the school. Add a couple of scheduled ancient monuments to the mix and there's quite a lot to think about.

The sight lines relevant to each of these buildings had to be given due consideration during the planning process and, as result of advice from English Heritage, the building has been sunk further into the ground to reduce the overall height by an additional 1.5metres: a large and expensive hole to dig through the unforgiving Cotswold rock. The 19 pre-commencement conditions attached to the approval are an indication of how much time and effort is going into the detailing of the building.

The Cotswold Design Guide encourages high-quality modern design as opposed to poor pastiche and the approved design represents "a high-quality insertion as appropriate for the typology and nature of the site". A palette of muted natural materials is being used, reflecting those found locally within the conservation area. Grass, stone, timber and glass have been blended in a modern architecture that is neutral within the heritage assets setting and reflects the tones of the wider setting. Overall, the project will have its own identity as a modern building that respects and highlights the existing architecture.

Although this will be a modern building, many of the school's existing



buildings are listed in their own right. Maintaining and improving these is always challenging, especially when the needs and regulations of a modern educational environment are taken into consideration and frequently clash with listed building requirements. Older buildings certainly weren't designed with BS6465 in mind.

Sweeping staircases, lead roofs, flagstones, stained glass and ornate plasterwork: all are beautiful, but all come with their own problems. Skilled craftsmen are, of course, harder to find than ever before – sourcing a traditional lime plasterer to repair a ceiling damaged during a lightning strike was a challenge in its own right – and often come with a lengthy lead time and significant bill. The school takes a pragmatic view of it though, and enjoy the beauty and quiriness that these buildings provide.

Overall, would Rendcomb swap the complexities of lath and plaster for the simplicity of kiln dried studwork and plasterboard? Probably not! **IE**

Eleanor Sharman (pictured above on site) is bursar at Rendcomb College W: www.rendcombcollege.org.uk

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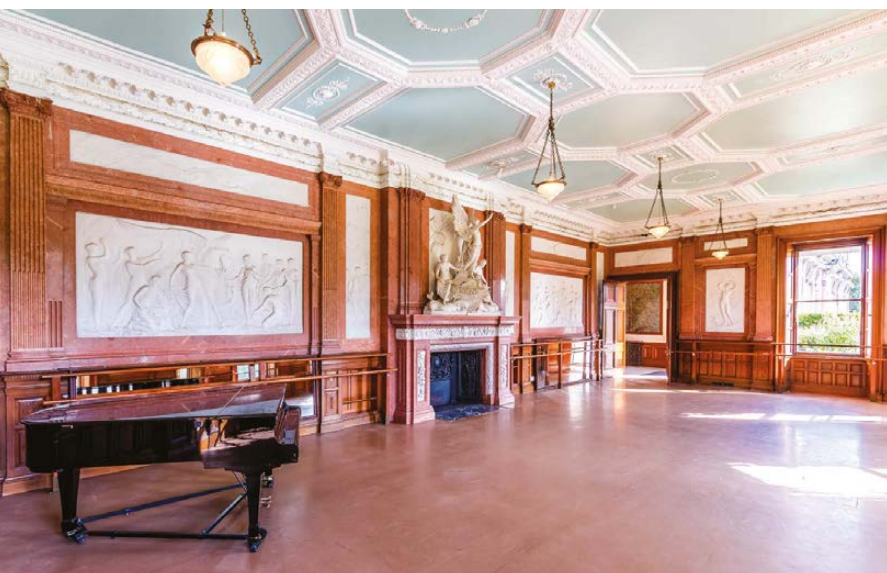



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THE NEXT STAGE



ABOVE AND RIGHT: The exterior and teaching spaces at Tring Park School

Tring Park School for the Performing Arts has embarked on a drive to raise £12million to improve and enhance its facilities to ensure that it remains at the forefront of creating opportunities for young people whilst at the same time protecting and preserving its history.

The school is recognised as being one of the top performing arts schools in the UK and combines world-class performing arts training with an academic education for talented young people aged from eight to 18 who have a passion for dance, drama, musical theatre and commercial music. Tring Park alumni include Daisy Ridley ('Star Wars: The Force Awakens'), Lily James (Disney's 'Cinderella', 'Downton Abbey' and 'War and Peace') and Jessica Brown Findlay ('Downton Abbey').

The school is housed in a building that was built to a design by Sir Christopher Wren in 1685 and has experienced an increase in the number of applicants year on year. It does not, however, have the space or the facilities to cope with this potential increase in student numbers. At present, the school has 335 pupils, with a mix of day and boarders, but its increasing popularity has led to the leadership team and governors identifying aspects of the school's facilities that need improvement.

"Our first priority is to create more space for pupils to rehearse, perform, learn and live, so we have designed a new building on campus that will have a large art studio, classrooms and workshops," says marketing

"OUR FIRST PRIORITY IS TO CREATE MORE SPACE FOR PUPILS TO REHEARSE, PERFORM, LEARN AND LIVE"

MIRIAM JUVILER



director Miriam Juviler. "We hope to start work on this after Easter 2017.

"The second priority is the construction of a new accommodation block with boarding space for 70 extra pupils, with plans to start work on this by early summer 2018.

"The third and final proposal is to build a new theatre that will not only be used by the school, but will also be available for the community. It will be a multi-purpose space that will host a range of activities, from frequent community events to theatre-in-the-round and larger West End-inspired productions. This new space will not replace the existing Markova Theatre on site, which will remain as a rehearsal and performance space."

The recent success of former Tring Park pupils Daisy Ridley and Lily James has turned the spotlight on the Hertfordshire school. "Daisy, Lily and Jessica are a shining example of what a great education in performing Tring Park can offer and their success has already led to an increase in enquiries from parents with children keen to follow a career in performing," says Miriam Juviler. **IE**

Tring Park School for the Performing Arts W: www.tringpark.com



SMALL WONDER

Penny Woodcock tells editor Stephanie Broad about her new role as head of Charlotte House Prep School

You've recently become head of the school, after joining as deputy head in 2010. What has the transition to headteacher been like?

It has been a smooth and painless transition! Obviously, with six years under my belt, I know the whole school community and they know me. I have always been a member of SMT here at Charlotte House so I am well-versed in the school's ethos and aims, which I have played a key role in developing.

➔ **Tell us a little about life at Charlotte House.**

Charlotte House is a Single Form girls' day school with 135 pupils. I love the size of the school as it means I genuinely get to know each and every girl and their families. Each day is different and rewarding in its own way. We challenge our girls by providing them with a varied curriculum which is differentiated to ensure each pupil reaches her true potential. This year we have challenged the girls to "be determined to be the very best that you can be" and we're endeavouring to ensure that they embrace making mistakes as much as they revel in their successes. It is a simple message – we learn from our mistakes.

➔ **How does Charlotte House work with other schools and/or the community?**

We are a standalone prep school – something

which is becoming increasingly rare. As such, we offer a bespoke service when we are preparing our girls for secondary transfer. In any year, we might be preparing Form VI for as many as 20 different schools. I am perfectly positioned to advise our parents as I maintain close links with the schools we feed to (and I inevitably get positive feedback about what an asset our girls are to the schools they go on to!)

Being a local girl myself, I feel passionately about encouraging the girls to be active members of the local community, whether it be singing at the Canal Festival, performing plays at local retirement homes or raising money for local charities. The girls relish these opportunities and never fail to make me feel incredibly proud.

➔ **The co-ed versus single-sex debate has resurfaced recently. As an all-girls' school, what are your thoughts?**

I have had experience across the board in that I've worked in both co-ed and a boys' school and now I'm in a girls-only setting. I firmly believe that the girls do flourish here and they are never too anxious to have a go at something. In a co-ed setting, I believe that girls are far more likely to take on stereotypes and feel that they can't compete with boys in certain fields. We work hard to provide opportunities to try varied activities including some that are still



"I FEEL PASSIONATELY ABOUT ENCOURAGING THE GIRLS TO BE ACTIVE MEMBERS OF THE LOCAL COMMUNITY"

PENNY WOODCOCK



unusual in the education of young girls, such as engineering, construction, football and tag rugby.

We were delighted when our team was victorious at the Haileybury Science Challenge last year, showing how confident and competent our young female scientists are.

We ensure that we provide opportunities to interact with boys, such as attending plays at each other's schools, taking part in cross-school challenges and, of course, the obligatory school discos. I am confident that our girls benefit from a fabulous education and that they leave us knowing that actually, boys aren't from another planet!

➡ **What does the future hold for Charlotte House?**

The demand for our nursery and reception places next year is higher than ever before, so the future is looking bright here. We have a very supportive PTA and they are helping us to ensure that we stay ahead of the game as far as IT provision is concerned; this is such an important area for the future.

We will continue to be a small school that achieves great things.

➡ **How does this relate to the independent sector in general?**

Parents seem to be worrying very early on about secondary transfer and even a school like ours, with a tremendous success rate, finds it hard to reassure them. I strongly believe that each child is like a precious flower and to really blossom to their full potential, they should be nurtured in a small greenhouse before introduction into a huge garden.

I have read two interesting pieces today: one about parents of summer-born children being able to decide which educational year they join reception. I completed research on the disadvantages of the system to summer-born children so I fully appreciate the issues here, but I am not convinced it has been thoroughly thought through and I will be interested to see how this plays out when the children in question reach secondary age. The second piece centered on the re-rearing of the debate over charitable status for private schools. I am convinced that we all do as much as we can for the local community and our very existence saves the government millions – not to mention how much greater the shortage of school places would be if we all closed. We are an important and crucial part of the education system and here at Charlotte House we are certainly supplying an outstanding private education which continues to meet the local demand. ■

Charlotte House Prep School
W: www.charlottehouseprepschool.co.uk

Headmistress of
Badminton School,
Rebecca Tear



TAKE THE FLOOR

Schools across the country share their tips for delivering great assemblies with editor Stephanie Broad



When I was at school, assemblies meant listening to a uninspiring ‘thought for the day’, mumbling hymns read from fuzzy projection paper and staying silent the entire time. Luckily, times have changed: today’s assemblies engage and inspire pupils through the use of guest speakers, prize-giving and even meditation. Here, three schools offer their tips, advice and experience.

BRING THE OUTSIDE IN

Cheadle Hulme School recommend inviting guests to assemblies, as students engage with and respond to external speakers well.

Deputy head (pupil progress and welfare), Caroline Dunn, says: “Last term we invited DrugFAM founder (and Woman of Achievement in the Women of the Year Awards) Elizabeth Burton-Phillips to Cheadle Hulme School to talk to students in years eight, 10 and 12 during assembly time about her family’s experience of the devastating impact of drugs. Her story is harrowing and at times not easy to listen to, but her message is one we felt the students should hear. In fact, we even invited parents to hear her talk too as we felt it was a discussion they could also get involved with.

“Elizabeth was just one of the many guest speakers we invite to assemblies at

Cheadle Hulme – as we feel the students often engage well with and really respond to stories from outside speakers.”

MIX IT UP

Rebecca Tear, headmistress of Badminton School in Bristol, says variety is important for keeping pupils’ attention.

“For a whole-school assembly to engage its very wide and varied audience, it is vital that it’s content and structure is not in any way formulaic or simply a regurgitation of a generic plan,” she says. “The message, whatever it is, needs to be delivered with passion and genuine belief. Therefore, as assemblies need to convey an eclectic range of messages over the course of a school year, it is great to have a team of people with different styles, interests and passions to take to the platform.”

“I BELIEVE A GREAT ASSEMBLY IS ONE THAT REACHES THE WHOLE COMMUNITY”

– REBECCA TEAR

Stuart Dalley, historian and director of studies at Badminton School, adds: “There are many ingredients that make a

great assembly and I have often found that picking out key stories from the news is a wonderful source of inspiration. News stories are not only topical, but can often be used to convey a wider moral value or message. Added to this, with the recent government focus on the need for schools to promote fundamental British values, I have found that assemblies are the perfect opportunity to expand on these four values (democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs).

“When combined with the anniversary of an important historical event, you have the key to a great assembly. Last year’s celebration of the 800th anniversary of the Magna Carta provided the perfect chance not only to celebrate this historical milestone, but also to use it as a way of underlining key British values such as the rule of law. That made for the ideal assembly!”

Rebecca takes a different tack: “I believe a great assembly is one that reaches the whole community. Often scheduled first thing in the morning, an uplifting and thought-provoking message sets the tone for the day. It is also one of the rare moments when the whole school is together, so it is a great time to re-engage everyone with



Headmaster of
Oakham School,
Nigel Lashbrook

community values and also generate shared experiences and common understanding.

“In our busy lives one of the most important things to remind everyone of is to slow down, appreciate all of the wonderful things that are going on (and each other) and to help everyone retain their sense of awe and wonder.

“I find that mixing up the medium of

delivery from assembly to assembly (from using images and video clips to reading poetry or getting everyone involved in an activity) ensures the girls are attentive and engaged. It always amazes me how many parents tell me about how something we said or did in assembly appears in their conversations on the way home in the car or over the evening meal. That makes me smile

because it means the girls didn’t just let the messages roll over them, but they took it on board and were truly engaging with it!” **IE**

Nigel Lashbrook, headmaster at Oakham School, offers his tips for engaging students

1. There is a real power in ‘student-led’ assemblies. If we really want our pupils to take something on board, we often find that the Decern [Oakham’s prefect team], or other pupils in the upper school, will be able to make the most powerful impression.
2. It’s important for pupils to see teachers as having a real passion for their subject, or indeed, out of their subject area. Assemblies are a great space for teachers to ‘vent’ their enthusiasm – and as such, to pass it on to students.
3. One of our housemasters recently led an assembly about meditation, which is something he normally runs in his

boarding house to encourage the pupils to stop and find space in their busy day. It was inspiring to see this work in a larger group – with 150 form-four pupils in absolute silence in a collective moment of meditation.

4. Finding a really strong analogy is important for assemblies – one that the students can take away with them and refer back to. If you asked any Oakhamian to think of an assembly, I’m sure they’d remember the ‘geese teamwork talk’. As well as learning a lot about the mechanics of how geese fly, it’s become a good analogy for them to use to encourage their peers to work better as a team.



ABOVE:
DrugFAM Assembly at
Cheadle Hulme School



TOP: The Gulf climate means uniform really matters at DESSC
ABOVE: The Falcons School for Boys uniform

Top togs

Editor Stephanie Broad looks at how uniform promotes a school's brand and heritage

For some schools, a uniform is representative of its heritage, reflecting traditional values and continuity of excellence. It can also help provide a sense of belonging, where there are students from a variety of cultures and backgrounds. For any school, uniform is an important way of communicating its brand.

Dame Allan's Schools were founded in 1705. The uniform has undergone numerous changes over the years, but the original girls' school uniform dresses remain (known as Pollybells after an 1877 photograph showing Polly Bell wearing the uniform). Girls wear modern versions of the Pollybells for special occasions, for example when the Queen visited the schools to celebrate their tercentenary in 2005. The senior school uniform changed in September 2015, around 50 years after the last change.

"If students are dressed smartly, they are in the correct mindset to work hard at school and to behave appropriately"

Dame Allan's wanted the uniform to reflect the school's structure as a 'Diamond School'. This means a family of junior school and nursery, boys' and girls' senior schools and a sixth form. The school felt this structure could be represented through the use of colour. After 50 years without a change, current pupils had the chance to determine what they wore by being involved in the process. With their help Dame Allan's now has a cohesive uniform and dress code for all of the schools.

The new uniform is smart and professional looking, which the school says is beneficial to students. If students are dressed smartly, they are in the correct mindset to work hard at school and to behave appropriately. It also prepares them for the world of work, where many of them will be required to wear smart office wear. The uniform also instils a sense of pride in students as whenever they wear the uniform they are representing Dame Allan's Schools and their demeanour has an impact on the schools' reputation.

In the United Arab Emirates, Dubai English Speaking School and College (DESSC) made history in August 2015 when they opened their own on-site school uniform shops. The idea, inspired by principal Andrew Gibbs and specialist supplier Trutex, demonstrates the importance of uniform at DESSC. "We firmly believe that school uniform gives



the young people at DESSC a sense of belonging to our community, a focus for the school day ahead and an overall feeling of pride and motivation to achieve their best," Gibbs says.

The project took nine months of collaborative work with Trutex and was overseen by Gibbs personally, with operational management by his marketing manager Carmella Hunt, local Trutex sales manager Trish Lawlor and a parents' consultative group.

"The key throughout was good communication and the commitment of all involved to achieve our high standard of objectives," Gibbs explains. He admits that minor changes to garment stock sizing, including swimwear and school trousers, was necessary during term one, but that pre-launch preparations and determined collaborative communication ensured solutions to those issues were quickly identified and resolved: "Post-launch we still maintain a close working level of communications between shop and school."

As a result of this approach, many of the normal problems associated with school uniforms were avoided. "Our collaborative approach, with parents, students and staff, meant that guidelines for uniform were followed by all. Conflict and confusion was minimised and everyone is clear about expectations and norms," says Carmella Hunt.

Uniform quality is something that really matters to parents, particularly so in the Gulf climate. To ensure the right garments were chosen, the existing uniform underwent testing by Trutex to produce fabrics that are durable and comfortable as well as looking good. Trish Lawlor comments on the fact that DESSC is the oldest British school in Dubai: "Tradition is very important for DESSC and they were emphatic about the importance of maintaining the traditional appearance with modern textile quality and with a similar pricing structure."

Having their own shops ensures that DESSC is able to manage the whole business of providing school uniform to nearly 2,000 students. A high level of positive feedback from parents convinces Gibbs that it was the right decision for his schools to run their own uniform shops. "Although the shops might be seen by some as an additional burden to place on DESSC, the reality is that we call the tune," he says. "We know what we want, we know what the parents want and we can address issues speedily and with minimum misunderstanding."

Lord Wandsworth College recently updated their uniform in line with a rebranding exercise. The new uniform matches the colours in their new logo (claret, gold and grey) to give the school a consistent profile. The school was also keen to improve the quality and appearance of uniform and sportswear, with more sophisticated and modern fabrics.

Prefects at Lord Wandsworth say the uniform sets



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the tone for the school and gives a more professional feel. They also claim it helps them to “get their school head on” and have a more focused attitude towards schoolwork. Lord Wandsworth is a foundation school – meaning that 10 percent of pupils come from disadvantaged backgrounds – and so the uniform relieves the pressure on pupils having to decide what to wear.

Headmaster Adam Williams says: “We are delighted with our new uniform, and so are our pupils and parents. It is distinctive, reflects our ethos and ‘brand’ and is much smarter than the previous one.”

The Falcons School for Boys understands that uniform is something to take pride in, even in the early years. Andrew Forbes, deputy head of pre-prep at the school, says: “Our school uniform is somewhat traditional and yet quite modern. We strive to instil a sense of pride in our boys through what they are wearing to school each day.

“Our PSHE co-coordinator recently had the insightful idea to change the name of his subject to ‘learning for life’ so our boys could understand exactly what they are learning and more importantly why they are learning it. This dovetails well with our school ethos and our whole school drive to instil British values into our children. Uniform in my opinion is at the core of all of these values and initiatives. We have a learning for life target every two weeks and a whole-school drive to achieve it. Uniform plays an important part in helping the boys, especially those in key stage one and EYFS to achieve many of their early learning goals, as well as teaching them many lifelong skills.

“When showing prospective parents around the school, our boys stand out, not only because of what they are doing, but also because of what they are wearing. Their school blazer is a prominent piece of clothing as it is used to showcase our school logo and all of our boys’ achievements. Often if you ask them about their accolades their little chests puff out with excitement, which in turn makes me realise how much the little things like school uniform really matter.” **IE**

TOP: Dame Allan's now has a cohesive uniform for all of its schools
LEFT AND BELOW: Falcons School for Boys; Lord Wandsworth College

Dame Allan's Schools
W: www.dameallans.co.uk

Lord Wandsworth College
W: www.lordwandsworth.org

The Falcons School for Boys
W: www.falconsboys.co.uk

Dubai English Speaking School and College
W: www.dessdubai.com



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Food Made Good award for Brookwood

Education caterer The Brookwood Partnership has achieved the top level three-star Food Made Good Rating from The Sustainable Restaurant Association (SRA), increasing its overall rating by 12 percent to an overall score of 82 percent.

Having become the first schools' caterer to achieve the rating in 2014, the CSR team have implemented new initiatives over the last 12 months, as a mark of its commitment to being a sustainable business.

The SRA rating has been referred to, by The Sunday Times as the 'Michelin Stars of Sustainability'. Brookwood's overall score of 82 percent is determined from an assessment of 14 key sustainability criteria, divided across the three pillars of sourcing, society and the environment. Brookwood increased its score across all three.

The highest increase was within the environment assessment, in which Brookwood gained a 19 percent increase. This was achieved

through a 'no air-freight' policy for all imported produce and using the UK's first steam laundry, which reduces water use by 70 percent.



Helping pupils to know more about healthy eating and where their food comes from also led to the caterer scoring 100 percent in the healthy eating section. The latest innovation being Fisherman Finn – an interactive initiative that is helping children understand about sustainable fishing and learn more about the fish they are eating.

Managing Partner, Kate Martin, said: "It is great that our healthy eating and sustainable practice initiatives are getting this level of recognition. By introducing interactive initiatives such as Fisherman Finn, we are really helping children understand the importance of eating healthily and knowing more about where their food comes from. I am absolutely delighted that our on-going commitment in all areas of sustainability has helped to retain our 3 star rating for the second year running."

Mark Linehan, Managing Director of the SRA, said: "All food service businesses have a huge responsibility to serve sustainably sourced food that doesn't cost the earth. Serving 45,000 meals every school day places an extra responsibility on Brookwood. The company has accepted that challenge and with the various new initiatives it's implemented, demonstrated a fantastic commitment to ensure the next generation enjoys good food and understands what it is."

Loretto receives Healthy Living 'Plus' Award

The Healthy Living Plus award rewards caterers in Scotland for dishing up healthier food and helping their customers make better food choices.

The award is managed and delivered by NHS Health Scotland and funded by the Scottish government, to help prevent overweight and obesity. The award criteria are based on the general principles of a healthy balanced diet and have been developed to be in keeping with Scottish dietary targets.

At Loretto this means keeping fats down, salt at a minimum, reducing sugar and

increasing fresh fruit and vegetables clearly available. Loretto sources as much as possible for local growers and farmers, to make sure the best local produce is eaten at school.

The kitchen is a central part of the school, as success in healthy eating also gives real results in the classroom.

To achieve this award, Loretto School had to demonstrate that a wide range of healthy food options are available across the entire menu (over 70 percent of all choices must be able to be described as 'healthy options'). In addition, their catering team has to demonstrate that it uses healthy cooking practices such

as: reducing the salt and sugar content in meals; steaming, grilling and poaching food in preference to deep fat or shallow frying; and using unsaturated fats in preference to saturated fats.



New catering guidance issued for governors

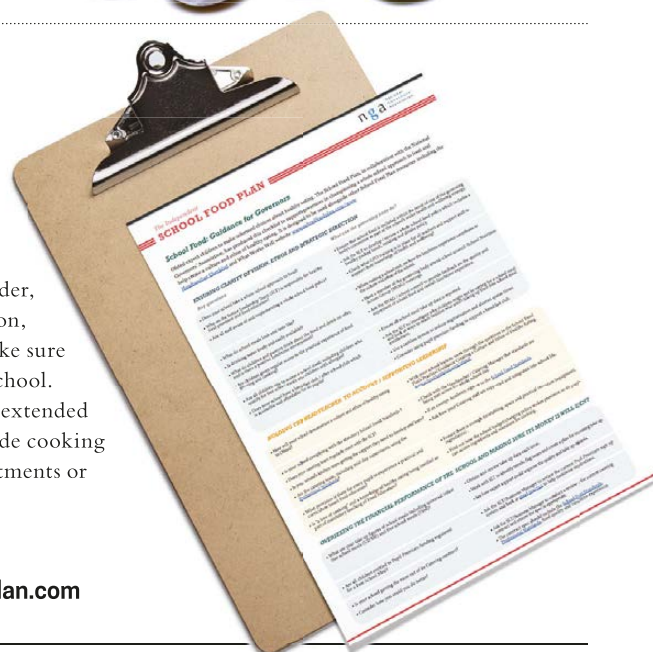
School Food Plan, in collaboration with National Governors' Association, has published guidance to help governors champion a whole-school approach to healthy eating.

The guidance states: "A great school food culture improves children's health and academic performance. Increasing the take-up of school meals is also better for your school's finances. A half-empty dining hall – like a half-empty restaurant – is certain to lose money."

Designed to be used alongside other

School Food Plan resources, the guidance offers a number of questions for governors to consider, in order to ensure clarity of vision, support the headteacher and make sure money is well spent across the school. The school's food policy can be extended beyond the dining hall, to include cooking or gardening clubs, sharing allotments or selling produce at events.

Read more at
whatworkswell.schoolfoodplan.com





INSIGHT FROM THE EXPERTS

Sustainability is often talked about, but what does it actually mean? Sue Parfett looks at what it takes to become a sustainable caterer



ABOVE: Sue Parfett

TOP: Sue Parfett and Kate Martin

RIGHT: Brookwood has achieved a three-star Food Made Good award from the Sustainable Restaurant Association

In last month's article I wrote about how climate change is putting a huge strain on crops. Little did I know that we would then experience a winter of high temperatures followed by torrents of rain. Both of which have put a huge strain on the farming industry. This, together with a weak pound, will probably mean food prices will soon rise. As such, overseas produce could be seen as a cheaper option, especially with the price of oil continuing to fall. So what should the balance be between being sustainable and being economical? The trouble is that sustainability isn't particularly well defined or understood. So, to help, I've enlisted the support of my business partner and in-house sustainability expert, Kate Martin.

Kate says: "The Sustainable Restaurant Association (SRA) works on three pillars of sustainability in the food industry: sourcing, society and environment. For catering, the objective is to have its food sourcing minimising the negative impact on the environment and maximising its positive impact on its community."

The SRA say there are several factors to being a sustainable caterer, 14 to be exact. This includes areas such as using local and seasonal produce, energy efficiency, treating people fairly, promoting healthy eating, community engagement, waste management and responsible marketing. Kate explained that: "We have to ensure that our supply chains are ethical and that they promote positive farming methods – both environmentally and socially. It sounds simple when put into words, but the process can involve a lot of time for the average caterer who usually picks up the phone and places an order."

Kate added: "A good example is the Fairtrade scheme – which many consumers often try to use. Fairtrade, on the surface, seems to be a very positive idea. There is definitely a lot of good that comes from it, but the increased price of Fairtrade goods can in fact reduce the demand for the products. There are also valid questions about how much of the money actually reaches the farmers producing Fairtrade crops. These kinds of schemes will always be questionable in a free market and a healthy degree of skepticism is useful, but fundamentally I believe the scheme achieves more positive results than negative."

"If it is possible to focus on home grown and seasonal, it has to be better for the environment"



Then there is the issue of air freight versus heated greenhouses and hydroponic growth when considering the energy required. Aircraft are becoming more fuel efficient so the alternative of flying produce in from abroad can in some instances have a smaller carbon footprint.

On this subject, Kate says: "If it is possible to focus on home grown and seasonal, it has to be better for the environment."

There can, however, be problems with sustainability. One less well known area is what Kate has termed 'sustainability fraud'. She adds: "I have heard there are some producers and food-supplier businesses which claim to be sustainable, but in reality simply are not. For example, some meat producers will claim their meat is organic (which is itself a questionable sustainability concept) when the produce used to feed the animals has actually been treated with pesticides. This is why an SRA accreditation is meaningful: and not just smoke and mirrors, as many try to promote dubious credentials."

So, as Kate has explained, being a sustainable caterer takes time and effort. But doing so has real advantages for all and for the world we leave behind. And whilst we can control our sustainability credentials, the only thing we can't control is the effect of the weather. **IE**



Read more from Brookwood here:
<http://ie-today.co.uk/Search/brookwood>

Kate Martin and Sue Parfett are managing partners of The Brookwood Partnership W: www.brookwoodpartnership.com

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BETT 2016 – STAYING SAFE, BALANCING BUDGETS AND BRINGING GAMES INTO THE CLASSROOM

Education Technology Editor Rebecca Paddick returns to London for Bett 2016, the leading edtech conference and exhibition

I always seem to be rushing around the ExCel's exhibition hall when I arrive at Bett every year, and 2016 was no different. This was my third visit to the annual learning technology conference and exhibition, and in my opinion, it was the best by far.

SAFETY FIRST

Education Secretary Nicky Morgan once again presented in the Bett Arena on the opening day of the show. She talked about the new Educate Against Hate website, which was launched just a day before the show opened. The site offers advice based on the government's own resources and the work of charities who seek to protect young people from the influence of radicalism.

"In Britain, cyber security contributes over £17 billion to the economy with a 39% increase in the years 2013 to 2014," explained Morgan.

The Education Secretary also went on to say that teachers are our greatest resource because "you can't have an excellent education system without the highest quality teachers at its frontline".

She then detailed how the Computing At School Network of Excellence has provided over 56,000 instances of professional development to teachers since the autumn of 2012, which includes formal training events, mentoring, coaching, peer observation, and peer partnering to develop resources and co-teaching.

The scheme is partly funded by the DfE and also partners in the private sector, such as Microsoft.

And speaking of the global tech giant, Microsoft once again had one of the largest stands on the exhibition floor. Its biggest focus this year was on the launch of Minecraft: Education Edition. The original Minecraft video game allows players to explore, build and create almost anything they can think of. Microsoft has now capitalised on the game's success by releasing the new version

of the game designed to help children learn.

Some added features on the education edition include a new map tool, an in-game camera for screenshots, and a whole teacher-focused system.

REINVENTING THE CLASSROOM

One of the most exciting partnership announcements at the show was a link up between Microsoft and HP. The edtech duo unveiled a joint program called Reinvent the Classroom, a worldwide effort to inspire instructional innovation and next-generation learning experiences, powered by Windows 10 and HP solutions. Reinvent the Classroom will place state-of-the-art Learning Studios in more than 60 school locations across the world to support advanced blended learning, international collaboration and the maker movement in education.

"With Microsoft, we are delivering exciting new devices and solutions that help schools and students rethink the possibilities around learning, creating a vision for the Classroom of the Future," said Alex Cho, vice president of Commercial PCs, Personal Systems, HP. "This vision is manifested through HP and Microsoft's Reinvent the Classroom program, showcasing how innovation can create more immersive learning environments."

EDTECH FAVOURITES

Bett favourite Sugata Mitra also spoke on the opening day. Mitra is Professor of Educational Technology, and director of the interdisciplinary research centre, SOLE Central. Mitra is a TED speaker and is best known for his 'Hole in the Wall' experiment, and widely cited in works on literacy and education.

During his speaking slot, Mitra claimed schools still have an environment that produces workers fit for the offices of 100 years ago where most people worked in isolation from each other. "Old teaching methods are obsolete and everyone accepts it

is a problem," he said, adding that children can even learn by themselves, without needing a teacher to direct their efforts.

FULL STEAM AHEAD

The STEAM Village was a new addition this year, and provided a platform for educators to join the STEAM (Science, Technology, Engineering, Arts and Mathematics) revolution. Through a series of panel sessions and live demos the section presented the latest initiatives and projects shaping STEAM education for students and teachers.

The star of the STEAM Village was the BBC micro:bit, a pocket-sized, codeable computer that will be given free to every 11 or 12 year-old child in year seven across the UK, later this year.

The micro:bit comes with teaching resources, off-timetable STEM activity days and projects to complement the science, maths, design and technology (D&T) and computing curriculums.

The IET is providing teachers with free micro:bit teaching resources and is working with the National Science Learning Network and the Design and Technology Association to offer teachers free training on how to use it in lessons.

Aleyne Johnson, Head of Government Relations and Citizenship, Samsung Electronics UK & Ireland said: "Our engineers have enabled the micro:bit to communicate with digital devices such as phones and tablets, so young people can code inside and outside of the classroom. This is really designed to get those basic coding skills going and enable practice over theory – helping young people to learn coding on the go."

Now in its 32nd year, Bett once again provided education professionals with an opportunity to see, touch and test the latest and most groundbreaking technologies, providing them with a taste of how these can be used to revolutionise learning. **E**



An all-round education

This year's Education Show promises to have something for everyone

ABOVE: Over 300 exhibitors will showcase their tips and tools for a successful education career

The Education Show, the annual CPD and learning resources event, is returning to the NEC in Birmingham from 17 to 19 March. The Education Show 2016 will showcase more than 300 exhibitors, all offering the knowledge and experience they have gained in their field and providing visitors with a programme of new content, inspirational training and development and a wealth of insight into what you need for a successful career in the world of education.

This year's show is aimed at everyone involved in education: there will be exhibitors and speakers from primary, secondary and higher education backgrounds offering opportunities to find out more about their particular areas of expertise.

Some of the exhibitors you can expect to see at the show include:

- Memory Owl (stand F107) provides a new method of memorising times tables using memory techniques. It is aimed at KS1 and KS2 but can be used by any age group to learn particular times tables or all of them. With the help of a colouring book, teachers' resource pack, flash cards and an accompanying website, it helps make learning easy.
- The FitNut Program (stand F119) is a practical, fun and engaging fitness and nutrition learning resource designed to promote healthy habits among students. The program can be used within a unit or as an individual lesson and is cross-curricular. It can also be differentiated for various age groups. The FitNut Program is multi-sensory and is brought to life through the FitNut Superstars audio visual materials, physical exercises and hands-on practical nutrition education.


"The Education Show will further its mission to provide educators with the highest-quality free continuing professional development"

**The Education Show 2016 NEC, Birmingham
17-20 March W: www.education-show.com**

- Speech Link helps to support speech and language in the classroom and improves attainment for those pupils with speech, language and communication needs (SLCN). The user-friendly, online packages deliver evidence of narrowing the gap for disadvantaged pupils and aim to empower education professionals. The standardised assessment identifies pupils with difficulties understanding core language skills, providing a tailored programme of interventions in response. Visit stand C118 to find out more and to receive a special exhibition offer discount code.
- Staedtler has been supplying quality stationery products to the education sector for more than 35 years and is synonymous with brands such as Noris, the black and yellow school pencil and FIMO. On stand C18-D19, the team will showcase its top-selling stationery items and also introduce new products including the Teacher's Marking set, in bright on-trend colours, and FIMO kids, a soft and easy to handle polymer clay.

New for 2016, the Education Show will further its mission to provide educators with the highest-quality free continuing professional development (CPD) and resources by partnering with the Teacher Development Trust. A non-profit-making organisation, the trust is taking a national lead on improving standards for CPD and will be playing an instrumental role in developing the CPD content programme for the Education Show in line with the new standards for professional learning. The Education Show's CPD programme is peer-led and free to all practitioners so as to ensure that teachers get as much out of the event as possible.

To help exhibitors plan their route around the show, the British Educational Supplier's Association (BESA) will be on hand at the BESA show information point. The association's knowledge and experience will help visitors plan their time at the event and ensure they get as much out of it as possible.

Whatever your areas of interest, there are plenty of invaluable opportunities to justify your visit to the show. Visit the website for more information or to register. You can also follow @EducationShow on Twitter or join #EdShowChat every last week of the month. 

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LEFT: Rhiannon Wilkinson on 'Becoming a Leading Head'
RIGHT: Delegates had the opportunity to meet a range of exhibitors
BELOW: The conference took place at the Grand Hotel, Brighton

GOLDEN YEARS

Editor Stephanie Broad got an insight into the world of boarding at BSA's deputies and heads of boarding conference

The Boarding Schools' Association (BSA) celebrates its golden jubilee this year, having first met at Keble College, Oxford in 1965. The theme of 2016's conference was 'Good, Better, Best', celebrating what works well in the boarding world and offering inspiration and best practice for the future – all in the wonderful setting of the Grand Hotel, Brighton.

Robin Fletcher opened the event by evaluating the current landscape of boarding schools. In a changing education sector, Robin said, "we can speak up for our sector", highlighting the constant effort of schools to work against stereotypes and political ideology. He referenced a recent 'EastEnders' storyline in which boarding schools were portrayed in an unflattering way and sent a clear message: we need to keep boarding in the news, but in a positive way.

The huge amount of support that BSA offers its members is a clear indicator of how far boarding has come in its 50 years of operation. The jubilee year sees an abundance of events and initiatives, including awards, competitions and the inaugural National Boarding Week. There's ever-growing professional development provision, too – Robin announced that BSA are exploring a Masters in boarding.

First on the conference agenda was Michael Carr-Gregg from Young and Well Cooperative Research Centre on how technology can be used to enhance the wellbeing of boarders. Apps can help with sleep, diet, exercise, mindfulness and more, allowing schools to create a strategy for wellbeing in its boarders. "What about boarders that suffer from anxiety?



Is there an app for that? You bet," said Michael.

Character development is an important tool for allowing students to flourish at school and beyond. But with so much learning theory out there, how can teachers identify the strengths they want to develop in their students? Andrew Wood, head of science at Steyning Grammar School (SGS), said some schools use a traffic-light approach to progress measurement, but literacy and numeracy issues as well as other special educational needs can present a barrier to this model of progress. As a result, SGS changed their success criteria based on eight character strengths inspired by the work of Dr Angela Duckworth and other academics. Using this model, pupils are evaluated at the beginning and end of each academic year and the school measures how these strengths

"I CAME AWAY TRULY INSPIRED BY THE DEDICATION OF BOARDING SCHOOL STAFF"

correlate with their exam performance. The approach is underpinned by a wealth of research and Andrew is keen for more schools to take this broader view of pupil progress.

A highlight of the day was Rhiannon Wilkinson's insight into becoming a leading headteacher. As head of Wycombe Abbey School with experience in the UK and abroad, Rhiannon had some top advice for deputies

looking to make the move into headship.

Firstly, leadership means guiding, persuading and taking someone somewhere, so the school's vision must reflect your own values, she said. To be a great headteacher, one needs coherent values, a sense of direction, passion, knowledge and personal authority. Her top tip? Don't say "In my last school..."

As if that wasn't enough expert advice to take away, I was lucky to observe a breakout session with Tania Davidson, director of boarding at The Wellington Academy. Wellington's boarding house opened in 2009 with nine students and now capacity is 100. Their Ofsted report has gone from 'inadequate' to 'good with outstanding pastoral care' in a year, and Tania credits their 'Golden Nugget' initiative with its success.

Once a term, Wellington's boarding staff visit another school and bring back one observation or idea that can be used to improve their own houses. This collaborative approach to sharing best practice is called the Golden Nugget and delegates soon paired off to discuss their own 'nuggets' as well as what they would like to learn from others.

After a day of learning and sharing ideas, I came away truly inspired by the dedication of boarding school staff. Here's to the next 50 years. ■

The Boarding Schools' Association
W: www.boarding.org.uk

Wycombe Abbey expands into China

BE Education and Wycombe Abbey set to launch new international school in China

Boarding school Wycombe Abbey and education company BE Education have announced the creation of Wycombe Abbey International Schools (WAIS) in China. The new venture blends the Chinese and UK national curricula in a UK independent boarding school environment – a combination which WAIS believes will have a unique appeal in the local market.

The initiative has been led by headmistress Rhiannon Wilkinson, with the support of the governing council and BE Education's chief executive William Vanbergen. They jointly describe the outcome of the deal as "sharing the Wycombe DNA, its values and culture" with a number of schools in China and supporting Wycombe Abbey's bursaries and development of other educational ventures.

The plan is to start by rebranding BE Education's Oxford International College of Changzhou (near Shanghai) as Wycombe Abbey International School from September 2016.

Rhiannon Wilkinson has 11 years' experience in international education in Hong Kong and Brunei. She says: "We have been considering the potential for launching Wycombe Abbey International Schools over the last few years and have received numerous offers from different organisations.

"We chose China for its rising prominence on the global stage. China is becoming ever more influential and will soon be the world's largest economy. The Chinese are very keen on British education and we believe that our approach has something to offer them. We also have a small number of girls from mainland China in the school and a longstanding relationship with Hong Kong.

"Finally, we have been teaching Chinese for a number of years now and girls can now study Chinese GCSE and A level as part of the mainstream curriculum."

Patrick Hoey, president of BE Education's schools division, says there's a high demand for British education in China: "The Chinese education system does a great job at building foundational skill sets, especially in maths, but has become highly focused on test preparation for senior school and university entrance exams. This continuous test preparation limits student opportunities to develop practical knowledge and wider interests. Chinese parents are increasingly looking for holistic education opportunities and the British



curriculum's focus on creativity, problem solving and sport fills a gap in the market."

In addition to having two members of the governing council on the new five-strong WAIS advisory board, Wycombe Abbey will now start recruiting for an international director who will be based in High Wycombe and run the initiative on its behalf.

Rhiannon says the WAIS brand has the potential to grow in China: "We are delighted that we already have one school that will be branded as WAIS from September, but we are also considering a number of other opportunities throughout greater China.

"The new school will be an 'all-through'

school for the families in Changzhou and indeed for families across China whose children can board at the school. Such schools are important and they cater for a different demographic. We anticipate that some of our schools in the future will also cater for expatriate families as well as local families, and from my extensive experience in international education I know that expatriate families are often looking for 'all-through' schools catering for all ages and both genders."

Explaining the advantage of rebranding their existing school, Vanbergen adds: "Setting up an operation can take years, we have the advantage of experience and a school that is already up and running. We understand what local Chinese parents want – the best of both worlds – but fundamentally that their children remain Chinese. We offer a combination of teaching styles that produce academic results but also, with the British IGCSE courses and A levels, allow outstanding students in China to experience the British curriculum, learning style and environment before they go abroad for university."

Wycombe Abbey
W: www.wycombeabbey.com

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Preparing for the global economy

An international education can help students develop the vital skills needed to thrive in the modern workplace, says Kristi Sedlacek

Last year the University and College Admissions Service (UCAS) revealed that it had received over 592,000 university applications for the 2015/16 academic year, a two percent increase on 2014/15. The demand for places in higher education, while very encouraging to see, is an indicator of the challenging environment graduates will face when applying for jobs after university. Graduates need to be able to stand out from the large number of applications being submitted for each position and an international education can give that vital competitive edge.

A number of international qualifications are offered at ACS Egham, including the International Baccalaureate (IB) primary years, middle years, diploma and careers-related programmes. At the heart of all the IB programmes is an ethos of international-mindedness and global citizenship, which is introduced in the primary years programme (PYP) and developed across subsequent stages.

From the age of three to 11, PYP students are taught the basic principles of social and cultural awareness alongside a strong academic programme. They are actively encouraged to be inquisitive and explore who they are and how the world works. This foundation for learning allows children to develop an awareness of their individual abilities and how their skills can be applied beyond the classroom when working with others.

Questioning, team work and communication skills established by PYP are used for a final-year group project exhibition. Working on a subject of their choice, students produce a presentation for classmates, staff and family members. This helps develop self-awareness through public speaking and active participation in discussions generated by their projects – key skills needed to thrive and progress in the workplace.

In middle school (ages 11–16), students begin the middle years programme (MYP) where they integrate the core elements of the IB learner profile: inquiry, knowledge, thinking, communication, principles, open-minded, caring, risk-taking, balance and reflection – all values supported and taught throughout the eight-subject



curriculum. By adopting these traits, they develop a wider understanding of the world around them and how they can contribute as global citizens.

Giving students the opportunity to apply the skills they are learning is an important part of the MYP, and each year grade-nine students at ACS Egham are given the opportunity to take part in work experience week when they join businesses to learn more about the workplace. Last year students on work experience placements visited both national and local businesses, including Hilton Hotels, Cisco Systems, Top Print and Age Concern. The experience provides valuable lessons on how to engage in the workplace and use organisational and communication skills to work with others in a professional setting.

The IB careers-related programme is also available to those who want to study a curriculum directly tailored to workplace skills. The programme has a three-part framework that allows students to learn about career-related studies, study a minimum of two IB diploma courses and see how their diploma courses directly correspond to the workplace.

ACS Egham also offers students the chance to develop their abilities outside the classroom through extra-curricular

activities. They can take part in a range of local and international ventures, such as Project Nepal, which includes travel to impoverished areas where they help build much-needed structures for the community. Providing opportunities to become part of

the local and global community means that students can develop international-mindedness, and an awareness of how their actions can affect others immediately – highly valued attributes in the global workplace.

A recent ACS International Schools University Admissions Officers Survey cited the IB as highly effective in developing

essential workplace skills, with 57 percent of officers rating the IBDP as developing these well or extremely well, and I firmly believe that an international education really helps students prepare for life beyond the classroom. **IE**



Kristi Sedlacek is IB career-related program, work experience and careers coordinator at ACS Egham International School
W: www.acs-schools.com/acs-egham



You can read more about international education on the website:
<http://ie-today.co.uk/Stories/International/1>



IN LOCO PARENTIS

The rise in international boarders has led to a growing need for guardians in the UK, says Ben Hughes

The huge growth in the number of international students at British boarding schools looks set to continue and guardianship organisations are looking to recruit more and more host families willing to open their homes to international students.

The Independent School Council declares there are now 27,000 international students studying in the UK: one in every five students at 1,200 leading private schools and as high as 15 per cent at top schools like Eton and Wellington College.

There are many reasons why the number has doubled over the last 20 years. Students come to the UK to gain a world-class education and to get the grades they need to go on to study at top universities. They also perfect their language skills, learn what it is

of falling numbers of British students applying due to the rising cost of a private education. For some schools, the percentages are smaller; others have actively made international education their marketplace and USP.

Many boarding schools require a student to have an educational guardian: acting as the parental representative for the student; making sure they settle into school life happily; offering advice on their choice of study and on university application; attending parents' meetings; visiting the students regularly to check on their welfare; organising their travel to and from school and offering an emergency contact 24 hours of the day.

Guardianship organisations provide a safe and stable environment for international students in the UK. Probably the most important part of what such an organisation does, however, is to provide host families for students during holidays and exeat weekends.

Pippa's Guardians is an AEGIS-accredited guardianship organisation. Its host families offer students a warm home environment, time out from school and the opportunity to experience what life is really like in the UK. The best hosts are those who see the students as an extension of their own families – they will visit them at school, collect them for holidays, give them opportunities to take part in activities and visits they wouldn't otherwise have.

AEGIS (The Association for the Education and Guardianship of International Students) accredits its members, which includes schools as well as educational guardians, with a rigorous inspection process that ensures international students receive quality guardianship while studying in the UK.

This includes overseeing the way in which host families are recruited and vetted to ensure the highest safeguarding practices.

Host families come from all walks of life. Some are grandparents or parents with adult children who have left home, others have teenage children, or younger children who can also share in this cultural exchange. They all have one thing in common: a desire to make a connection with students and their families from other parts of the world.

Host families go through a thorough vetting process before they are accepted and although they receive payment for looking after students, they decide to join for a variety of reasons. In many cases the host family will help care for the student throughout their school life in the UK, meeting the student's own family and seeing them through to adulthood. Many hosts are still in touch with students they looked after years ago. It is exceptionally rewarding. **E**

“In many cases the host family will help care for the student throughout their school life in the UK”

like to live and study in the UK and have the opportunity to develop new arts and sports activities they may not have access to at home.

Some boarding schools are actively pursuing a policy of diversification, encouraging a rich mixture of different cultures, religions and ethnicity; others are taking on more international students because



Ben Hughes is managing director of Pippa's Guardians
W: www.pippasguardians.co.uk

SUPPORTING BRAND IDENTITY



The role of uniform is becoming increasingly important in reinforcing a school's brand identity. Many schools are opting for professionally designed, bespoke products on their uniform list to reflect their own excellence and the quality of their brand.

School bag specialist Marathon has worked with leading independent schools for 27 years. They have made it their priority to understand the unique uniform requirements of independent schools. This is reflected in their premium quality Performance bag range, which has been developed to tailor to the individual specification of a school's brand identity. The range is manufactured to a high specification resulting in durable

products which will stay looking good for longer.

Marathon's wide selection of bags covers all age ranges and includes both backpacks and sports bags, easily printed or embroidered with a school crest. Each individual piece is available to customise, to co-ordinate flawlessly with each other and matching uniforms and sports kits.

A bespoke school bag set from Marathon adds the finishing touches to a school uniform and creates an all-round professional image, setting a good impression wherever students go and supporting a brand identity for independent schools to be proud of.

www.marathonss.com

MINI SPACE-SAVING RECYCLING BIN STACKS UP

Leafield Environmental has introduced a smaller 32-litre recycling unit to their best-selling EnviroStack range.

The new mini version can stack on top of the existing 52-litre version, as a set of three or individually.

Its compact and discreet design makes it ideal for small offices, kitchens or narrow corridors to collect different types of waste in one flexible unit.

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standard.

A set of two of the 52-litre unit starts from £114 and a set of three of the 32-litre starts from £140.

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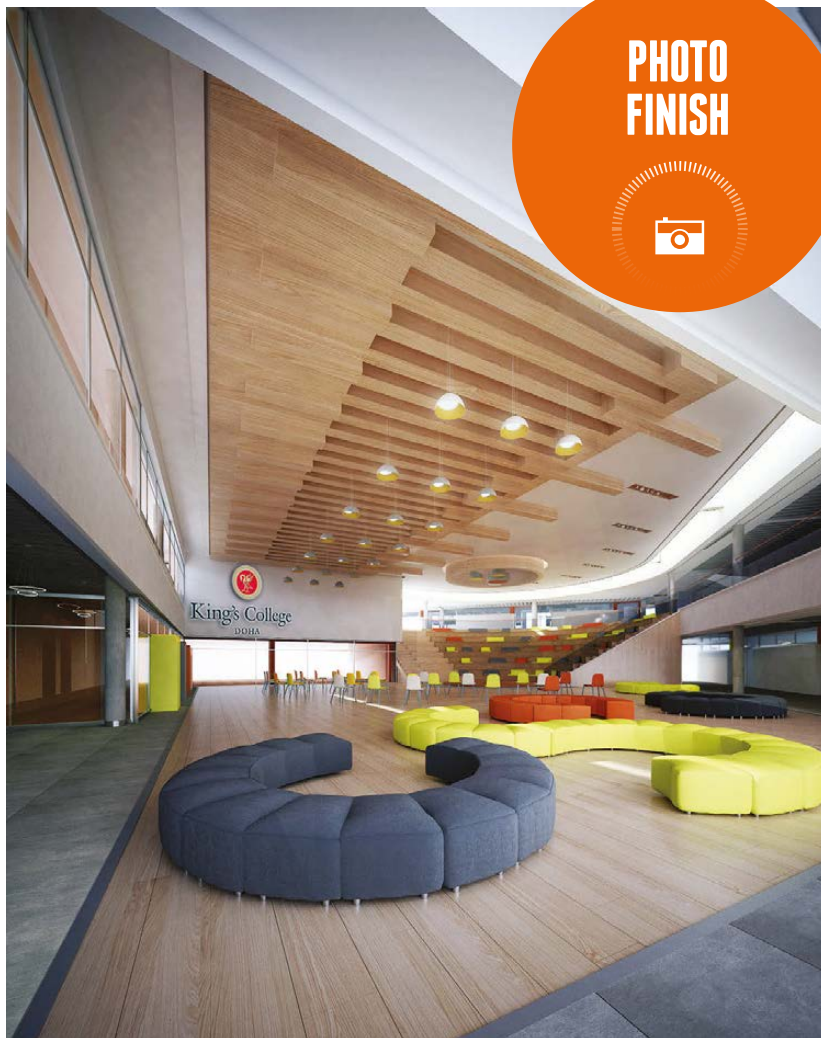


BY ROYAL APPOINTMENT

King's College, Taunton's second international school is opening in Qatar. King's College, Doha will offer state-of-the-art facilities and a British independent school curriculum for children aged from three to 11 years and has been set up to address the shortage of independent school places for international families in Qatar wanting a high-quality education for their children. The project will see the refurbishment of an existing building on the site as well as the construction of two new-build classroom blocks and new science, music, art and sport facilities. It is being sponsored by Sheikh Mansoor bin Jassim bin Thani Al Thani, a member of the Qatar Royal Family, and developed in partnership with EduReach Education.

"This is a wonderfully exciting venture and I am delighted that we will be able to offer the richness of experience that children in our school currently enjoy on an international level," says Justin Chippendale, headmaster at King's Hall School, the prep school associated with King's College, Taunton. "I have no doubt that we are creating a very special opportunity and will have an impact in what is a rapidly evolving city."

King's College, Doha will open in September, with Nicholas Gunn, former head of prep at Lancing Prep, as founding principal.



King's College, Doha
W: www.kings-taunton.co.uk/kings-college-doha/





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