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INDEPENDENT EDUCATION TODAY

Celebrating the UK's private schools

BURNING AMBITION

How independent schools
are approaching teacher
recruitment and retention

IN THIS ISSUE:



LEGAL ADVICE

All change - again
Our experts VWV
on recent changes in
safeguarding guidance



INTERVIEW

**Girls' Schools
Association**
President Caroline Jordan
talks public perception,
science and unconscious bias



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INDEPENDENT EDUCATION TODAY

Celebrating the UK's private schools

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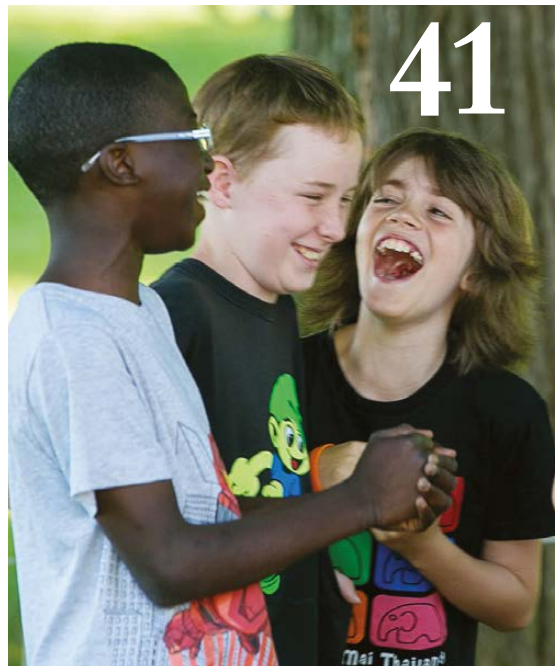
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The right stuff

What makes a good teacher? How do you find them, develop them and, ultimately, keep them?

In this month's issue, we talk to schools and professional bodies about their approaches to recruitment and retention in this difficult climate. Our columnists Helen Fraser and Sue Parfett also delve into the theme, covering unconscious bias and staff development in catering.

In this issue we're taking a closer look at schools opening branches overseas and international student recruitment. It's certainly a growing movement and if you're thinking of moving to sunnier climes we'd love to hear about it.

As the single-sex vs co-ed debate

continues, we talk girls' education and careers advice with Caroline Jordan, this year's president of the Girls' Schools Association. If you'd like to offer a boys' school perspective, get in touch via the email address below.

We know that sport is a huge part of independent school life. To recognise this, you'll not only find a new sports section in every issue, but our sister title Independent School Sport magazine will also be distributed quarterly inside IE from our July/August 2016 issue.

Once you've finished reading this 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.



Until next time,

S. Broad

Stephanie Broad
Editor

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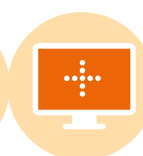
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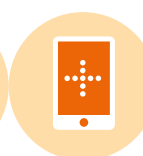
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Bear it in mind

Frances Mwale discusses attitudes to mental health in young people

The recent Children's Mental Health Week was important for making transparent and explaining the range and extent of situations facing society. I was riveted to television and radio programmes, as well as drawn to articles, about multitudinous issues in our frenetic, modern world.

Working in a school where pupils have access to professional counselling, our staff feel well supported when addressing the many complex mental health issues that face young people today. A recent BBC article mentioned children having to deal with family break-ups, bereavement and difficulties arising from drug and substance abuse, not to mention the increased sexualisation and violence that is prevalent in many communities. Hearing that greater funding will be available to provide the desired level of support to all schools is welcome.

"MENTAL HEALTH ISSUES IN OUR SOCIETY ARE REAL AND NOT GOING AWAY"

Another significant issue to be tackled is the understanding of and attitudes towards illnesses of the mind. Sympathy is evident when it comes to a broken bone, illness or condition such as diabetes, but when it comes to mental health, there is still stigma. 'Keeping a stiff upper lip' when facing times of trial and not 'airing your laundry in public' are attitudes that still persist. When undertaking mental health training, I was told that one in three of us would at some time in our lives suffer with a mental health issue. With its very broad range including grief, depression, loneliness and managing anger, I would suggest that at some point in time, all of us do. It is our reaction to life's trials that can lead to mental health issues and so building life skills to promote wellbeing and happiness are very much in the fore of current educational thinking.

My generation was often kept away from what were deemed 'adult' situations; attendance at funerals, for example, even those of quite close family members, was often considered inappropriate, the importance of the grieving process not fully understood. Now, as adults, how can we help the next generation to come to



terms with life's inevitabilities if we have not experienced and learned to deal with them ourselves? Teenage anxiety and anger issues were once attributed to hormones and dealt with more through sanctions than dialogue. A balance has to be struck between shielding our youngsters from harsher realities and allowing them to grow through life experiences. As parents and educators,

this can be tricky to navigate.

Unhelpful is the blame culture, where parenting skills are constantly questioned or inadequacies about spotting signs are highlighted. Pressures on young people these days are important contributory factors. Our young people have 'never had it better': there is a wealth of opportunity set before them to travel, to network, to access information, and yet society also imposes pressures to conform, compete and strive for status.

So what are the answers? It certainly is not acceptable to do nothing. Young people need informing that alongside looking great and keeping healthy, they must also nurture positive relationships and mental wellbeing. Children with a wide social circle, appropriate adults to whom they can turn and excellent role models grow into resilient, happy, self-sufficient and confident individuals.

My school, Farlington, believes in 'educating for confidence'. This does not come about by keeping our children away from pressured situations; quite the

contrary. They are steered towards having a go, taking a risk and trying something new, but always in the knowledge that a safety net of support is there. Failing is always a possibility, but in failing there is no shame, rather learning and growth.

Mental health issues are real and not going away. Our youngsters need to know that they are cherished, believed and taken seriously, whatever they are going through, and this will begin by examining our own attitudes and reactions as parents and educators: more information, more talk and sharing, more getting issues out in to the open are to be encouraged. **E**



Frances Mwale is prep headmistress at Farlington School W: www.farlingtonschool.net

Private education equivalent to two extra years at school

Research by the Centre for Evaluation and Monitoring (CEM) at Durham University has found that attending an independent school in England gives pupils benefits equivalent to two additional years in education. The research into 'academic value added' was commissioned by the Independent Schools Council (ISC) and also revealed that independent education is academically favourable at ages four, eight, 10 and 16; that it accounts for a 0.64 increase in GCSE grade; that independent schools have higher average GCSE scores in all subjects; and that if they were measured on international PISA outcomes, English independent schools would rank alongside those in Japan and South Korea.

Professor Robert Coe, one of the CEM researchers who contributed to the study, said: "It is always difficult to unpick the causes of any differences, and we think it's unlikely to be purely an effect of better teaching in independent schools, but we find a clear and significant difference in the GCSEs achieved that is not explained by any of the factors we can account for."

The researchers employed a statistical procedure to take into account factors such as prior ability and family background, noting that "the evidence from this study suggests similar students achieve more in independent schools than in state schools".

"We're acutely aware of the difficulty in

comparing different systems of schooling and drawing accurate conclusions, as there is much excellence to be seen in schools of all types. However, this groundbreaking report really does give us solid ground to say that, based on academic results, independent schools are worth paying for."



Suffolk school to become Apple regional training centre

The Royal Hospital School in Suffolk has been declared an Apple-approved regional training centre (RTC) and will provide teachers and technical staff from across the region with opportunities to access expertise, training and best practice to support their use of Apple technology in the classroom.

Dr Jonathan Allday, Royal Hospital's director of information and academic systems, said: "The school has mobile technology well embedded into its teaching and learning, a process that started in 2012 when all of our teachers were provided with an iPad alongside two years of intensive training. By September 2015 every pupil in the school was using an iPad in the classroom and for planning, access to resources and communication. Our recognition as an RTC is a result of this well-planned and considered approach to incorporating technology into our teaching and learning and the enthusiastic support provided by our innovative IT solutions providers, XMA." Over the next 12 months, the Royal Hospital School Apple regional training centre will provide at least 12 training sessions, the first of which was the recent

'Learning' conference.

"This accreditation is validation of the progress the school has achieved since September 2012," said headmaster Simon Lockyer. "At RHS mobile technology has become a key tool in personalising learning and igniting enthusiasm amongst

our pupils. We believe that introducing mobile technology to our classrooms has a number of distinct practical benefits for pupils but the principal focus is on how they can be used as part of the teachers' repertoire to enhance teaching and learning".





The Duchess of Cornwall returns to Queen's Gate School

The Duchess of Cornwall recently visited her old school to open its new science laboratories and celebrate 125 years of education. During her visit, the duchess met with Queen's Gate girls, staff and guests as well as other former old girls. She took part in various science experiments, including vitamin C and titration testing, and met girls taking part in the BBC Radio 2 '500 Words' competition.

The duchess attended the school in the late 1950s and early 1960s and took part in various school activities, including sport and drama. On this visit, she witnessed fencing and wall-climbing demonstrations as well as an ICT lesson

and a performance by the school choir. She was also given the chance to look through old copies of the school magazine.

On unveiling the science lab's plaque, the duchess said: "I can't believe Queen's Gate has been going for 125 years, it feels like 125 years ago that I was here. Queen's Gate must have given me a foundation and gave me a love of English and reading and, for some unknown reason, they have made me chancellor of Aberdeen University, so Queen's Gate must have taught me something."

The last time the Duchess of Cornwall visited the school was in 2007 to open the new junior school building.

Privately educated dominate top careers

New research from Sutton Trust shows that independent school remains the route to the top of many professions.

The findings are presented in the 'Leading People 2016' report, which maps the educational backgrounds of leading figures in 10 areas: the military, medicine, politics, the civil service, journalism, business, law, music film and Nobel Prize winners.

In the military, for example, nearly three quarters (71 percent) of the country's top officers attended independent schools while only 12 percent went to comprehensives. Similarly, in the judiciary, nearly three

quarters (74 percent) of high court and appeals court judges went to independent school while, in journalism, more than half (51 percent) of leading print journalists were educated privately. In the business world, a high proportion of FTSE 100 chief executives attended schools overseas, but of those who were educated in the UK a little more than a third (34 percent) went to private schools. Nearly a third of MPs (32 percent) and half of the cabinet were privately educated.

Commenting on the findings, Sutton Trust chairman Sir Peter Lampl said: "Our research shows that your chances of reaching the top in so many areas of British

life are very much greater if you went to an independent school. As well as academic achievement an independent education tends to develop essential skills such as confidence, articulacy and team work which are vital to career success. The key to improving social mobility at the top is to open up independent day schools to all pupils based on merit not money, as demonstrated by our successful Open Access scheme, as well as offer support for highly able students in state schools."

The full report can be accessed online here: www.suttontrust.com/researcharchive/leading-people-2016/

Independent school alumni are prominent in film and music



Appointments

The new faces helping to shape independent education

Simon Lockyer



Simon Lockyer joined the Royal Hospital School, Suffolk, as headmaster in January 2016. Simon was previously second master at Portsmouth Grammar School where he had been in post for the past six years. Prior to this he was a housemaster and head of department at Wellington College, Berkshire. Simon was educated at Blundell's School, Devon, and he went on to gain a BSc in microbiology at the University of Newcastle in 1994. He completed his PGCE at the University of Cambridge and a masters at the University of Buckingham.

Royal Hospital School
W: www.royalhospitalschool.org

King Edward's Witley has a new head of modern languages: Andrew Baynes. Andrew is the former international co-ordinator and deputy director of IB at Oakham School. A graduate of Exeter University, where he took a joint honours degree in Spanish and French, Andrew has also recently completed a masters in education at Bath University. In addition to spending time in France and Spain, he has also lived in Japan for a number of years, working as a language teaching assistant on the JET (Japan Exchange and Teaching) Programme.

As head of modern languages at King Edward's, he hopes "to encourage pupils to appreciate the relevance and true value of modern languages in today's society, through activities both inside and beyond the languages department".

King Edward's Witley
W: www.kesw.org

Andrew Baynes



Chris Moxon



In Bury St Edmunds, Chris Moxon has been appointed as the new headmaster of Moreton Hall Prep School from September 2016. Chris is currently headmaster of Magdalene House in Cambridgeshire, previously the junior school to Wisbech Grammar School, where he has managed a significant change over the last seven years.

Chris is an English graduate from Manchester University and has previously been a deputy head at The Downs School and Witham Hall. Prior to that he was a

"A BROAD-BASED PREP SCHOOL EDUCATION IS OF TREMENDOUS IMPORTANCE, ESPECIALLY IN THE EVER-CHANGING WORLD OF THE 21ST CENTURY" - CHRIS MOXON

housemaster at Port Regis and St Mary's Hall, Stonyhurst.

Chris says: "I believe that a broad-based prep school education is of tremendous importance, especially in the ever-changing world of the 21st century. What this means, as well as bringing out the academic potential in each individual pupil, is giving children the opportunity to try all types of activities beyond the curriculum: to explore, to take risks, to work together and in so doing develop their character and resilience to prepare them for the next stage of their education at 13+.

"The family community of Moreton Hall is the perfect place for this to happen. Children are nurtured, encouraged to excel and above all enjoy every day at school as they develop independence and confidence."

Moreton Hall Prep School
W: www.moretonhallprep.org



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ENGINEERING

Scarborough students head for UK Space national final

Budding engineers at Scarborough College will represent the north of England in The UK Space Design Competition after competing in the regional round in Huddersfield. Their brief was to design a fully functioning space port which could be used to transport people and cargo between Earth and Mars, with a whole raft of criteria and technical data which they had to incorporate. After a full day of working on the task, the competing schools were given 25 minutes to present to the judges before taking part in a Q&A session. The Scarborough College team's efforts paid off as they were pronounced overall regional winners. The team will attend the national final at Imperial College in London.

EQUESTRIAN

Cranleigh riders jump for joy

Cranleigh pupils won two of the four height classes at the Bradfield College Biannual Team Show Jumping Challenge and came second in the other two. The school's teams were awarded the most points overall, which meant they also won the Finegold Challenge Cup. Head of riding Chris Allison said: "It was lovely to see some of our new riders leading the way in the morning and winning the mini team competition by a clear margin. There were clear rounds for Tiger Tang, Kristina Vitek and Jessie Schute in very good times and – although in our second team that was unplaced – for Daisy Roberts, as well as a really determined round by Annie Vitek on the smallest pony in the competition."

Kristina and Jessie joined forces with Will Millard and Jess Edwards in the novice team class and were narrowly beaten into



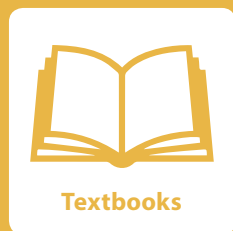
St Swithun's School pupil in Portsmouth Music Festival

Emma Pearce, an 11-year-old pupil from St Swithun's School in Winchester, has received six distinctions and one 'highly commended' at this year's Portsmouth Music Festival. Emma, from Waterlooville, played her alto saxophone in seven different classes and was placed first in four of them. She was also awarded The Karen Cup for musicianship and versatility. The cup is the overall prize for all of the woodwind section and is presented at the discretion of the adjudicator to a performer playing in a number of classes and demonstrating the ability to communicate music in different genres. "I was thrilled to receive this honour and thoroughly enjoyed performing for this warm and receptive audience," Emma said.

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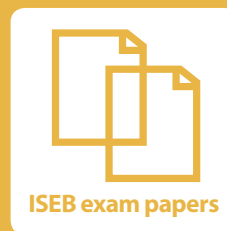
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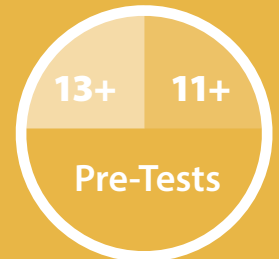


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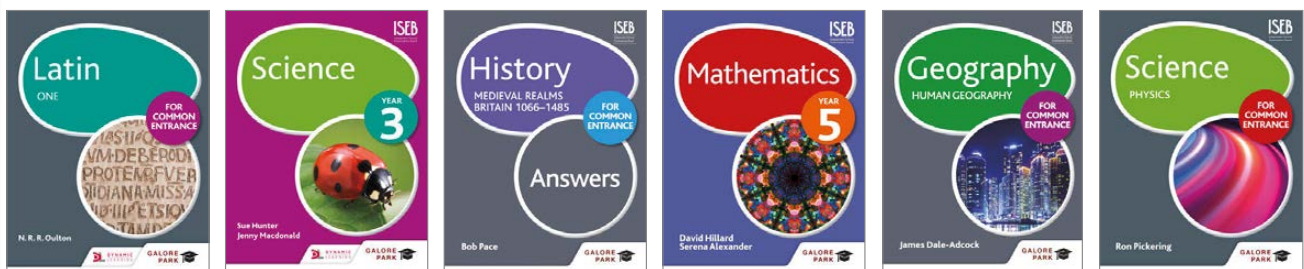


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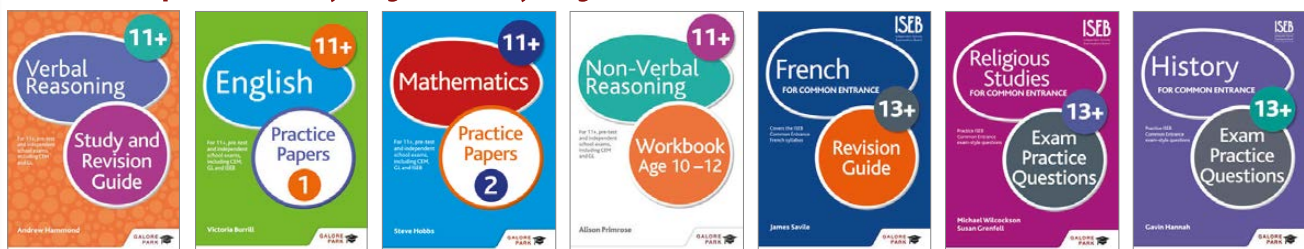
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It's not me, it's you

Helen Fraser says women still face unconscious bias during job interviews and shouldn't automatically blame themselves if they are unsuccessful

I have always held the view that women shouldn't have to compromise their authenticity to progress their careers. Job interviews can be a daunting enough prospect without the added concern that an interviewer's unconscious biases can play a part in the outcome; if women don't get the jobs they apply for, it could well be a case of "it's not me, it's you".

Research from Rutgers University in the USA, published last year, discovered that much of the unfair bias against women comes from male interviewers who claim to be proponents of equality. When asked whether they support the advancement of women, their answer would undoubtedly be yes, but their body language and verbal communication during the interview conveys the opposite message.

According to the author of the research, Professor Ioana Latu, biased interviewers can trigger a "serial effect", where the more negative the unconscious bias from the male interviewer, the harsher the self-criticism from the female candidate. This can have a knock-on negative effect on women's performance during job interviews, leading to a disappointing outcome for the individual and missed opportunities for wider society.

Professor Latu also points out that we all have biases and just being aware of them means they are less likely to influence outcomes. Women's own implicit biases

about their gender can also affect their interview performance – if they don't think they are as capable as men, it could lead to a self-fulfilling prophecy when they are applying for a particular role or promotion.

These stereotypes run deep. A separate study from Michigan State University published in 2014 suggests that women who play up "masculine" traits do better in job interviews in male-dominated fields. In that study, women who used words like "assertive" and "independent", which tend to be deemed as masculine, were more likely to be positively evaluated than those with "female traits" such as "warmth, supportiveness and nurturing".

It seems that the real problem isn't how women describe themselves, but rather, why they tend to associate strength and independence with men, and why being nurturing, which literally means to 'help or encourage the development of', is viewed as a weak trait.

Many women working their way up in major global companies still suffer setbacks and challenges because of their gender. Equipping young women with relevant leadership skills – including teamwork, communication, negotiation, problem solving and financial management – will benefit them enormously when they embark on their chosen careers.

Our CareerStart programme equips girls with the practical skills they need

to succeed including presentation and interview skills and managing online profiles. In the 'Relationship Building and Networking' session, students take part in practical exercises to create a positive first impression and learn how to 'work a room' with confidence. The workshop also looks at how students can build relationships following on from initial contact.

We still have a long way to go before women achieve parity in the workplace but being aware of implicit stereotypes can go some way to combating them. Providing strong examples of problem-solving and leadership skills is an excellent way to quash stereotypes of female passivity as is demonstrating self-confidence throughout the interview. It may be easier said than done but the outcomes, for individuals and wider society, shouldn't be underestimated. **IE**



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

"Latin? So why is that on the curriculum?"

"I am sorry, sir, but without Latin you would not even have the word curriculum."

So runs an exchange from a parents' evening at a senior school in Scotland back in the 1980s. Today, of course, there is still tremendous pressure to study something palpably useful and relevant: the idea of exploring a subject for its own intrinsic value and richness can be dismissed as a Bohemian extravagance. Aristotle would not have been impressed, believing such utilitarian narrow-mindedness to be unsuitable for "free and lofty natures".

If you have already decided that your main interest is art, accountancy or engineering, then by all means concentrate on that; however, it is perhaps more sound not to lock oneself too early into one particular discipline (indeed the IB diploma is designed to promote breadth and richness).

If you are looking for a kooky subject that will engage your mind and fire your imagination, then classics is opulently qualified to do so. Once regarded as an education in itself, it remains the oldest and richest subject on the public school curriculum.

Our pupils, starting at age 10, have an opportunity sadly denied to most in the maintained sector of exploring the rich legacy of classical Greece and Rome through three subjects: Latin, classical Greek and classical civilisation. This allows our pupils to study the art, archaeology, philosophy, history, culture, language and literature of the Greeks and Romans; indeed, classics is the only school subject where foreign language literature is examined at GCSE in the original and not in translation.

But this subject is not simply a luxurious and old-fashioned indulgence: nearly eight out of ten English words come from Greek and Latin; Latin is the mother language of French, Romanian, Portuguese, Italian

"THIS SUBJECT IS NOT SIMPLY A LUXURIOUS AND OLD-FASHIONED INDULGENCE"

and Spanish; research has continuously suggested the value of the rigour and logic of the classical languages. The pellucid and elegant character of classical Greek has furnished a literature without rival in the world. Perhaps Aristotle should have condemned them for being too useful!

So whether it is Hadrian's Wall, the wonder of Pompeii, Greek tragedy,



WHY STUDY THE CLASSICS?

KESW teacher Scott McDonald makes the case for keeping Latin, Greek and classical civilisation on the curriculum

Roman comedy, New Testament Greek, passionate love poetry, the mystery of the Trojan war, the grandeur of Vergil, the waspish Martial, the forensic intellect of Cicero, Greek mythology, Roman emperors, Alexander the Great, Sparta or Athenian democracy, I think you will find something to challenge and fascinate you.

Our pupils tend to do very well in their exams (Latin and Greek tend to yield top grades – the last pupil to study higher-level Latin and Greek at IB scored two 7s) and we have just sent three of last year's upper sixth off to read classics at leading/Russell group universities in England, Scotland and Canada.

Another good reason to study classics is to see the world. A highlight of our classics department calendar has been the popular overseas trips we run every two years or so. Thirty-two of our pupils recently visited Rome and Naples as part of their classics lessons to see first-hand the civilization of

TOP: Scott McDonald, Classics teacher at King Edward's Witley

the ancient world, including excursions to Pompeii and the Bay of Naples.

The modern world remains indebted to the ancient world for inspiration with, for example, recent films such as 'Alexander', 'Troy', 'Three Hundred', 'Legion' and 'The Odyssey'; university courses in ancient history and classical civilisation are constantly oversubscribed. JK Rowling, Chris Martin of Coldplay and Boris Johnson are just three examples of what you can do with a classical education. Kevin Kline, in the film 'The Emperor's Club', plays the role of American classics teacher Mr Hundert who urges his pupils to immerse themselves in the "giants of history ... welcome to western civilisation, the Greeks and Romans".

And that is why classics will always remain on the curriculum. **E**

Scott McDonald teaches classics at King Edward's Witley W: www.kesw.org

THE RIGHT STUFF

Schools are adopting a new 'three Rs' as they seek to recruit, reward and retain the best teachers, writes Simon Fry

These are challenging times for the education sector, with recent predictions of teacher shortages and education recruitment provider Eteach reporting that more than 50,000 teaching professionals visited their site on New Year's Day 2016 to search for their next role – 16,000 had searched on Christmas Day. However, independent schools across England and Wales are finding solutions, with proactive training schemes providing new recruits with opportunities for continuing development and simple-but-effective innovations ensuring that teachers feel valued.

The shortage of good, qualified teachers is one of the most important problems facing education today, according to Chris King, HMC chair and Leicester Grammar School headmaster. "Put simply, too many are leaving whilst not enough are joining," he says. "A recent NAHT poll showed two out of three schools struggling to recruit senior teachers and rising pupil numbers means future supply, at least in the state sector, is unlikely to meet demand. Whilst the independent sector is not immune to these problems, especially in physics, maths and languages, our schools are well placed.

"We can offer trainees the chance to teach as a specialist, gain access to a wide range of school activities and achieve higher salaries. To help build on these strengths and grow the pool of available recruits, HMC has launched HMC Teacher Training (HMCTT). Over 1,500 graduates and career-changers registered their





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interest in 2014–15, and early in this school year it has already attracted around 2,500.”

The 24/7 nature of boarding communities results in a closer working relationship between staff and pupils, according to Robin Fletcher, national director of the Boarding Schools’ Association (BSA). “Boarding schools offer a unique teaching experience for staff,” he says. “Those working in the boarding house may be provided with accommodation and in return staff have the opportunity to develop their skills, lead extracurricular sessions and expand their role within the school beyond their normal classroom duties. There are many CPD opportunities for staff working in boarding, adding an extra dimension to CVs, such as the BSA’s professional development programme, accredited by Roehampton University.”

At Oakham School – and all schools – the biggest challenge is to recruit the very best teachers. Oakham headmaster Nigel Lashbrook says: “There are four main challenges we face – all of which are exacerbated by the well-documented ‘crisis’ in teacher numbers. Firstly, the escalating cost of recruiting teachers; secondly, maintaining the right balance of teaching staff; thirdly, ensuring we recruit teachers who are the right ‘fit’ for Oakham; and finally, offering enough professional development opportunities to retain and engage our teachers.”

Nigel summarises the current teacher recruitment climate: “On a positive note, it is now easier to recruit really good teachers; a result of the improvements in teacher training, as well as there being more avenues from which to recruit teachers (schemes such as HMC’s new teacher training programme). So whilst the pool may be decreasing, the quality of candidates has improved. Nationally, there are a number of key subject areas that have traditionally been harder to recruit and attract teachers for. Whilst we luckily haven’t had problems finding excellent science teachers, we’ve certainly found maths to be a problematic subject area to recruit experienced or new teaching staff for. As with all good schools, we simply have to ‘roll again’. This repeated search obviously incurs a very high cost, but it’s absolutely necessary to ensure we engage the very best teachers for our students.”

Certain areas will ‘feel the pinch’ going forward, according to Nigel: “Drama, music, art and DT are all subjects that, under new governmental measures of school performance, could begin to decline in the maintained sector. As such, there will be fewer training opportunities for NQTs. This means all schools could struggle to recruit teachers into these areas down the line. We are already thinking about the future impact this will have on our recruitment into these key areas of our curriculum, including how we attract



ABOVE:
St Catherine’s Bramley

BELOW:
Pocklington School

LEFT:
Forest School, Walthamstow

BOTTOM LEFT:
Philippa Duffus with pupils
at Robert Gordon’s College



and train good graduates directly.”

Over the last 15 years, St Catherine’s, Bramley, near Guildford has been developing its own teachers with impressive results, as headmistress Alice Phillips explains. “It began in two scenarios in about 2001-2,” she says. “First, a business studies graduate with a strong national lacrosse record joined our PE dept as an assistant coach and then wanted to train for PE teaching while working. We found eQualitas as our training partner and started our relationship. Very shortly afterwards we appointed a graduate English teacher who wanted to train with us, and then we advertised a physics post and had no applicants, so put adverts in major university departments and recruited another strong graduate and trained him. A more senior colleague wanted to pursue her interest in teacher training, took on the mentoring, and bit by bit the scheme grew.”

A successful first term leads to a longer offer. “Training and development starts with a first term of simply teaching, being mentored in that by the head of department or another experienced subject specialist who receives training by eQualitas and the member of staff in charge of the ITT scheme,” Alice Phillips continues. “If all is going well – which invariably it is because we interview pretty rigorously, including watching a lesson of some kind from which one can get a strong sense of natural affinity with teaching – we offer a year’s training experience from January to December and, more rarely, over



ABOVE: Ashville College

two years for a part-time colleague.”

So far 35 teachers have passed through the system, which has itself been developed. Alice says: “During this time we have become better and more self-confident in offering training and organising timetables and other school placements, largely through the extensive contacts of the director of staff who oversees the whole scheme and works closely with the ITT and the NQT mentors. It is a bit of a team effort and the whole staff buys into the idea of being a training school. Consequently, conversations about education and best practice are the norm in our common room.”

The school’s ITT trainees are delighted with their development. One says: “Thrown in at the deep end I was forced to learn quickly. Constant support and superb coaching from my subject-based

trainer and a wide range of opportunities to attend courses and experience many areas of school life made my training fulfilling and comprehensive.”

Llandovery College warden Guy Ayling’s approach to teacher intake exemplifies the sector’s openness.

“Typically, independent school heads believe in widening and deepening the pool of recruitment,” he says. “I have been contacted by someone I taught history A level – a guy who went into business, found it wasn’t ticking his boxes and learned he wanted to come into teaching, so I suggested putting him through a Buckingham University PGCE course. We have scooped up a very capable chap, bringing a refreshingly businesslike approach and high expectations with him.”

Guy’s vision and innovation has brought positive results. “I’ve tried to clarify our mission – if you speak to most of the staff and parents they know what we’re trying to do. We had a 110 percent turnover of staff in four years before getting that down to 20 percent. This year I have only one staff member looking for another job – this time last year that figure was 10. Two years ago I introduced pupils’ commendations, whereby they can nominate a staff member going ‘over and above’ by staging the school production, offering extra revision classes or taking children on trips etc.

Initiatives like this contribute to our tremendously loyal, committed, buoyant common room.”

By thinking outside of the box and being proactive and open, independent schools are continuing to attract the teachers offering the best possible education to the citizens of tomorrow. Challenges lie ahead, but such schools are more than ready to overcome them. **E**

“THE SHORTAGE OF GOOD QUALIFIED TEACHERS IS ONE OF THE MOST IMPORTANT PROBLEMS FACING EDUCATION TODAY”



ABOVE: HMC Prior Park College

HMC

W: www.hmc.org.uk

BSA

W: www.boarding.org.uk

Oakham School

W: www.oakham.rutland.sch.uk

St Catherine’s, Bramley

W: www.stcatherines.info

Llandovery College

W: www.llandoverycollege.com



HERE'S THE THING...

Hilary Moriarty looks at how approaches to teaching English literature have changed over the years

Are you old enough to remember context questions? Popular in RS or Eng lit exams, they gave you a pesky little quotation and asked you detailed questions about it, what did it mean, who said it and why – how minimalist was that? Candidates even had to translate key phrases/sentences into good modern English, as if the original were written in a foreign language. And of course it sometimes felt as if it was, which was one reason why reading a Shakespeare play aloud around the class was a recipe for total incomprehension and complete allergy to Shakespeare evermore. How many of us eventually discovered Shakespeare in a theatre, open-mouthed at how crystal clear was the meaning of every line – “OMG! So that’s what it meant! And that’s what actors are for!”

Teachers – OK, my teachers, but there were two of them – were manacled to the

need to make sure we could tackle those compulsory context questions. Classes, hours, terms disappeared into line by line explication, word by blessed word. Chopping at the wood and missing the trees comes to mind. Looking back – and I begin to think I should stop doing this – there was very little over-viewing of the whole text, themes, ideas, style. No time. Too busy going line by line. Maybe the teacher with whom I toiled through ‘Ant and Cleo’ thought if we only knew the meaning of every word, we could work out the rest for ourselves. Simple.

What we could not have worked out – bless us – was the social and historical context of the whole play, not without suddenly becoming historians as well as infant students of Eng lit. University was not much better: whatever was said about ‘Ant and Cleo’ was probably said in a single lecture, and I swear nobody mentioned the fact that the play was written a year after the Gunpowder Plot. Not a word. Who knew?

I was still in the classroom but the other

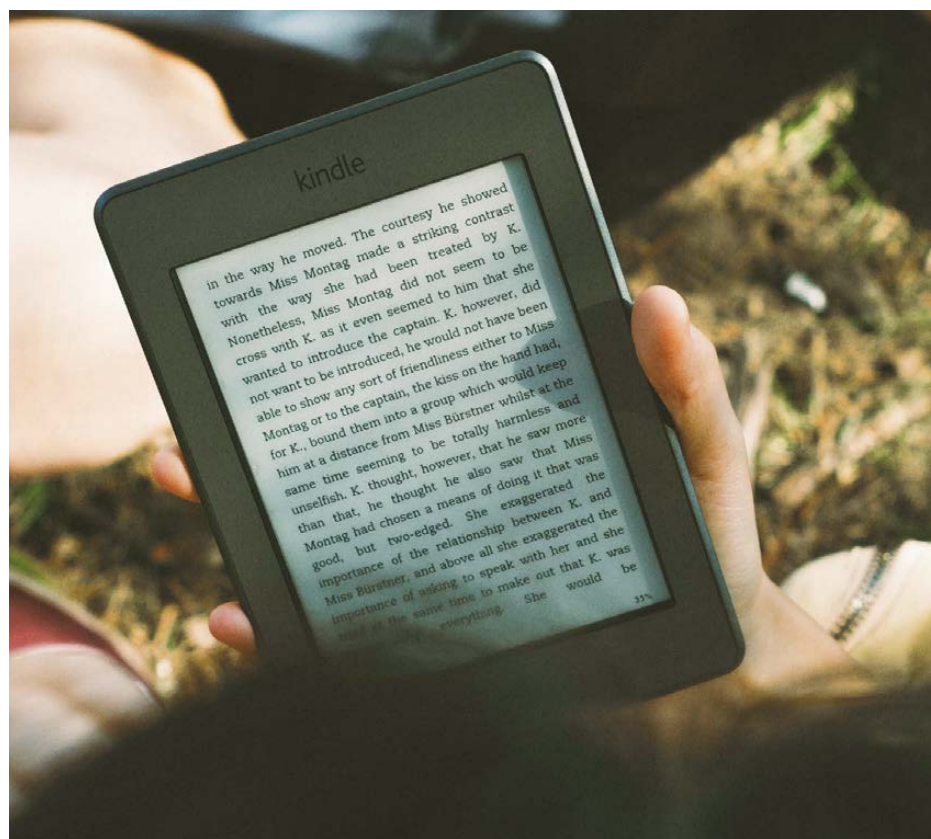


side of the desk when the exam world moved on and suddenly historical context seemed to be more important than the text itself. Never mind the greatness of Webster's 'Duchess of Malfi', now exam boards summoned teachers – and I was one of them – to be trained for the new style papers and in particular a new focus on the historical context of our texts. So, if the Duchess had two horrible brothers, the Cardinal would of course be more sinister and vicious than the Duke because this was a play written half a dozen years after the Gunpowder Plot, so for an English audience, the really bad guys were the Catholics. Of course. We were told that candidates who managed to work this detail into their responses would earn ticks, and ticks meant marks, and that was lovely, because for once Eng lit was heading in the direction of identifiable (and therefore teachable) things to be said which would earn marks, instead of the old vague territory of some candidates writing as if they really knew what they were talking about – earning As – and others just not sounding so convincing. Somehow. So probably getting Cs. Or less. All of which used to be the problem with opinion-type subjects like Eng lit and history. And not a problem in maths, where answers were wonderfully real and true and verifiable and not a matter of opinion at all.

“CLASSES, HOURS, TERMS DISAPPEARED INTO LINE BY LINE EXPLICATION, WORD BY BLESSED WORD”

While it was nice that candidates now had some anchors to hold on to – “I said X, and I know that gets a mark!” – it felt at the time as if Eng lit was actually being reduced, if not completely ad absurdum, then very close. A fellow trainee that afternoon wailed: “I am a well-qualified teacher of English literature and you are asking me to be a Ladybird history teacher!” That was exactly how it felt. My class that year included an American student who believed Bonfire Night was invented in early-twentieth-century USA, like Hallowe'en, and not remotely concerned with blowing up parliament. Getting the context right seemed to be many-layered and risky: historical rabbit holes everywhere, diving down for the use of – “But why was everyone so scared of Roman Catholics?” “Where shall I start?” – while the Duchess herself sort of languished on the table.

But if I did not like the changes in the A level syllabus, I began to realise quite how thin the diet of my own degree course had



been. A four-year course, with three years of Anglo Saxon – mostly translation, not evaluation – and three of Middle English – more translations. No wonder A level Latin was an essential for entry to the honours English course. The whole course was much about the words and the work, and virtually zero about the world crucible in which the works were forged.

Our Shakespeare course lasted a year, one lecture a week, and covered the tragedies, comedies and histories in a galloping term each. At least it was a whole year for one author; the whole of American Literature was done in one year also – a term each on drama, poetry and prose. And that was fairly mainstream stuff – not until a master's course in modern English and American lit did I discover the joys of 'Trout Fishing in America'. Friends doing science subjects lamented their long days in laboratories – we arts students spent the same hours in the library, but in all fairness, much of the time was ill-directed if not completely random. You could be a real swot, but still doing the wrong things.

And, probably, much of what we now find interesting had not even been written. It was a consolation, as I turned the pages of '1599' and '1606', the two texts in which

James Shapiro gives us the real low-down on the years in which Shakespeare wrote 'Henry V', 'Julius Caesar' and 'Hamlet', then 'King Lear', 'Macbeth' and 'Antony and Cleopatra' respectively, to find his bibliographies are packed with texts written since I left university. I had turned the pages thinking, “Why didn't anyone tell me that?” Then I thought, “Why didn't I go and find that out for myself?”

Today's students have access to all the libraries of the world – so to speak – via the device in their hands and without having to leave the room. You might ask do they need teachers at all or could they make do with TED talks? My teachers tried to ensure I could understand the words on the page; I in my turn tried to bring to my students the scholarship of others to broaden their responses to their texts. Surely no one, now, would go into a classroom to teach 'King Lear' without bringing James Shapiro's research to the party – never mind the father/daughter business, look at the division of the kingdom, look at James I fighting for Scotland/England union, look at the Gunpowder Plot, look at the context!!

Then go back to the text and take it line by glorious line. Nudged by Shapiro, I have just re-read both 'King Lear' and 'Antony and Cleopatra'. And you know what? In the end, honestly, the play is the thing. ” **IE**

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



All change again?

Safeguarding guidance is undergoing further revision. Matthew Burgess looks at the implications for schools

Readers will know that ‘Keeping Children Safe in Education’ (KCSIE) is the key statutory safeguarding guidance for schools in England, replacing ‘Safeguarding Children and Safer Recruitment in Education’ (SCSRE). SCSRE survived for seven years, from 2007 to 2014, but KCSIE has not had such longevity. Introduced in April 2014, it was overhauled 11 months later and then reissued in July 2015. And, three days before Christmas, the DfE published a consultation on further revisions.

The DfE is to be commended that, for once, it does not appear that changes will be rushed into implementation. The consultation, which closed in mid-February, anticipates that a final version of the statutory guidance will be published in advance of the proposed

implementation date of September 2016. So there will be time to make preparations for the changes.

The changes are largely focused on parts one and two of the guidance and do not touch core sections on safer recruitment checks and handling allegations – although we can anticipate further revisions to these areas.

Based on the consultation draft, schools can start thinking now about likely changes required in their policies and procedures. This is just as well since some of the changes are likely to require a long lead time.

Likely changes to a school's suite of safeguarding policies

The revised KCSIE mentions in a few places the need for schools to have an “overarching” safeguarding policy. This appears to be a discrete and separate policy to the school's

child protection policy and may therefore require a restructuring of the school's suite of policy documentation.

Before schools start rewriting policies, however, this is an area where greater clarity might emerge as a result of the consultation process – we have requested this as part of our consultation response.

Additional specific policy content likely to become best practice as a result of the revised KCSIE includes:

- An acceptable use of technologies policy in the staff code of conduct and a policy on the use of mobile technology as part of the child protection policy
- Greater detail on tailored procedures to minimise the risk of peer-on-peer abuse
- Reference to local protocols

for assessment and the LSCB's threshold document for different types of assessments

- How the school addresses barriers which can exist when recognising abuse and neglect of children with SEND.

Annual safeguarding training

Training for the school's designated safeguarding lead (DSL) and indeed all staff is likely to become an annual requirement. Allied to this, the revised KCSIE requires in a number of places that staff must not only be familiar with the guidance but must also understand it – presenting obvious evidential and practical challenges to schools and inspectorates alike. It is possible that sampling staff understanding of KCSIE, through mini-surveys or interviews, could become a feature of the governor-led annual review of safeguarding.

Of course, greater staff understanding presents opportunities as well as challenges and the revised KCSIE reflects this, requiring governing bodies and proprietors to recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and to provide opportunities for staff to feed in and shape safeguarding policy.

Referrals to children's services/LADO

With a slight change of emphasis, the revised KCSIE indicates that anyone with a concern about a child's welfare "should ensure a referral is made" to children's social care. In relation to referrals to the LADO for allegations against staff members, the revised guidance sensibly indicates that staff may consider discussing any concerns with and if appropriate make the referral via the DSL.

Internet filtering

KCSIE currently refers to internet filters only in the context of preventing access to terrorist and extremist materials; the revised KCSIE broadens this out to any type of potentially harmful and inappropriate online material. In addition, school IT systems will

need to be able to identify children accessing or trying to access such content. The consultation response form indicates that DfE might be considering further guidance to set out what appropriate filters and monitoring systems look like and advice as to how schools can satisfy themselves that they have them.

This would be helpful, as proprietors are also warned that filters should not "over block" or unreasonably restrict access to what children can be taught with regard to online safety – and the current requirement that proprietors "should consider how children may be taught" about safeguarding is strengthened to a requirement that children are taught about safeguarding.

Looked-after children and children with SEND

Current KCSIE content relating to looked-after children does not apply to independent schools, but the revised KCSIE will extend all this content to them. Legislation and separate guidance on the role of a designated teacher to promote the educational achievement of looked-after children continues to apply only to maintained schools (and, via funding agreements, to academies), but it is likely that independent schools begin to emulate this role in order to discharge their duties under the revised KCSIE.


In relation to children with SEND, the revised KCSIE acknowledges that additional barriers can exist when recognising abuse and neglect in this group of children and expects schools to address these challenges in their policies and procedures.

Host families

The question of whether schools involved in host family arrangements are engaged in regulated activity has been a complex one ever since the Safeguarding Vulnerable Groups Act 2006. Helpful wording is currently included in KCSIE to clarify that where parents either make the arrangements themselves "or take the responsibility for the selection of the host parents themselves", then this is a private matter between parents and the school is not considered to be a regulated activity provider. The revised KCSIE proposes to remove the words quoted, which will be of concern to many schools who rely upon this formulation, derived from Sir Roger Singleton's 2009 review of this area of the law.

Areas for proprietors/governors to consider

VWV will be updating its 'Governance of Safeguarding Best Practice' resources pack to take into account changes deriving from KCSIE once it is in a final form. Areas for governors to think about are likely to include the following:

- How can we be sure that all staff understand KCSIE?
- Could we answer questions from ISI about local protocols for assessment and the LSCB's threshold document?
- What opportunities do we provide for staff to feed in and shape safeguarding policy in this school?
- Are we confident that filters and monitors are in place to prevent access to harmful and inappropriate online material and/or track when attempts are made? How does the school achieve the balance between protection and 'over-blocking'?
- How do we ensure that staff have the skills, knowledge and understanding necessary to keep looked-after children safe? 

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"Greater staff understanding presents opportunities as well as challenges"





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 Best practice in education

Westfield School to launch new *scholarships*



TOP: Students at Westfield School

To celebrate GCSE success, governors of Westfield School award 10 scholarships

Following recent outstanding GCSE results, the governors of Newcastle girls' school Westfield School have decided to award 10 new scholarships.

Scholarships are currently awarded to pupils entering year seven and sixth form but now girls entering years five, six and nine in September 2016 will also be eligible for up to 20 percent off the termly fee.

The scholarships are designed to recognise a girl's achievements or her potential and are open to pupils wishing to join Westfield School from either the independent or state sector.

Bursaries and scholarships are helping improve access to independent education for young people from all backgrounds. This also comes at a time when term fee increases are at their lowest since 1994.

Headmistress of Westfield School, Catherine Jawaheer, said: "We are so proud of the achievements of all our girls. We felt inspired to offer

other girls throughout the North East the opportunity to share in the Westfield experience."

To be considered for a scholarship, all candidates must attend a taster day, sit examination papers and attend an interview. The scholarships will last throughout the holder's school career and are regularly reviewed by the headmistress to assess the pupil's diligence, progress, attitude and good conduct.

The scholarships are just one of the developments planned at Westfield. Catherine explains: "I firmly believe that learning should be fun and exciting, and the whole school environment should be a safe and inspiring place for our girls as

well as a great place for learning. We are seeing a flurry of building and refurbishment at Westfield. Our plans for the next 12 months will build on the internal improvements already made, and include a Sport England-size gymnasium, which will allow the school to compete at the highest county tournament levels, as well as a state of the art Drama and Textiles studio, a number of brand new classrooms and modern Art and Graphics facilities. We have just launched a new sixth form curriculum for girls entering in September 2016 which we are also very excited about." **E**

www.westfield.newcastle.sch.uk



HOPE FOR THE FUTURE

St Mary's School in Cambridge is turning a former nursing home into a new residence for all its boarding students

For the last five years, St Mary's School in Cambridge has been looking for the right building to transform into a new residence for its boarders. It has now found one in the shape of the former Hope Nursing Home on Brooklands Avenue, owned by the Sisters of the Holy Family of Bordeaux charitable order.

Boarders at St Mary's currently reside in two separate boarding houses and the new house will free the school from the expense and uncertainty of rented accommodation and provide a dedicated and upgraded facility within walking distance of the school on Bateman Street.

Headmistress Charlotte Avery says: "Our boarding students thrive in our supportive environment and we are committed to offering a safe and happy home for them. It is gratifying that we were able to acquire this beautiful building from a like-minded charity based on a mission to care – previously for the elderly and now for young women. The purpose of the new acquisition is not to expand our boarding provision but rather to enhance our current provision for boarders. We take pride in our school's facilities and are committed to providing our girls with the best possible environments in which to live, learn and grow, and this substantial, yet prudent, investment is testament to this aim.

"The acquisition is the next phase in our longstanding commitment to invest in top-class facilities for all

our students, building on our purchase of a beautiful new home on Chaucer Road in 2012, which allowed a previously split-site junior school to be reunited. Thereafter, we created a bespoke home on Brookside for our sixth-form centre, as well as an art and photography centre on Bateman Street and a new science hub.

Enhancing our boarding accommodation is an appropriate next step in our balanced approach to wise planning to secure a very confident future for our school and for future generations of young women."

Number 15 Brooklands Avenue is set in substantial grounds adjacent to the Cambridge University Botanic Garden on the south side, just as the school's Bateman Street site is adjacent to the north. The interior will feature student and staff accommodation as well as large communal spaces over the three-floor property. Work has already started to refurbish the building and the first boarders will be welcomed into their new home in September 2016.

"A well-run boarding house will always seek to complement the school's curriculum and reinforce its spiritual ethos," says Charlotte. "15 Brooklands Avenue offers the right balance between space to study and a beautiful, safe and secure home. We are extremely proud of our boarding provision and this is evidenced by the results of our 2014 school inspection by the Independent Schools Inspectorate which judged our boarding provision as excellent – the highest grade that can be given." **E**

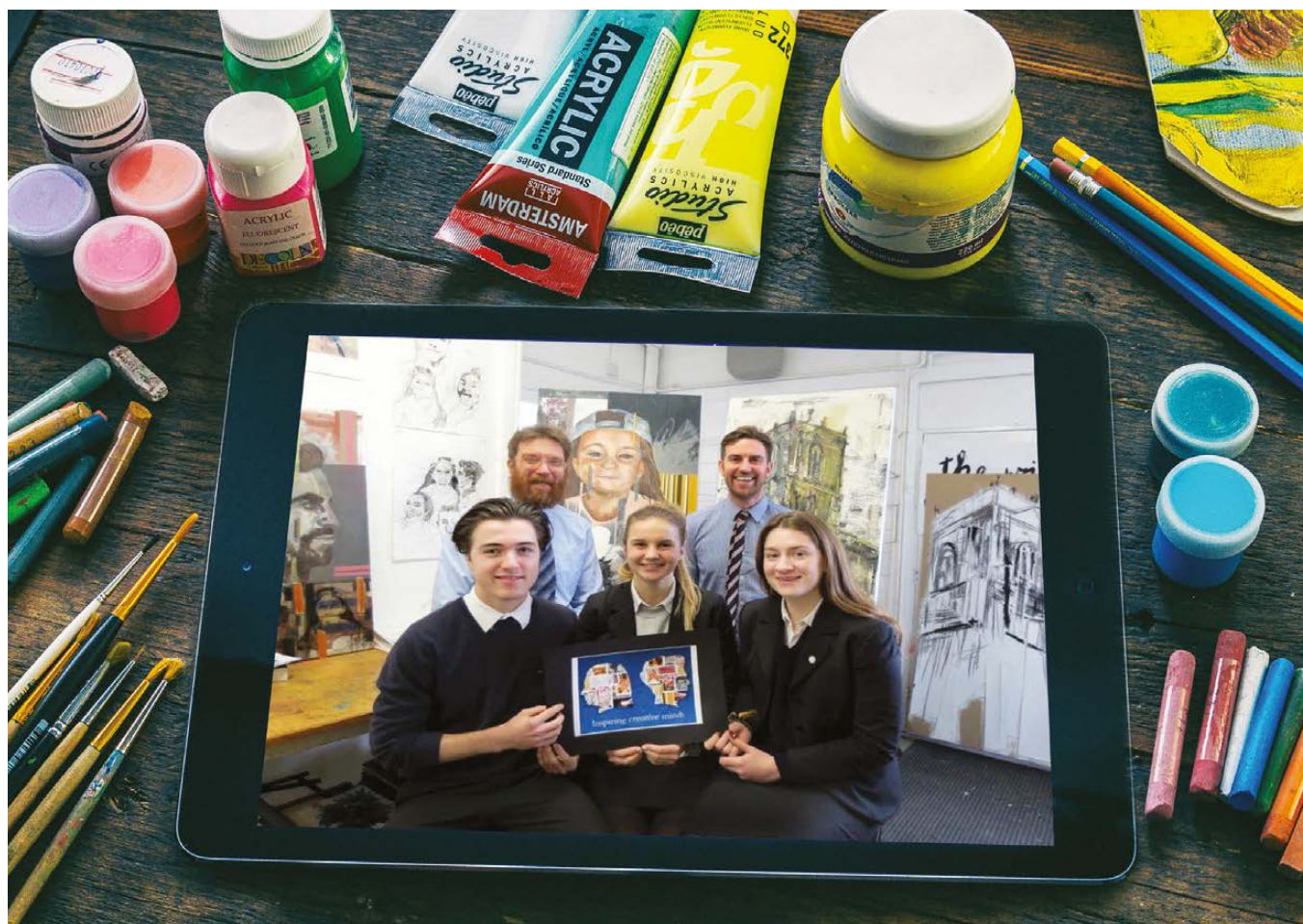
"THE ACQUISITION IS THE NEXT PHASE IN OUR LONGSTANDING COMMITMENT TO INVEST IN TOP-CLASS FACILITIES FOR ALL OUR STUDENTS"

CHARLOTTE AVERY

St Mary's School, Cambridge W: www.stmaryscambridge.co.uk



Artist's impression of 15 Brooklands Avenue



INSPIRING CREATIVE MINDS

Pocklington's plans to build a new art and design technology centre have taken a major step forward

Pocklington School's campaign to build a new art and design technology centre has received a significant boost now that planning permission has been granted for the proposed £2.5 million structure.

As part of the next phase of the school's strategic development plan, the new centre will replace the existing building which houses the two departments and is designed to inspire the pursuit of traditional arts and crafts, as well as providing cutting-edge facilities for digital imaging, editing, animation and computer-aided design and manufacturing technology.

Mark Ronan, headmaster at Pocklington School, says: "The new art and design technology centre is an ambitious project, but one we believe will prove invaluable for generations to come. The fact we've

been granted planning permission brings it a step closer, which is hugely exciting.

"Art and design technology are no longer the niche subjects they once were, but part of the mainstream curriculum, highly regarded by employers from a wide range of industry sectors, who want bright,

motivated employees who are able to think creatively, problem solve and innovate. The centre's facilities will place emphasis on developing these skills in our pupils, continuing our tradition of providing an inspirational environment from which they can pursue their own ambitions in the future."

The school's fundraising campaign has also involved a team of upper-sixth-form art and photography students, who have designed a set of striking graphics to use on promotional material for the campaign. Sofia Risso-Gill, Dan Brown and Georgie

Fenny have used a mix of art, design and photography techniques to create the designs, which bring to life the campaign's theme of "inspiring creative minds".

Sofia says: "We are really happy to be playing a part in helping promote the campaign for a much needed new art and design technology centre and we look forward to coming back to visit in the future."

Sofia is planning to study graphic communications at university in September while both Dan and Georgie plan to take art foundation courses.

Pocklington's new centre will be built on the school's 65-acre campus and will continue the art and design technology departments' long tradition of innovation and inspiration, simultaneously fostering cross-fertilisation between the different disciplines and maintaining a watchful eye for new ideas and technology. It also incorporates the space to display pupils' creations, provoke debate and inspire others. **IE**

**"ART AND DESIGN
TECHNOLOGY ARE
NO LONGER THE
NICHE SUBJECTS
THEY ONCE WERE"**
MARK RONAN

Decisions, decisions ...

Shaun Fenton looks at the significance of the EU referendum for the future of education

At a recent meeting of Reigate Grammar School's Geography Club, A-level student Rhiannon made a passionate defence of Britain's place in Europe, but also gave a balanced account of reasons why the choice between remaining in or leaving the EU is a difficult decision. Of the students listening, some agreed and some didn't. All listened, all learned, all were open to learning.

Debate elsewhere about the forthcoming EU vote has been very different and it is a shame that hyperbole, shouting, unsupported assertions, fear tactics (from both sides) and poor manners have been noteworthy elements from the earliest days of a campaign that will result in the most important political decision our country is likely to make for a generation.

What is interesting, however, is that even amongst campaigners there is relative agreement about the things that matter. When you strip away the symbolism and posturing, it is all about community – working with others and interdependence. So why have political leaders gone wrong when our schools are flourishing communities? More than ever before schools are pastorally sensitive, technology-fluent but people-focused big “families”. People work together, support each other, celebrate diversity and achieve great things, but are well aware that their greatest achievements come from working with others. Maybe politicians across the political spectrum should attend more school assemblies and PSHE lessons?

More than for any previous generation, travel, trade and technology have made today's young people the interdependent generation and the EU debate is at the heart of this issue. It is political, it is economic and it is moral – and it relates to key contemporary problems. With countries across the globe on different but parallel tracks of industrial development, we will only start to address environmental issues through international team work, never through isolationism. The same must be true of world hunger, immigration matters, threats to peace, modern slavery and the repeated acts of barbarism and genocide that fill our TV screens during every news bulletin.

The ‘remain’ campaign says being in

Shaun Fenton,
Headmaster
of Reigate
Grammar
School



“THE OUTCOME OF THE REFERENDUM WILL SET THE TONE AND SENSE OF DIRECTION FOR THE FUTURE OF OUR NATION”

the EU is a way to collaborate and make progress in all areas of life while the ‘out’ campaign wants the same benefits but point to opportunities to create improved partnerships in a more global sense. Is it ironic that all those who seem to be so poor at working together point to the importance of team work?

So what is the significance of the EU vote for education? It gives us clear examples of how not to behave in public life and examples are always useful in schools. Maybe they are something to use in an assembly?

More seriously, the outcome of the referendum will set the tone and sense of direction for the future of our nation, a country we have only borrowed in trust from our children and grandchildren. I hope that, whichever

way the vote goes, fear-mongering, xenophobia and bad manners are trounced in the court of public opinion.

There are voices on both sides that sound reactionary, narrow-minded and aggressive. I pray that a new dawn on the day after the June referendum will be one when, having seen through the bully boys of yesteryear's playgrounds, our community, our country wakes with an emboldened sense of purpose to work together, in friendship, collaboratively, across countries and continents to make the world a better place. They are the values that our schools are trying to engender on a daily basis. That is the world our schoolchildren deserve to inherit and are well-placed to lead when they become the opinion formers, movers and shakers of the future. We can only hope. **IE**

Shaun Fenton is headmaster of Reigate Grammar School W: www.reigategrammar.org

Matters of perception

The president of the Girls' Schools Association, Caroline Jordan, talks to editor Stephanie Broad about the state of girls' education today

➔ **Congratulations on becoming the new president of GSA. What does the post involve?**

Being president of the GSA involves representing the interests of our members, more than 150 independent girls' schools across the UK, in a variety of settings on a national platform. This could mean sitting in on an internal committee about exam marking, speaking at a seminar on encouraging sport in girls' schools or working behind the scenes with the executive director and the ISC to make sure that the government is well informed about the independent sector. It also means fielding calls from the media about anything from single-sex education to getting more girls to study STEM subjects. One of the tasks I am most looking forward to is hosting the GSA annual conference in November and delivering the opening speech.

➔ **As the single-sex vs co-ed debate continues, do you think girls' schools have a public perception to address?**

Yes and no. On the one hand, we're all busy running schools and teaching children and this will continue to be our most important role – we don't spend our days wringing our hands about public perception. If we provide the girls in our charge with the first-rate education they deserve, that in itself goes a long way to address perceptions. On the other hand, it is extremely disappointing that some people continue to harbour these outdated notions when the truth is that girls' schools today are a million miles away from the stereotype. We do what we can to correct some of the wilder inaccuracies about single-sex education, but ultimately we are here to give girls the best possible education on offer. And of course our results speak for themselves.

➔ **Are we likely to see more girls' schools switch to co-ed?**

I think it is unlikely we will see this in any great numbers, but it depends very much on how the economy fares over the next few years. The main driver for girls' schools taking in boys or merging with a fellow girls' school is an economic one.

"I THINK WE NEED TO ACKNOWLEDGE THAT WE HAVE A NEW GENDER STEREOTYPE AT WORK"

Our members already include schools which provide a predominantly girls-only environment with boys in the nursery or sixth form and some which have equal numbers of boys but separate classrooms between the ages of 11 and 16. I firmly believe there will always be a significant number of girls for whom a single-sex environment is best.

➔ **At the 2015 GSA conference, getting girls into top jobs was top of the agenda. What are the important issues to be aware of this year?**

I think we need to acknowledge that we have a new gender stereotype at work and that is that "girls who study science enter the medical profession". UCAS statistics

show that more than 80 percent of those studying medicine and allied subjects at university were women. There remains a huge disparity in gender take-up of certain subjects. In GSA schools, we have no shortage of girls taking STEM subjects at A level. Many of them use those skills to pursue careers in medicine. However, in computer science and engineering, more than 85 percent of those studying those subjects are male. Why so few young women?

I fear in some instances this is a case of 'playing it safe'. Recent research by Oxford University found that girls had an "unconscious bias" towards more traditional roles and that, instead of chasing the big salaries, they sought job security and causes they cared about. This needs to change. We need to ensure that girls are not self-limiting, that they know there are no 'male' or 'female' careers – all possibilities are up for grabs. That's why the GSA is a supporter of the WISE Campaign's new careers resource, 'People Like Me', which aims to help girls picture themselves in a wide range of science roles. We're also in the early stages of a new initiative with Siemens which will encourage girls to consider engineering as a career and which will be rolled out to GSA and neighbouring state schools around the country. **IE**

Caroline Jordan is president of the Girls' Schools Association W: gsa.uk.com





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England calling for Bedford hockey star

Bedford Girls' School student Kate Axford has been called-up to the England hockey u18 Girls squad after her performance at the u17 High Performance Assessment



Camp (HiPAC) caught the eye of the u18 England selectors.

Since HiPAC in October, Kate has been promoted to train with the initial England u18 squad, but was last week included in the final England training squad of 28 girls, having played for the u16s last year.

The 16-year-old is attending a three-day training camp with her England team mates at Lilleshall National Sports Centre, where she will be aiming to lay down an early marker to be on the roster for the 18-girl squad that will face countries including Holland and Germany over the coming months. England will also participate in the EuroHockey u18 Championships in Ireland in July.

"I gained a lot of confidence playing at an international level for the U16s last season," says Kate, "and I'm looking forward to the experience of training over the next six months with the best u18 England players."

"It's a real honour to put on an England shirt. The expectations of the coaching team are very high and the squad is working really hard. This year will be even tougher for me than the last, as many members of the squad will be entering their second season with the u18s."

After training camps at Lilleshall and Repton, Kate will be hoping to secure her spot in the starting line-up against Holland over the Easter weekend.

Farlington School girls, parents and staff undertook a 12-hour static cycle ride challenge for the Young Epilepsy charity on Thursday 25 February in the school's reception area. The event was organised following an assembly given by the charity to raise awareness of epilepsy. Many students are familiar with the name of the condition but not fully aware of what it is or how to help those who suffer from it. As Farlington has a few girls diagnosed with epilepsy, the students wanted to help raise money and awareness for this worthwhile cause.

Claudine Maude, Farlington's charity co-ordinator, organised the event and says: "We managed to keep two exercise bikes going non-stop for 12 hours. The ride was started at 7am by Ms Higson and Ms Williams and the bikes continued to be in use by students, staff and parents until 7pm. The students were fantastic, supporting each other to ensure no-one was left cycling for too long! There was a great atmosphere and participation from all of the school community. A special thank you must go to Mrs Wales and Mrs de Bruijn-Willis who supported the cyclists throughout the day."

At lunchtime, Farlington was visited by 'angels' from Heart Radio. They joined in the cycling and distributed flags and gifts to the girls.

Farlington School headmistress Ms Higson says: "Young Epilepsy is an excellent charity that supports young people and helps their families cope with the issues that this condition raises. I am always impressed with and proud of the way that Farlington girls never fail to think about others and consider those less fortunate than themselves. Fundraising initiatives such as these are an excellent way of bringing the school together and allowing the girls to do something practical for others."

Farlington holds charity cycle ride



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VISIT THE 2016 INDEPENDENT SCHOOLS PE CONFERENCE (ISPEC) AT BRYANSTON SCHOOL IN DORSET

The two-day residential conference (6-8 April) takes place during the Easter holidays with delegates coming from a wide variety of schools – Prep and Senior.

ABSOLUTE PERFORMANCE

Independent strength and conditioning equipment specialist Absolute Performance (AP) is delighted to again be a conference sponsor and sponsor for the strength and conditioning sessions at this year's ISPEC.

Speaking about the conference, AP's managing director, Tony Buchanan said: "Each year we see the excellent range of professional development workshops on offer and meet teachers from across the UK who are committed

to physical education and sport.

"As with the teachers and schools attending ISPEC, we too are passionate about advising and providing schools with first-class training facilities which benefit both staff and pupils, and importantly all sporting levels."

Absolute Performance will be exhibiting on 7th April so come and meet the team and learn more about AP's ranges of equipment.

www.apperformance.co.uk

ISPEC are hoping to stage an event that matches the one that took place last academic year, where the feedback was overwhelmingly positive in response to the seminars and the coaching, as well as the venue. The Conference has been successfully running since 1970 and offers delegates the chance to experience some of the latest coaching and teaching techniques for PE and sport.

The magnificent setting of Bryanston School; with its spacious landscaped grounds and newly refurbished accommodation, not to mention the delicious food, provide the backdrop to the success of the Conference.

Seminars this year will range from athletics to strength and conditioning, hockey and netball to rugby and football, and even included a very useful introduction of how to best utilise iPads in school sports. This highlights the up-to-date nature of the coaching and seminars. In total there are 19 different disciplines on offer for the delegates. These included the traditional sports, but also those that schools might want to increase their participation in – volleyball and badminton being two examples.

A full list of the sporting options

on offer can be found on the ISPEC website – www.ispec.co.uk

The committee have worked hard to provide a fresh experience for delegates; not only in the seminars, but also in the 'extra-curricular' aspects of the conference. The trade exhibition will showcase a range of companies, all eager to increase their standing or break into the independent schools' market.

The exhibitors and delegates are offered a further networking experience at the black tie dinner. As with the rest of the conference, this more informal atmosphere allows opportunities for links to be created and nurtured.

After the conference officially breaks up, there are more chances for delegates to challenge themselves. The annual ISPEC golf tournament is a firm favourite for delegates with the chance to win one of the many prizes on offer. There is also the opportunity to experience something a little out of the ordinary with an overnight stay at the Land & Wave centre near Poole, with outdoor and coasteering adventures laid on.

Full details of the conference, along with booking forms, can be found on the ISPEC website **E**

W: www.ispec.co.uk

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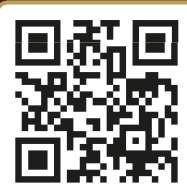
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INSIGHT FROM THE EXPERTS

Staff development can be rewarding for all parties, says Sue Parfett



ABOVE: Sue Parfett

TOP AND RIGHT: Pupils enjoying their Chinese New Year lunch

“Investment in people is the only way we can help ensure our catering services are well served”

Not long ago I was enthralled to listen to a presentation by Jason Atherton, a chef at the top of his game. He described how starting with very little, his drive and ambition took him to work in the best restaurants with a salary that would have been the envy of many professions. A final part of the jigsaw making up his success was provided by the people who offered him the training and opportunity to constantly develop and improve. This is a reason why I love this business. It shows how young people with ambition can rise quickly. People development is a particular focus of mine and, when done correctly, it can be rewarding for the employee and the business, as well as, in our case, the school.

By respecting, caring for and effectively training employees, an employer can ensure their loyalty, efficiency and general wellbeing – all vital components of a successful company and ones which deserve a lot of attention.

However, when seeking ‘stars’, I don’t necessarily believe in keeping with tradition. A particular example of effective people development within my own company comes to mind. Rahel Berhe began working for Brookwood in 2010 as a food service assistant at St Anthony’s School for Boys in Hampstead. At the beginning of this academic year she became the chef manager at The Falcons School for Boys in Chiswick. This quite rapid career progression is worth sharing.

Rahel joined Brookwood through Working

Links and chose the job because it fitted her working hours: with a young family, term-time work was ideal. She’d got a diploma in travel and tourism but hadn’t really had much experience in catering. I get the sense that we simply suited her situation.

When I spoke to her though, it was clear that this initial mindset quite quickly gave way to a discovery of her genuine interest in food. I was speaking to her just after she’d finished serving a Chinese New Year lunch. I could see from her face and manner that she genuinely enjoyed doing it. As did the children, who gave her an enormous round of applause before they went back to class. These moments, although perhaps small in the grand scheme of things, are rather special to see.

While at St Anthony’s, Rahel progressed rapidly through our skills development programme. As a result, she became a trainee assistant chef and went on to complete her NVQ levels one and two. It’s clear she’s hugely eager to learn and she seems to have taken all the opportunities which have come her way. She was going to go through our management training programme, but a vacancy came up at Falcons, which she was asked to cover while a new manager was sought. This temporary arrangement became permanent in less than a month, after the school specifically requested to keep her. From then on she’s thrived at Falcons: the food is fantastic; she’s respected by pupils and school staff alike. When I asked her what advice she would give to someone looking for a career in catering, one word constantly came up: “opportunities”. These success stories are so satisfying for any business owner to witness; it’s so good to hear about a young woman flourishing through her own hard work and copious enthusiasm, alongside the guidance and opportunities we were able to give her.

Rahel’s story explains why not choosing the obvious route is so massively important, especially when facing a national skills shortage – Rahel, whilst not earning Jason Atherton’s salary, is happy, our client is happy and we have all gained something by it. It’s heartwarming to see hard work so deservedly rewarded. What is that old saying? Hire the attitude and train the skill. Investment in people is the only way we can help ensure our catering services are well served. That is, until government catches up with investment in vocational skills at a senior level. **E**



Sue Parfett is a managing partner of the education caterer The Brookwood Partnership W: www.brookwoodpartnership.com

Independents by Sodexo expands into Ireland and Scotland

Independents by Sodexo has created innovation hubs at Edinburgh Academy and at Dublin's Blackrock College in a bid to grow its business in the Scottish and Irish private and fee-paying schools markets.

Until recently, Sodexo's private and fee-paying school contracts in Ireland and Scotland were handled by a different part of the company but, following an organizational change, these are now part of Independents by Sodexo.

As a result, schools can work with executive chefs Tom Allen and Steve Wylie, who have modernised Sodexo's independent schools offer with fresh food, nutritious and seasonal menus, eye-catching counters and training initiatives for chefs.

Independents by Sodexo uses innovation hubs as regional centres for training and for showcasing the latest thinking and best practice to existing and prospective clients. At both Edinburgh Academy and Blackrock College, Sodexo has invested in changes to the food services to promote more attractive and creative food presentation.

"A lot of the work we've done is about creating more attractive displays," Tom Allen explains. "We are using wooden platters, antique fruit crates and hessian to create visual interest. We want to stand out from the competition by making our food as appealing as possible, creating a look and feel that you might expect from a high-street café, rather than a school restaurant."

Sodexo has recently hosted Food Forum Live events at both Blackrock and Edinburgh. At these events, catering managers from private and fee-paying schools heard more about Independents by Sodexo's approach and received some hands-on training.

Jeremy Alderton, managing director Independents by Sodexo, says: "We see great potential for growth in the Scottish and Irish markets. We're confident that our approach and ethos, which is grounded in delivering fresh, seasonal, locally sourced and attractively presented food, will resonate really well with schools in these markets."



Organic market continues to grow

The Soil Association's 2016 Organic Market Report reveals that the organic market continued to experience a steady growth rate of 4.9 percent in 2015. This is the third year of consecutive growth for the UK organic sector. Organic sales have also continued to outperform the non-organic grocery market, which decreased by 0.9 percent in the same period.

Overall, shoppers spent an extra £1.73 million a week on organic products in 2015 and a total of £1.95 billion on organic products across the year. While sales of organic products in supermarkets rose by 3.2 percent, those for independent retailers (7.5 percent) and box schemes and online sales (9.1 percent) rose more markedly.

According to The Soil Association, the sustained interest in organic is partially driven by an increase in young and socially conscious 'millennials' with strong social, ethical and environmental values. These consumers are increasingly choosing organic

because they want to know the origins of their food and are willing to pay more for products with quality assurance standards supporting the environment, society and animal welfare.

Martin Sawyer, chief executive of Soil Association certification, says: "This is a hugely exciting time for the organic sector, with the market set to break through the £2 billion mark in 2016 and reach levels seen before the recession. Thanks to the growth of online, it is now possible for retailers to

connect consumers with the broadest choice of organic products."

The amount of organic food used by the catering sector also grew in 2015 – by 15.2% – making it the most buoyant sector of the organic market. Organic food within the catering sector is now worth £64.3 million which, The Soil Association says, is at least partly due to the £9 million spent on its Food for Life Catering Mark scheme as well as the widespread use of organic milk in high-street chains.



Helping boarders feel *at home*



TOP LEFT AND RIGHT: Students have visited Argentina, Germany, Mexico, Scotland, Thailand, Turkey and the United States through an Around the World theme night and celebrated holidays like Chinese New Year

ABOVE: Gingerbread biscuits in boarding house colours are given to every boarding girl at the start of the new term as a 'welcome home' treat

Kevin Hopper says caterers can make life at school a great experience for students who also call it home

For independent schools with boarders, the day doesn't end with the last class or after school activity. These schools must provide a whole range of additional activities and pastoral support to ensure boarding students feel that school is a home away from home. And with students taking all their meals at school, offering delicious food that they enjoy eating can have a significant influence on how they feel about their school experience—making your catering team a valuable asset that can have a massive impact on student satisfaction.

When you're catering for students three times a day, it is important to make sure each service has a different look and feel. For example, at breakfast you can use the chef's theatre station as the main service area and transform the salad bar into a fruit and yoghurt bar. You can also use different parts of the counters in different arrangements for lunch and dinner.

With many schools having a combination of day and boarding students on roll, there are often fewer people at dinner than at lunchtime. Because there are fewer people to feed and thus less food on display at the counters, students can sometimes have the perception that they are getting less from the

dinner service. Catering teams can counter this by making the evening meal more of an event.

At some of our schools we have turned to a family-style service, laying tables with tablecloths, cutlery and chopping boards with fresh bread and accompaniments. This also encourages students to sit together more, rather than spread out throughout the dining hall, and turns the meal into more of a social event.

Themed evenings are also another way to turn dinner for boarders into a real event. Several of our catering teams have done impressive theme meals for Halloween and Chinese New Year, complete with elaborate decorations and authentic cuisine. One school takes its boarders around the world every Wednesday evening, selecting a country on a map displayed in the dining hall and creating a menu of dishes from there. At another school, an authentic Portuguese menu created by one of our chefs proved so popular that many of the flexi-boarders stayed specifically to enjoy the meal.

Another excellent way to engage with boarders and ensure they are happy with the foodservice is to ask for their feedback. You can do this through school food councils, but also by gathering one-to-one feedback from students during the dinner hour. By asking a few key questions and tracking the results, you can get a good picture of how

you're doing and what you can do to continually evolve your food offer.

You can also give the students an element of choice. At one school, our catering team offers a 'boarders' choice' once a month, giving each boarding house a turn at deciding what they want served for the evening meal. Representatives from the house then work with the head chef to develop the menu and even assist with preparation of the meal, which all boarders will enjoy. Other schools have taken this a step further, offering a Saturday night takeaway option where the boarding houses can nominate the type of food they would like on Saturday evening and pick it up as a 'takeaway' to enjoy back at their houses while watching television.

Even things like providing individual birthday cakes for boarders to share with their friends or special decorated biscuits or other treats for important occasions really demonstrate that the catering team takes an interest in the students and cares about their lives at school.

Finally, the catering team can also help make the hours outside of class more interesting for boarders and provide additional educational opportunities by offering cookery classes or even work experience, helping students develop valuable life skills they can use when they go off to university and beyond.

The key to all of this is a strong partnership between the school and the catering team, whether in-house or contracted. By working together, the catering team can be an integral part of the pastoral care a school offers its students and support the ultimate goal of having happy boarders who enjoy school life inside and outside the classroom. **IE**

Kevin Hopper is General Manager Client Services, Independent Education, at Harrison Catering Services.

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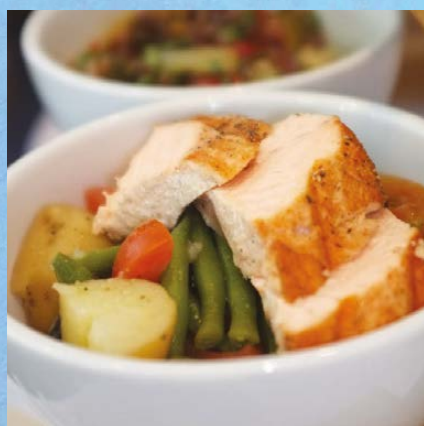
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Keeping it green in the kitchen

Schools are still reluctant to spend money on energy-saving catering equipment, says Simon Frost

School caterers are becoming more aware of green and sustainability issues, but there is still a reluctance to spend extra money on energy-saving equipment, even though the lifetime cost of the machine will be significantly lower, thanks to reduced running costs.

Every organisation should make it their social responsibility to be green. Energy efficiency is not about using less power; it's about using the power more efficiently. It's about getting more out of equipment per unit of power.

The Carbon Trust's Industrial Energy Efficiency Accelerator (IEEA) gives a clear insight into how the catering industry uses energy and how its energy use could be improved. Their recent report studied several catering sites and recommended a variety of ways to save energy consumption.

The IEEA report highlights the energy saving potential of 'best available technology' (BAT). With refrigeration, it



concludes that the improvement potential of BAT, compared to 'base case', is up to 62 percent, depending on the type of refrigeration. It also says that BAT

delivers the least life-cycle cost – in other words, investing in the best available technology works out cheaper over the lifetime of the equipment. Since 28 percent of a kitchen's energy is used by refrigeration, this is a significant issue.

Operators should focus on sustainability in all its aspects. That means being more efficient with water and consumables such as chemicals as well as energy. It also means training staff to be more efficient.


Nearly all modern catering equipment is 'greener' than its predecessors. However, when comparing the energy efficiency of similar products, functionality and output are the two key criteria. There's no point in having a highly efficient refrigeration cabinet if it can't keep food chilled safely in a hot kitchen environment.

Caterers need to be ready to pay a little extra for energy-efficient products. In the long term, this extra investment up front will pay dividends in savings in running costs as well as strengthening the brand of

“OPERATORS SHOULD FOCUS ON SUSTAINABILITY IN ALL ITS ASPECTS”

the business with its 'greener' credentials.

For specifiers looking for sustainable equipment, one key issue is that different manufacturers base their energy-efficiency claims on different criteria. However, this is due to change, with the Ecodesign Directive establishing standard benchmarks against which products can be measured so they can be labelled to indicate energy efficiency. The first category this applies to is refrigeration and in time this will extend to other products.

The Catering Equipment Suppliers Association (CESA), the Department of Energy and Climate Change and other industry associations are collaborating on the Save It! campaign, featuring a full programme of support which will include various training aids and wipe-clean, kitchen-proof stickers designed to remind staff to save energy by shutting it, filling it and turning it off. Amongst the training aids is a series of carbon management podcasts. The first three cover refrigeration, dishwashers and cooking equipment and show how to minimise energy consumption. They can be found at: www.cesa.org.uk/products/energy-saving-podcasts. 



Simon Frost is chair of The Catering Equipment Suppliers Association (CESA) W: www.cesa.org.uk



Paul Oldham has some top tips to help children stay safe online

A study from BBC Newsround has found that more than 75 percent of 10 to 12-year-olds have social media accounts despite being under age. With additional reports that one in five children have experience of online bullying, it is more important than ever that schools and parents work together to offer a consistent message to children about internet safety.

The internet offers a wealth of information for both children and adults alike and in this digital age it is a valuable resource that we all want to take advantage of.

Here are some tips and reminders to help you and your pupils stay safe online:

- Ensure all PCs, laptops, tablets and smartphones used by children have parental controls set up and that any passwords are not given out
- Children should be supervised when online: ensure that family members who regularly look after them are also aware of this
- Make sure children are aware of cyber bullying, what to do if they experience it and how serious an issue it is
- Remind your pupils that any pictures or comments posted could be made public despite the use of privacy settings and can remain online forever, even for future employers to see
- Ensure apps and games that pupils use are age appropriate – there is a very good reason why some have age restrictions
- The stranger rule also applies online – make sure that children do not chat to people they do not know, that they do not release any personal details and that they never make any arrangements to meet in person
- Ensure social media age restrictions are adhered to: the majority of social media sites, including Facebook, have a minimum age limit of 13
- If your pupils are old enough to use sites such as Facebook, make sure you know what they are posting and ensure privacy settings are set to the highest possible level
- Be aware of what they are viewing on YouTube: even the parental control safety mode is not completely guaranteed to block inappropriate content
- Make sure children know what to do if they feel uncomfortable when online or need to report an incident. **IE**



FURTHER HELP AND ADVICE

For more information about online gaming, social media and protecting yourself and your children online, visit:

www.saferinternet.org.uk

www.getsafeonline.org

www.childnet.com

Paul Oldham is deputy head at Richmond House School W: www.rhschool.org

“IT IS MORE IMPORTANT THAN EVER THAT SCHOOLS AND PARENTS WORK TOGETHER TO OFFER A CONSISTENT MESSAGE TO CHILDREN ABOUT INTERNET SAFETY”

Thinking of refurbishing your science classrooms?

Leading science classroom manufacturer Interfocus looks at why it's important to have a modern design for your science classrooms

THE IMPORTANCE OF DESIGN

All classroom refurbishment projects are a significant financial investment for a school and it's important to ensure that the design, as well as the furniture itself, will provide many years of service.

Design plays a significant role in the classroom's ability to engage pupils and teachers alike. Providing a clean and modern science classroom can change the way pupils and teachers interact with each other. There are many design layouts available for the science classroom based around four principle design styles; Peninsular, Island, Pod and Wing. Each style has its own unique merits. The classroom size and access to services will often have an impact on which design works best.

AN OPPORTUNITY FOR CHANGE

A new classroom refurbishment project gives you the opportunity to completely rethink the use of space and the way you teach.

Many classrooms have always followed the traditional approach of rows of pupils facing the front of the class. This still works well and in many cases the room size dictates the layout. However, your classroom shape and size may allow a far more engaging layout to be produced. Our experienced design team will be able to advise the solutions that work best for you and your classrooms.

Many schools adopt the approach of group learning. By utilising the POD or Island styles pupils are encouraged to work in smaller groups. This helps develop their communication and team building skills and gets the group more engaged in the lesson and subject. This more open style approach allows teaching staff to flow through and around the groups engaging with them on a more personal level, this proves invaluable in both theoretical and practical teaching.

COMPREHENSIVE STORAGE AND PREPARATION AREAS



By designing and planning practical storage and, if space allows, dedicated preparation areas, teachers can save valuable teaching time in the classroom if the lesson requirements have been prepared in advance in a secure and safe environment. When faculty staff can access their equipment quickly and efficiently, more time is dedicated to the students. We cannot stress enough how important adequate storage is.

THE IMPORTANCE OF SAFETY

Science classrooms are the probably the most hazardous teaching environments within the school. During the design process it is important that certain safety precautions are built into the new classroom layout by installing gas-guards and electric-guards

during a classroom refurbishment. These safety devices allow these services to be shut down immediately should an incident occur. These devices can be manually operated or automatic, significantly reducing the risk of students putting themselves or others in harm's way.

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Tell me Moreton



The new head of STEM at Moreton Hall has big plans for the future

Moreton Hall is an independent, non-selective, girls' boarding school in rural Shropshire. STEM is big news there and the recently opened, purpose-built science block encompasses six laboratories, including a fledgling medical science facility. GCSE results for triple science (which well over 50 percent of girls opt for) have averaged 95 percent A*/A for the last three years and more than 50 percent of girls take at least one STEM A level. Mathematics consistently achieves 100 percent A*-C at GCSE, with 25 percent gaining an A* and an extra A in additional mathematics. More than 10 percent of girls take further mathematics A levels, with the majority of those achieving two A*s.

Head of STEM at Moreton Hall is Sean Lang, a retired army officer and second-career maths teacher. He considers these results to be a success story – but not the whole story. “I know there are always areas for improvement and I know there is plenty still to do,” he says. “The leadership challenge is to identify our strengths and seize the opportunities to build upon them while systematically correcting any minor flaws in the way we do business. There are four strands to this approach: people, the learning environment, facilities, and enrichment.

“The army taught me that people are the most important element of any endeavour. We boast a rich mix of extraordinary teachers built around a core of experienced life-long educators together with some late arrivals to the profession: an engineer, an RAF navigator and a research chemist. Our girls are truly wonderful – not a hint of



Sean Lang, Head of STEM at Moreton Hall School

can be no doubt that, in the absence of boys, girls are confidently experimenting with science (literally and metaphorically). The Moreton environment is a positive one to learn in; there are precious few rules and relationships between students and staff are characterised by mutual respect and a shared approach to learning.

“Turning from soft factors to hard ones, the principal and the governors have invested heavily in our STEM facilities. The new science block is state of the art and its forerunner was completely

across the department are far more easily managed. Perhaps most importantly, we can routinely and efficiently deliver exceptional cross-curricular teaching.

“The fourth and final strand is perhaps the most exciting. The enrichment programme at Moreton includes a keen focus on STEM. A fortnightly series of evening lectures on subjects as diverse as forensic dentistry, spinal surgery and Christianity and science routinely draw audiences in the 50s. Weekly after-school activities including the Jenner, Mendeleev and Brunel Societies (medics, chemists and engineers respectively) are all extremely popular. And at an individual level, our most able girls are carefully targeted and stretched to the limit of their potential. This term alone has seen participation in or enrolment on maths Olympiads, Headstart, Inspire and Smallpeice courses, competitions in biology, physics and engineering. It's a busy life for a STEM student.

“Ultimately though, any pride in our success must be tempered by the fact that we still have a long way to go. Our results are excellent but they can get better. We get some girls into Oxbridge, but we can get more. STEM is big at Moreton Hall but it's going to be massive.” **IE**

“STEM is big at Moreton Hall but it's going to be massive”

Sean Lang

entitlement at Moreton Hall. Most of our parents are making huge sacrifices for what we offer and teachers and students share the responsibility to deliver their best in return.

“We have extremely high expectations of our students and they invariably raise their game to meet our expectations. The key human factor at Moreton is single-sex education and that leads me onto the second strand: the learning environment. There

refurbished to form a new maths block. Resources such as these need an overarching organisational structure and the integration of all STEM subjects into one department has offered significant benefits. The new science A levels include increased mathematical content and we have specialist maths teachers on-hand to support this. We have several multi-disciplinary teachers and their commitments

The global teacher shortage

Charles McIntyre (below), co-founder of EdTech Europe says mobile learning could be the solution



many teachers have been recruited without meeting national minimum qualifications and training standards. According to UNESCO data, in 32 of the 94 countries with data, less than 75% of primary school teachers were reportedly trained according to national standards in 2013. More than one-half (18 out of 32)

frameworks and business models surrounding education. We need global initiatives around the pedagogy, curriculum, testing and certification. We also need to be less precious about global standardisation in certain areas of education. For example a Microsoft Certification to be an Enterprise Administrator on a Windows Server is linked to particular coursework and an exam. The certificate is universal, so should a range of academic qualifications, particularly across STEM subjects.

International curricula and examinations are already growing, where they are available. So for example, one of the fastest growing international education programmes is the International Baccalaureate (IB), which is already being taught to approximately 1.25 million students across large parts of the world.

At the heart of the attractiveness of the Microsoft Certification and the IB is the international recognition of the qualification. To drive effective education to a mobile online environment, we need to create recognised international bodies that can authorise the testing and the issue of appropriate certificates. Once the value of the qualification is recognised the global hunger to learn will ensure that the content reaches all four corners of the globe.

The cost of setting up supra national online and mobile certification for a range of core subjects would be a tiny, tiny fraction of the cost of trying to recruit the additional teachers and building the necessary schools. So if the international community is going to have any chance of honouring their pledges to provide 12 years of schooling to every child on this planet, then they will need to invest in mobile content and pedagogies, now. ■

The international community has pledged to provide every child with 12 years of education by 2030. A bold pledge, considering the resources this will require. Even with today's population there is an acute shortage of teachers, never mind the 59 million children excluded from primary education. To reach every child in 2015, the world would've needed to hire an extra 2.7 million primary school teachers. By 2030, the total demand just for primary school teachers would rise to 25.8 million, with 3.2 million new posts and 22.6 million to compensate for attrition.

The region facing the biggest challenge is sub-Saharan Africa, which accounts for more than half of the teacher shortage today and two-thirds by 2030.

The challenge is that the current growth rates of teacher recruitment are not sufficient to meet the future requirements in sub-Saharan Africa, let alone those today. The problem is further compounded when you assess the quality of teachers in the classroom.

Where primary education systems have expanded rapidly,

of these countries are in sub-Saharan Africa.

So how do we solve this problem?

The good news is that there is already a large infrastructure investment in the key area of distribution: mobile. The graph below illustrates the current penetration of active mobile broadband subscriptions (from the United Nations ITU agency) between developing and developed nations, together with a projection from IBIS Capital. What is clear is that we are able to reach a large part of the world's population through mobile broadband, and that penetration is growing quickly. Within five years we expect to be able to reach over 80% of the world's population.

If we consider sub-Saharan Africa in particular, then the growth of mobile is even more striking. The region has been the fastest growing in the world, in terms of both unique subscribers and sim card connections. By 2020 there will be an estimated 525 million smartphones, up from only 72 million at the end of 2013.

However, if we are to use mobile learning then we will need to adapt the educational

"To reach every child in 2015, the world would've needed to hire an extra 2.7 million primary school teachers"



Branching out

The UK independent sector is a growing global community, says editor Stephanie Broad

In November 2015, the number of English-medium international schools around the world reached the 8,000 mark, teaching more than four million students. The desire to learn in English has been described by British Council research as a “growing global phenomenon”, helping young people secure top university places and career paths.

A growing number of UK independent schools have set up international branches in recent years. According to the last ISC census, 44 member schools have campuses abroad, educating 24,710 pupils. But ISC schools are only a small part of the picture – according to the International School Consultancy, British schools overseas (BSOs) represent approximately half of all English-medium schools worldwide.

International law firm Bird & Bird says schools have grasped the international growth opportunity ‘with both hands’ and many others are in the process of doing so. Partner Mark Abell, writing in our recent Internationalising Schools supplement, says: “They offer a variety of reasons, but they generally revolve around securing a substantial long-term income stream, so securing the future of the school, and improving the education that they offer children, both at their home school in the UK and in the new markets they are entering.”

A well-known example is Repton School, founded in 1557. The school was approached

in 2005 about the idea of establishing a sister school in Dubai. At that time there were no other schools affiliated to British independent schools in the Middle East and the education provision for international families in Dubai was much narrower than it is today. In 2007 Repton School Dubai was established, on a 23-acre campus, with local education partners Evolve Knowledge Investments (EKI). The school now caters for some 2,400 pupils aged from three to 18.

In 2013, in collaboration with EKI, two new Repton schools were opened in the UAE – Repton Abu Dhabi, for three- to 18-year-olds, and Foremarke School, Dubai, for three-

to 11-year-olds.

Up until 2013 the partnership had been managed at an operational level by deploying the staff and resources of Repton School. However, as the partner schools expanded, in 2013 the governors established Repton International Schools Ltd (RISL).

While RISL serves to strengthen further the international outlook of Repton, it has no external investors or shareholders. The additional income generated by the RISL business is reinvested to improve facilities and to provide financial support that enables Repton to select pupils on merit and without regard to financial means.

In India, international education group Riverston has established a new joint venture with Pooja Talwar of the Talbros Group. Riverston Talwar Education Ltd will operate specialist centres in Delhi and Mumbai as well as a training academy. These London Learning Centres will provide support for children with special educational needs and for training and development in international schools. The first centre opened in March 2016.

Professor Michael Lewis, executive chairman of the Riverston Group, says: “My colleague Jackie Harland and I have for many years sought to establish Riverston in India. I am delighted that, after considerable research into the local Indian education market over many years, we have signed an agreement with Pooja Talwar. That the Talwar family have chosen Riverston as their partners is testament to the excellence Riverston provides in the international educational marketplace as a specialist provider. The success we have enjoyed in supporting UK and international students, including those with additional learning needs, has been considerable. To be able to establish our proven model and open multiple facilities throughout India with such an enthusiastic local partner is hugely encouraging.”

The Geneva English School, a British

Below and top:
Geneva English School



international school located on Lake Geneva, has announced its plans to develop a secondary school. A year-seven intake will begin from September 2016 on the current primary campus, with a new secondary campus for September 2017. The school, established in 1961, has only provided learning for primary and early years children until now. Throughout the last 50 years, it has actively worked to maintain its small-school ethos, limiting its intake to fewer than 300 children to ensure that the personal and academic development of every individual child is met.

“The secondary school will continue this same focus and, in so doing, provide an alternative choice amidst the many expansive international schools within the region, some of which have student populations in excess of 1,500,” says Mark Williams, chairman of the GES board of governors. “The development by Geneva English School will be good news for the expatriate and local families living in and around Geneva, particularly those who have already chosen the primary school for its size and community spirit as well as its strong academic standards.”

Headmaster Stephen Baird adds: “Being surrounded by nature, with the expanse of Lake Geneva in front of us and the stunning view of Mont Blanc, and the fact that our buildings are small and not intimidating mean that children feel settled and eager to learn almost immediately. Importantly, everyone, both teachers and students, know each other. We intend to encompass this same school community spirit within our new secondary school.”

The secondary school, which will be located on a separate campus in the vicinity of the primary school, will extend further from 2017 onwards to cater for students all the way to 18 and entry to university. The school will follow the national curriculum of England with an international context and offer

IGCSEs.

Moving overseas is not without its risk – Mark Abell continues: “The risks that schools face when venturing abroad revolve mainly around protecting their reputation and ensuring the quality of both the education and pastoral care provided by their ‘sister’ schools in foreign markets. Ensuring that their



ethos – the DNA of the school – becomes a part and parcel of the overseas schools bearing its name is also a key challenge. Appropriate structuring of the venture should mean that there is no substantial financial risk to the school.”

As well as moving overseas, many British schools welcome a significant number of international students to the UK. According to the latest ISC census, the majority of international students come from mainland China, Hong Kong, Russia, Germany and the rest of the European Economic Area (EEA).

Most international pupils at UK independent schools live in Britain with their parents, but just over five percent of pupils’ parents live overseas. This represents 27,211 ISC pupils, indicating the attraction of a British education to the global market.

“Creating a diverse community gives our pupils a sense of what is really important about one another”

John Attwater (below, left)

around a third of the student body come from some 42 different countries. It works really well for these students: the diversity of nationalities ensures English is the lingua franca and an environment rooted in the Surrey countryside, where their day-pupil friends (a third of the school community) live and grow up, gives them a fully British experience and a real sense of place.

“For our British majority, growing up alongside people from different parts of the world encourages global-mindedness, from first-hand experience rather than through media or other preconception. To have their eyes opened to the possibility of study abroad (which is their friends’ experience already) opens up horizons of universities in Europe, the USA or further afield as real and exciting possibilities. Many of our students will end up in multinational companies with careers taking them throughout the world and where the imperative to be able to understand and work alongside people from very different backgrounds and cultures will be crucial to get ahead. And lastly, as I always say to parents, they will never need to stay in a hotel again: with friends all over the world, that gap year is sorted.

“Most importantly, creating a diverse community, but one based and steeped in a single nation’s tradition, gives our pupils a sense of what is really important about one another and an understanding which we can only hope will help their generation towards a more peaceful world.” **IE**



Picture: John Attwater

Recruiting international students is not without its administrative burden. Since 2009, schools recruiting pupils from outside the EEA must hold a tier four sponsor licence from UK Visas and Immigration (UKVI). Almost 700 schools are registered with UKVI under tier four to sponsor international pupils and have a responsibility to carry out regular checks on the immigration status of students in their care.

However, the benefits far outweigh the challenges, particularly in preparing students for life beyond school. John Attwater, headmaster of King Edward’s Witley in Surrey, says: “The presence of overseas students is a brilliant opportunity to prepare all of our children for their future as leaders in the modern world. At King Edward’s, our community is a cosmopolitan one where

Independent Schools Council

W: www.isc.co.uk

International School Consultancy

W: www.iscresearch.com

Repton School

W: www.repton.org.uk

Riverston Group:

www.riverstongroup.com

Geneva English School

W: www.geschool.ch

King Edward’s Witley

W: www.kesw.org

BSA celebrates GOLDEN JUBILEE at Heads' Conference

Boarding school heads will gather at the Manchester Midland Hotel in May for the BSA's annual update on the sector



'Building Bridges, Changing Lives' is the theme of the Boarding Schools' Association (BSA) 2016 heads' conference, this year marking the association's Golden Jubilee.

Having been the voice of the boarding sector for 50 years, the BSA has seen much change. Tony Little, former head of Eton College, is the BSA's Honorary President for 2015-16 and will deliver the keynote address at the conference. In the BSA's jubilee publication, Tony reflects on the change since the 1960s: "Spartan fixtures and fittings, large dormitories, inadequate heating, poor food and pastoral care in the hands of prefects were common attributes. Fast-forward 50 years and what

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a difference: comfortable rooms, heating, abundant food and wraparound 24/7 pastoral care from boarding professionals.

"And that doesn't even consider the access today's boarders have to first-class facilities and broad co-curricular programmes."

The annual conference for headteachers features speakers on charity work, research, international boarding and progressing to university. Keynote

addresses will be delivered by Tony Little, Minister Nick Gibb and Barnaby Lenon, chairman of the ISC.

Just one of a range of CPD opportunities for BSA members, the conference is complemented by more than 50 day seminars and university-accredited courses. **IE**

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FESTIVAL OF IMAGINATION

Schools around the country celebrated World Book Day on 3 March. Now in its 19th year, World Book Day is a celebration of authors, illustrators, books and (most importantly) it's a celebration of the joy of reading. It's the biggest celebration of its kind, designated by UNESCO as a worldwide celebration of books and reading, and marked in over 100 countries all over the world.

Students and staff dressed as well known characters and shared their favourite books, promoting the joy of reading. Pupils at King Edward's Witley (pictured) were visited by children's book author Kirsty Riddiford on 2 March, who shared tips on writing and developing themes.

www.worldbookday.com



Farlington School



Royal Hospital School welcomed author and journalist, Vanessa Altin



Farlington School



Rendcomb College play 'Where's Wally'



King Edward's Witley

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