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## ON THE COVER

### 17 RIGHT ON TREND

Keri Beckingham looks at how schools are rebranding their uniforms and key considerations to keep in mind

## REGULARS

### 08 NEWS

The latest news from the independent education sector

### 13 OPINION

Jane Prescott says an outdoor education is important for children, and Hilary Moriarty talks A-levels

## SCHOOL LIFE

### 24 SINGING FROM THE SAME HYMN SHEET

Our choral tradition needs to be cared for, nourished and nurtured, says Neil Chippington

### 27 KEEPING IN TOUCH WITH ALUMNI

How are schools keeping in touch with ex-pupils?

### 32 APPOINTMENTS

The latest staff additions

### 35 FINANCE

The latest school financial news

### 36 LEGAL ADVICE

Gender separation – how should schools react?

### 42 INTERNATIONAL

The British brand strengthens globally

### 51 SOMETHING BORROWED...

School events are notoriously tricky to arrange but their value far outshines the trouble

### 55 SPORT

The latest school sporting achievements

### 56 FACILITIES

Construction news from Radley College, New College School, Rossall School and St Peter's School

## EVENTS

### 65 TOMORROW'S ENGINEERS WEEK

Why schools are being urged to sign up

### 66 UK CONSTRUCTION WEEK

Construction plays a pivotal role in student safety, says Nathan Garnett

### 67 EDUCATION FOR THE SOUL

The three disciplines of great school leaders

### 69 WIRED NEXT GENERATION

What kind of world do you want to build?





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## A twist on tradition

**H**ello! I am very excited to say that I have joined *Independent Education Today* as its new Editor and hope to continue the fantastic work that Lucinda carried out during her time with the magazine. I can't wait to hear all about your school's latest news, your opinions on the topics that matter right now and the must-attend events for anyone interested in learning. So, please do get in touch by emailing [jo.golding@wildfirecomms.co.uk](mailto:jo.golding@wildfirecomms.co.uk) if you have a story to share.

Education has always been a significant part of my life – you don't grow up with both your mum and gran being former teachers without placing a high value on learning! The funny thing about growing up with teachers in your family is that not only are they your role models, but also, the role models of many other students. This is why keeping in touch with your pupils and keeping that relationship strong is vital. Read our feature on page 27 for advice. There are some wonderful stories of former pupils journeying back to their old stomping grounds to tell current pupils about life after school, who end up learning just as much from them.

Of course, our October issue is our uniform issue and there is a brilliant feature on how schools are rebranding their uniforms on page 17. While independent schools value their traditions and want their uniforms to reflect this, it is great to see that so many schools are bringing a modern twist – which I'm sure their pupils appreciate.

Enjoy the issue, and I look forward to hearing many more of your stories in the future.



**Jo Golding**  
Editor

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# Independent school exam results in numbers

Information provided by Independent Schools Council (ISC), with A-level data from 499 ISC schools (representing 37,212 candidates) and GCSE data from 549 schools (representing 37,913 candidates)

There was an **INCREASE** in candidates taking the **EPQ (+25.2%), PRE-U (+22.5%) AND BTEC (+16.8%)** qualifications compared to last year

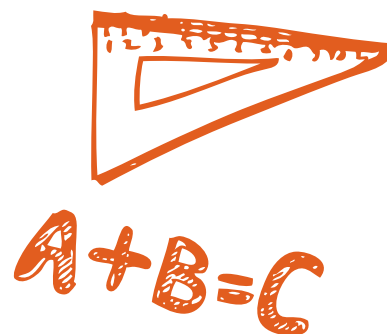
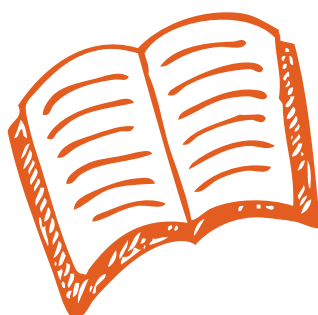
The average number of GCSEs taken per candidate is


**9.5**



**54.1%**  
of A-level students  
achieved at least  
**ABB**

**62.6%** of GCSE entries were awarded an A/7 or higher –  
**THREE TIMES THE NATIONAL AVERAGE**



**87.7%**   
of GCSE candidates obtained at least one  
**A\*/A OR 9/8/7 GRADE**

The percentage of entries getting an A\* at A-level is  
**17.7%,**  
more than  
**TWICE**  
the national average





# Teaching consent in the #MeToo age



*With a consultation on new guidance for relationships and sex education in schools set to be launched by the Government, how do we handle the question of sexual and verbal misconduct, asks King's Ely Principal Sue Freestone*

The Government, in the first update to sex education since 2000, is seeking to update the curriculum to teach children as young as four about consent. The news comes as police figures revealed almost 30,000 reports of children sexually assaulting other youngsters over a four-year period.

Meanwhile, the #MeToo hashtag continues to expose a sorry history of young people too afraid to come forward with stories of harassment and rape. With the shocking prevalence of intimidation and assault within our culture, it is perhaps time for schools to rethink how we handle the question of sexual and verbal misconduct. But how can we equip girls and boys with techniques to protect themselves in an often unjust, imperfect world, when each day seems to bring another revelation of sexual impropriety or abuse of power, most typically, but no means exclusively, by men over women? Easier said than done, of course. Many people who experience sex-based intimidation fail to tell anyone in authority about it, preferring instead to avoid the person in question, or to play down or deny the gravity of the situation. However, we neglect abuse of power or sexual predation at our peril.

In schools the matter is addressed in PSHE education, through modelling correct behaviour, and via messages reiterated in assemblies; but are we appropriately specific? Are we inhibited by our concern that we may be corrupting rather than educating? More importantly, are we so conditioned ourselves that we fail to notice comments and accepted practice that reinforces centuries of prejudice and misplaced expectation? As a woman, even I find myself guilty of laughing things off rather than challenging them; is that just because I am a woman? Things have moved on since the beginning of

my own career in teaching, and in some respects things have gone too far and I often find myself speaking up in defence of men. But, from the age of bra-burning during my own formative years, we have regressed into a time when, once again and far more explicitly, a woman is judged and judges herself, by the quality of her skin, the size of her bust, the shapeliness of her thigh and her rating on social media. Boys are not far behind in their growing obsession with the way they look.

Where has it all gone wrong? If we are to equip our young adults to stand-up to sexual predators, be they manifest in the Harvey Weinsteins and Kevin Spaceys of tomorrow, or in outwardly idle but corrosive banter, we have to do more to instil in them a sense of their own value; equal to that of any other human being, regardless of status. While we seek to protect innocence, the world gets on with exposing ever-younger children to all manner of pornography and disfigured expectation. Our pupils should feel able to speak out if they are exposed to people who commit sexual crimes. Always a concern associated with adolescence, we cannot start educating children too young. It is time to fight back and, as is so often the case, it is only through education that such fundamental societal change can be engineered.

I believe we can harness the energy of the #MeToo movement to open a valuable conversation with young people and an opportunity to model empowerment and change. Teachers know their pupils and how to deal with sensitive topics. If the young adults in our schools are to become the first generation to call time on sexual offenders, we need to build their belief in their own intrinsic worth and the empowerment born of standing up to menace. **IE**

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“Our pupils should feel able to speak out if they are exposed to people who commit sexual crimes”

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# REGULARS

08 NEWS | 13 JANE PRESCOTT | 14 HILARY MORIARTY | 17 SCHOOL UNIFORM TRENDS





# UK schools ecstatic over exam success

*The Independent Schools Council has released data from this year's exam results, revealing that with GCSEs, nearly two thirds of entries achieved A/7 or higher, three times the national average. With A-levels, the number of schools offering BTECs has almost doubled in three years. So it's good news all round. Here's just a handful of success stories.*



## North Bridge House

North Bridge House Senior Hampstead students have been celebrating their best-ever GCSE results with an impressive number of top grade 9s. The students achieved a fantastic 34% of grade 8s and 9s.

Fifty-five per cent of all grades were at grade 7 or above, while 93% of students achieved a 'strong pass' at grade 5+ in English Language and 91% in Maths.

The mixed ability school performed exceptionally well in Maths, with 66% of students

achieving a grade 7 or above – compared with the national average of 15.8%. A remarkable number of top grade 9s were gained in the sciences, totalling 55% in Biology, 46% in Chemistry and 37% in Physics.

Brendan Pavey, Head of North Bridge House Senior Hampstead, said: "I am absolutely delighted for the class of 2018! They are a wonderful set of students and to achieve outstanding results is nothing less than they deserve."

## Hulme Hall Grammar School

Hulme Hall Grammar School's class of 2018 are celebrating after achieving stunning GCSE results. With 88% of pupils receiving a Level 4 or above in English and Maths, the Stockport school has much to celebrate.

Headteacher Rachael Allen said: "We are delighted with the grades that our pupils have achieved this year. It is only the second year that the new GCSE exams have been in place and already our results are significantly higher than the national average."

Whilst countrywide, the figures for Maths and English were stable with around 70% achieving targets, pupils from Hulme Hall far exceeded the figures for English with 97% attaining a Level 4 or above.

All pupils are either progressing to further education or have already joined apprenticeship schemes and the school is now looking forward to the start of the new academic year when it will continue to provide quality education.



## The Royal School

The Royal School is happy with its GCSE students' strong performances, in the even more challenging new national measures across a broad and demanding range of subjects.

Students attained 9–7/A\*–A grades with the highest performances in Modern Foreign Languages, Chemistry, Physics and Maths. The ongoing emphasis on STEM and the more challenging facilitating subjects, which are favoured by top universities, is reflected in a significant number of pupils achieving A\*/A in Chemistry, Physics and Biology, and the many stellar performances in a range of



modern languages, as well as a further upward trend in mathematics.

The majority of students will be staying on at The Royal to continue their A-level studies in September. Some student highlights include Reema Pujari with six 9 grades, an 8 and two 6 grades, Ciana Hodgson achieved two 9 grades, four 8s, one A and two 6 grades, and many more fantastic results.

## Fairfield High School

Fairfield High School has again seen some strong results, with 58.7% of students achieving a grade 4 or above in English and Maths.

The proportion reaching grade 5 or higher – classed by the Government as a strong pass – is up on 2017 at 43.8%.

In the first year of the new linear courses in most other subjects, the school is delighted that 100% of students who sat Biology, Chemistry, Polish and Urdu achieved at least a standard pass (grade 4) and Physics was close behind at 92.6%. Sports Science doubled its pass rate to 86.7%.

Head Student of Year 11, Ruby Ross (left in picture),



said: "My time at FHS has been amazing and I am so thankful to all teachers for all of their support. I couldn't have done it without them."

Pupil Emmanuel Leach notched up seven grade 9s, one 8, two 7s, as well as a grade B.





## Ardingly College

Ardingly College's A-level and IB students are celebrating a record haul of top grades. Rising to the challenge of tougher A-level exams this year, over half the cohort gained at least one A\* or the equivalent grade 7 in the IB Diploma. One third of the A-level and IB cohort achieved a full sweep of A\* or A grades.

In the IB Diploma, Ardingly students achieved an average grade of 39 points against a worldwide average of 30. At the top end, 18 students achieved 40+ points (equivalent to

A\*A\*A at A-level). Another 18 students achieved all A\*s and As, or Distinctions in the Pre-U qualification.

Headmaster Ben Figgis said: "Ardingly has an excellent track record in helping students raise their grades from Cs to Bs, and Bs to As. This year we have also made a real impact at the top end, increasing A\*s from 18% to 27% and showing that Ardingly can add value for every student at the top, middle and lower end of the cohort."

## The Duke of York's Royal Military School

Students at The Duke of York's Royal Military School are celebrating success at A-level and BTEC with more than a third of exam results obtaining A\*–B Grades.

Forty-nine students in Year 13 selected A-level and BTEC courses, with a 95% pass rate. The school is particularly pleased that 41 students will be going onto university to continue their education.

Outstanding success includes: Richard Sullivan with A\*A\*AA in Photography, EPQ, English Literature and Geography respectively; Eslava Casal-

Rodriguez with AAB in French, Spanish and Maths; Taylor Marsh with Dist\*Dist\* in BTEC performing Arts; Will Bowden-Rennick with AAB in English Literature, EPQ and Politics; and Oliver Ormrod with ABBB in Spanish, English Literature, History and EPQ.

Alex Foreman, School Principal, said: "Well done to all our students and it's gratifying to record improved results, particularly after our Ofsted inspection in April which noted that stronger leadership of the sixth form is having a positive impact on students' rate of progress."



## DLD College London



Students and staff at DLD College London celebrated following exceptional A-level, BTEC and International Foundation Programme (IFP) results.

There was an A-level pass rate of 97%, 100% at BTEC and 93% at IFP. This year, despite the new A-level reforms and over 20% of universities offering unconditional offers, DLD students have achieved 30% A\*–A grades, 56% A\*–B and 86% A\*–C – results above the national average.

Betty Liang (pictured) achieved an exceptional A\*A\*AA in her A-levels and will now go on to study Architecture at the prestigious Bartlett School of Architecture at University College, London. Tom Darbyshire who achieved Business D\*D\*D\* in the Business BTEC will be reading Business and Management at the University of York, while Nguyen Loc who achieved 86% in the Economics and Business IFP will be reading Business Management at King's College London.

## Northampton High School

At Northampton High School, A\* grades, at 21%, were up on last year's excellent results and over half the results achieved by the girls were at A\* or A grade. Five students achieved three or more A\* grades and 38% of the year group gained at least one A\*

among their grades. Also, the school is happy to announce that five students will be going on to study at Cambridge University this year.

The Headmistress, Dr Helen Stringer, paid tribute to the girls and staff, commenting: "This is a very special day for us all at the High School – seeing



the girls celebrating the fruits of their ambition and flair, and sharing their successes with their families and teachers.

A-levels are, of course, above all a passport to the next stage of life's journey and, with the hugely impressive grades they have earned, the girls will find doors opening for them."





# Author visits school to teach children about change

Students from Derby High School were inspired by a talk from a best-selling author who visited and gave them an insight into the refugee crisis.

Cathy Cassidy visited the school to talk about her latest book, *Sami's Silver Lining*, and she told students how seeing families fleeing war-torn countries inspired her to write it. The book is about a young boy from Syria who lost his parents and sister in the Mediterranean as they tried to reach Europe.

Cathy said the theme of the

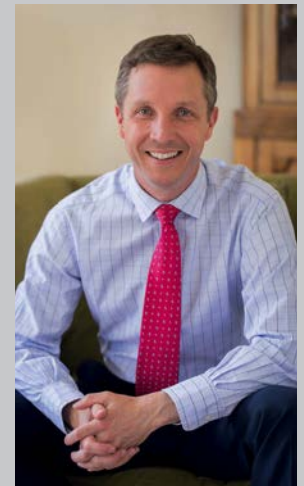
book was how we deal with change. She said: "Sami's story is sad, he had to leave war-torn Syria and make his way to safety in the UK where he does make friends. I knew I wanted to write about a boy who found safety after seeing images of the refugee exodus."

Cathy writes young adult fiction and has written more than 20 books.

Cathy told the students that when she was at school her favourite activity was day-dreaming: "I loved day-

dreaming and on my school reports it would often say 'Cathy could do well but she day-dreams too much'. Imagine if day-dreaming was on the school timetable and during a couple of day-dreaming lessons you might come up with the most amazing ideas for stories."

**Derby High School was founded in 1892 and is a three to 18 age range independent day school. It takes boys and girls up to the age of 11 and girls only from 11-18.**



## Results show Scotland's independent schools excelling in languages

As SQA exam results are released, data from the Scottish Council of Independent Schools (SCIS) reveals that 68% of pupils studying foreign languages have achieved a higher grade A.

The data, collected from SCIS's 74 member schools, shows that 72% of students achieved a higher grade A in Mandarin, while 72% of those studying German, 69% of those studying French and 63% studying Spanish also achieved an A.

John Edward, Director of SCIS, said: "I am thrilled to see Scotland's independent schools achieve such outstanding results that have topped last year's yet again. Languages provide young people with enhanced communication and adaptability skills, a deeper cultural awareness, as well as opening up a world of job opportunities which means that providing children with the opportunity to learn a new language from a younger age is paramount."

# Bake Off judge gets Truro School cooking

Prue Leith is a familiar face to the people of Great Britain, especially lovers of cake, and now she has opened a new state-of-the-art cookery school at Truro School.

In addition to enabling practical cookery to be taught throughout the school, the facility gives sixth form students the opportunity to complete the prestigious Leiths Introductory Certificate of Food and Wine.

After the official opening, Prue said: "So good to find a school taking food so seriously and everyone having so much fun in the brilliant new cook school."

During a Q&A with the pupils, Prue revealed that Catering College had never taught her anything about the love for, or history of, food and she wanted to



ensure her students were taught how interesting food can be at every level.

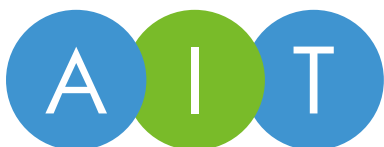
Andrew Gordon-Brown, Headmaster of Truro School, commented: "It is fantastic that we are able to provide such state-of-the-art facilities, not only for our pupils to learn to

cook but for our Sixth Formers to become associated with such a prestigious organisation as Leiths. We pride ourselves on giving our students the stepping stones to success after they have left school and university, and this is just one more way in which we can do that."

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Patrick Wenham, Headmaster, Bickley Park School



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Today's children are not able to enjoy the type of freedom given to previous generations, and miss out on some aspects of learning that occurred naturally in the past. During the Second World War Portsmouth High School was evacuated into the Hampshire countryside and one former pupil from that time recounted to me how she was allowed to roam the country lanes with a picnic and a few friends if they had finished their schoolwork.

The same is not true for children of today who lead much more cosseted lives. Our busy streets mean that, certainly in urban environments, it is not safe to allow young children to cross roads unaccompanied.

However, schools are addressing this deficiency with programmes such as forest and beach schools. The very name suggests that this takes place outdoors and is only possible if there is access to fields, woods and water, but this is not always the case.

At Portsmouth High School we have adopted an explorative approach to learning which ensures girls use thinking skills that apply across the curriculum and beyond into sport, music and drama. The girls are encouraged to become curious explorers which fuels their imagination and develops their interest in learning. They are motivated by a spirit of enquiry, and explore ideas and arguments in a generous, critical and constructive way, trying out new things and developing new skills like leadership.

This is, in part, achieved through our outdoor learning curriculum which includes time for forest and beach schools within the day. It is embedded in what we do and not just an add-on to the schemes of work.

I recently attended the Global Forum on Girls' Education in Washington DC to speak with colleagues about this approach to outdoor learning. What I discovered was that there are schools across the world embracing this form of teaching. One school had even made a chicken coop using their 3D printer along with the imagination of their pupils and their ingenuity.

What I contributed was that you do not need to be surrounded by acres of land and space or even water to experience the benefits of outdoor discovery learning. It is important that the school buys into the concept and embraces a move away from traditional lessons. Having it as part of the weekly activity programme which is sacrosanct and cannot be taken away for other activity is vital. Training staff across the schools means that everyone sees and upholds the value and the benefit.

Recently we built an outdoor classroom which serves as a focus for lessons and enables lessons to take place whatever the weather. We have one to two hours a week dedicated to individual classes and other teachers choose to use the grounds in subject-based lessons.

Children of all ages learn about fire and use flint and steel to light combustible material they have gathered themselves. They learn safety skills such as how to use saws, knives and fire safely, as well as how to whittle wood: once-taught safety skills, during which the children are trusted to undertake tasks with bow saws, knives and fires. This fosters a strong sense of independence and the children's self-esteem grows from seeing a process through to a clear outcome. With trust comes responsibility

# Why every child should experience an outdoor education



*By Jane Prescott, Headmistress of Portsmouth High School and a member of the Girls' Schools Association (GSA)*




**"They learn safety skills such as how to use saws, knives and fire safely, as well as how to whittle wood"**

and a real sense of achievement when a challenging task is successfully navigated and completed.

The children also grow their own food using the vegetable and fruit plots. They take responsibility for planting and watering and they certainly like to be involved in eating their produce. Again, this fosters a true sense of achievement and they don't need reassurance from adults that they have done well as it is evident in the delicious food.

We are fortunate to be able to take our pupils to the beach and here the principles of outdoor learning are extended to learning about the shore and safety around water. The children understand tides and the changing profile of the beach, and to encourage responsibility they all help with beach cleans. This activity can easily be applied to much smaller bodies of water and even those artificially created.

I will end with another quote from our Early Years Lead: "A deep sense of responsibility towards care of the environment and building a sustainable future are key components of the learning. Within the gardens confidence is built through managing risk around the fire pit, sawing logs and helping to maintain the wide range of plants." 





# Be careful what you wish for...

As Edexcel announces it will be uploading all of its marked A-level exam scripts, Hilary Moriarty asks, are we about to see A grades rise even further?

**O**K, so first you have to know that I am writing this on A-level results day, and whatever I intended to write has just been trumped by the newspapers reporting, not the pass marks, and not the vagaries of results over time, but something I believe to be even more important: Edexcel is today uploading all of its marked A-level exam scripts, and will offer free access to the exam scripts so teachers can judge whether a pupil or the examiner was at fault before they go through the process of challenging the grade awarded.

Now that's a revolution. That's the walls of Jericho coming down, and I feel a little

like Joshua, because once upon a time I took up my pen and scribbled an attack on the massive structure of examination boards – and lo! See how the walls have crumbled!

I cannot say this is exactly what I had in mind when I went into print – *The Times* and *The Guardian* in the late 1990s – to ask that candidates should have access to their own papers if they felt their received grade was wrong. As a Head of English and Head of Sixth Form I had dealt with disappointed girls with grades they couldn't understand – “But I was really good on the Shakespeare paper!” – and if we challenged the grade, all too often the exam board merely confirmed their first decision.

And why wouldn't they? Who could argue with them, in their ivory tower, loftily handing down decisions which would change the recipients' lives? And getting a reputation for changing their minds was never going to be a useful marketing development. I suspected that appeals got very short shrift from the Boards, with more to gain by holding firm, and little to gain by admitting error.

There were times when a pupil was convinced she had done better than the grade given but I had my doubts – was it likely that a student who had pottered through Sixth Form in a lackadaisical fashion, with lowish grades for homework assignments completed in a week, not in



Looking back, I realise I had done a lot to try to get inside an examiner's head. The best possible INSET for anyone teaching English Language and Literature was then (and may still be) to become an examiner, but it's a brutal baptism, especially if you are working full time. I marked A-level English Lit several times, O-level Eng Lit, CSE Eng Lang, and GCSE Eng Lit, all of them – obviously – taking over my life for about three weeks. OK on maternity leave, hell on earth when back in school and the papers waited for my return and occupied every night till the small hours. By then,

Australia. They were leading the way, and offering the kind of example which British exam boards could easily follow. But the exam boards here were horrified at the very idea. When I was invited to discuss the issue on *Newsnight*, a top man in the exam business came to defend their position. *Newsnight*! When the invitation – OK, the phone call – came, I was in a car on the Severn Bridge, returning to Wales from a London trip. Could I come back for the programme? What do you think?

So I returned, and we were told to expect a good 10 minutes of airtime. And then,

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“Edexcel is today uploading all of its marked A-level exam scripts [...] Now that's a revolution. That's the walls of Jericho coming down, and I feel a little like Joshua”

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how fair or accurate was my work, and how much oversight of my piles of lumpen paper was possible? I was completely conscientious, but also (probably) completely exhausted.

I understand that these days the marking process is much more 'professional' in the sense of scripts being scanned and marked in daylight, but the requests for re-marks have gone through the roof. In 2017, there were 369,215 challenges to grades given (*The Times*, 16 August 2018). Last year's pilot, offering teachers access to marked papers, resulted in 440,000 scripts being downloaded and viewed by teachers. Never mind the particular student whose grade you may be querying, I am sure that the teaching of the next cohort of students for the next year and the next examinations will have improved.

The examiner is no longer a mysterious figure in the shadows, often moonlighting from the day job to eke out a stretched salary. This is what a student wrote, this is what the examiner thought, this is the mark he gave – now, how do we help our students to better match what the examiner on this syllabus with this exam board, wants?

Independent schools have spent years working for improvements in the standard of marking. The announcement that one of the Boards will upload all of its marked A-level scripts today, results day, is a tribute to their efforts, with a nod to the technology which has made it possible – you can just imagine the flounce, 'Upload the lot!' which is only possible because the process is well served by computers.

At the time I was speaking up for access to the papers, it was already happening in – if I remember correctly – Ireland and

the news emphasis for the day changed in a heartbeat: the Monica Lewinsky story broke, Clinton admitted guilt, my Exam Board colleague and I turned into small fry.

"Give back the papers!"

"No! It would be the end of civilisation as we know it... you'll be sorry!"

Thank you and goodnight.

But the gauntlet was down, the natural justice of allowing students sight of their completed papers – *their* papers, after all – was recognised and the walls were breached. Ironically, a few years later when my own son was awarded a B in one of his A-levels after two years of nothing less than A grades, he asked for a review. And guess what? The exam board admitted they had lost one of his papers, but would now accept his mock paper if his school still had it. The school still had the paper, done in exam conditions back in January. He got his A.

Today's news of Edexcel uploading all of its marked A-level exam scripts is billed as a move to help cut the number of schools challenging their pupils' grades. I am sure it will work – fewer challenges, but probably a lot of conversations about what examiners really, really want. This is precious information, this is INSET.

If A grades go through the roof next year, don't be surprised. ■



Hilary Moriarty is an independent advisor for schools, a former Head and former National Director of Boarding Schools Association

45 minutes under exam conditions, was it likely that the D grade was wrong and she was actually going to get an A in a re-mark? Maybe not. Next question: would you be the one to tell her that when she's convinced she was inspired on the day and is determined to demand a re-mark? Of course not.

But if I could see her actual paper, if she and I could go through it line by line and see where marks had been won or lost – now you're talking. And – secondarily, but also importantly – if I could see where a candidate had gone wrong, I would be so much better equipped to teach next year's students because I'd seen the examiner's response to a student's work.



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# Right on trend



**Keri Beckingham** finds out how independent schools are rebranding their uniforms in 2018 and the key considerations that they need to keep in mind →



For independent schools, the need to present themselves as institutions that are both traditional and modern has always been something of a balancing act.

But in today's marketplace, what key issues do independent schools need to be aware of when it comes to updating their school uniform, and how are things changing?

For a lot of independent schools, updating their uniform is a key way to tie in with the rebranding of their entire marketing activity. This is something that Clare Burrows, Account Director at uniform supplier Schoolblazer, has seen through her work with Croydon High School, which recently refreshed its logo with the introduction of a striking lime colour.

Commenting further, Clare said: "They wanted this colour taken through into their uniform too. This is quite typical of what we are seeing in terms of independent schools refreshing their uniform with new branding and new colours."

In addition, Clare has also seen a common theme develop for girls' schools, in terms of not just putting the school's crest on their blazers as a way to identify their uniform. She added: "In fact we're seeing more subtle elements like a contrast trim being introduced instead, showing that uniform doesn't need to be overtly branded in order to work."

John Stevenson is Joint Managing Director at Stevensons, which was established in 1925. They supply uniform to over 500 schools across the UK, and have seen a big shift towards independent schools investing in sportswear over the last three years. Commenting further, John said: "Whilst sportswear has always been a key consideration for independent schools when choosing outfitters, this area continues to develop at a rapid pace."

"Independent schools have a need for modern technical kit that they can be proud to compete and perform in, whilst being mindful of cost and availability to parents all year round. As designs and the requirements of kit are ever-changing – we have indeed undertaken a record number of sportswear redesigns this year – it is not uncommon for schools to look to develop their range every three years or so and so retailers need to be proactive and competitive with their kit offering."

### ENGAGING STAKEHOLDERS

When it comes to an independent school looking to update its school uniform, it's important that they seek the thoughts of their key stakeholders, such as pupils,



“For us, it's about getting the balance between a uniform that is smart and serviceable and is also easy to maintain – but ultimately the comfort of the pupil is always what is most important”

parents, staff and governors before making a decision. The most effective way to do this is through a focus group, but it's vital that the senior leadership team has a good idea of how they'd like the uniform to look before they start the process so that a consensus of opinion can be achieved.

As Clare Burrows explains: "For focus

groups, we prefer to give attendees a limited number of options for each item, based on what the preference of senior management is. Less is definitely more and it's about making them feel engaged, rather than delegating the whole process to them."

At Stevensons, they believe it's important for independent schools to offer parents a →







range of purchasing options, rather than just relying on online stores. They have seen a change in the shopping environment over the last few years, and have seen an increase in parents wanting to get professional advice about products through face-to-face interactions with staff, rather than just using the internet. As John Stevenson explains: “We have 14 high-street locations across the country, as for independent schools we know that although parents like ordering online, they also like visiting us in store.

“The reason for this is that they want to have interactions with staff in order to understand what uniform is compulsory and what’s optional, as well as to find out more about tailoring options too.”

### MANCHESTER HIGH SCHOOL FOR GIRLS

Manchester High School for Girls is a leading independent school for girls aged 4–18. The school had a long-standing association with black and gold throughout their kit, however, this had no special relevance to the school’s rich history. After a detailed consultation, the school worked with Stevensons to redevelop their uniform and sportswear and highlight their heritage.

Speaking about the rebrand, John Stevenson said: “As the school has a strong link with the Suffragette movement, a detailed design process was undertaken and the colours from the Suffragette movement can now be seen represented throughout the school’s very distinctive uniform and sportswear kit.

“After much consultation through focus groups, presentations and design meetings, contemporary designs were identified. As a result, a whole new range of uniform and sportswear is now available through Stevensons’ various retail channels and will be worn by all pupils from reception through to Year 10 this September.”

### EDGE GROVE SCHOOL

Edge Grove School is a day and boarding school for boys and girls aged 3–13 years old in Hertfordshire. When the school was established in 1935, the school’s uniform was only available for parents to purchase at Harrods and then John Lewis. However, as time has gone on, the school has realised the importance of choosing an accessible supplier so that the process of purchasing uniform is made much easier.

Speaking of how things have changed, Headmaster Ben Evans said: “I believe that it’s really important for independent schools to understand how parents buy uniform and make it as easy for them as possible by taking away any stress. For us at Edge Grove





## “Independent schools have a need for modern technical kit that they can be proud to compete and perform in, whilst being mindful of cost and availability to parents all year round”

School, this means that parents should be able to go online or buy from local shops, and we even have our own second-hand uniform shop at the school too.”

Pupils at the school have always worn distinctive maroon blazers and red woollen jumpers, which is a tradition that they want to retain. In addition, the comfort of pupils is also the most important factor when it comes to considering new items of uniform. Commenting further, Ben said: “There is only one machine left in the whole country that will produce our red woollen jumpers, and despite our supplier asking if we wanted to change it to polyester V-neck instead, this item is specific to us and part of our identity.

“For us, it’s about getting the balance between a uniform that is smart and serviceable and is also easy to maintain – but ultimately the comfort of the pupil is always what is most important.”

### BURGESS HILL GIRLS

Liz Laybourn is Head of Burgess Hill Girls, an independent school for girls in Sussex

that was founded in 1906. When the school opened, it only had nine pupils and so a uniform wasn’t needed. However, in 1914 a square-necked, navy blue gymslip, made by a local lady, was introduced. Following this, a school blazer was introduced in 1922, a grey kilt with a blue blouse, blue jumper plus a dress was rolled-out in 1985 and the kilt then changed colour to navy in early 2000.

In 2016, the previous Head of Burgess Hill Girls undertook a rebrand, which involved the school’s uniform being modernised. As part of this, it was important for the school to keep an element of tradition, as well as ensure that their uniform was different to that of other local schools.


Speaking of the reaction to the rebrand and their future plans, Liz Laybourn said: “We were lucky that the choice went down well with the majority of parents and girls. Our aim was to minimise the number of garments required by ensuring there was an option to change only a couple of items when transitioning to Senior School from Junior School.

“The Sixth Form Suit was a completely new item as the girls wore their own clothes. It was also well received and many of the students welcomed the suit.

“In the foreseeable future I do not envisage a huge change as the current uniform is well-liked. However, there are a few items I would like to revisit. It is always important to keep the review in mind and move with the times whilst considering the costs to parents.”

### LADY ELEANOR HOLLES

Lady Eleanor Holles (LEH) launched a new school uniform for its Senior School in 2017 and tried to balance finding a smart uniform that the girls would enjoy wearing with one that was practical and not expensive. They canvassed the opinions of students, parents and staff to ensure that their chosen style would be met with approval and, commenting further, Jenny Blaiklock, Director of Development and Communications, said: “When Mrs Hanbury arrived at the school nearly four years ago, one of the comments most often made to her was that the girls looked scruffy and that the school uniform was rather dull and outdated.

“With the help of our focus groups, we reached an agreement on a smart, practical and stylish new uniform. Gone are the boring grey sweatshirts and in has come the new up-to-date uniform which is reflective of the school’s heritage.” 





## COMPARING CAMBRIDGE IGCSE AND REFORMED GCSES

**Peter Monteath, Regional Director, Europe at Cambridge Assessment International Education, discusses how qualifications are changing**

**C**ambridge IGCSE launched alongside the UK GCSE in 1988. Students have been presenting their IGCSEs to colleges, universities and employers for a generation.

UK GCSEs have been through many changes over the last 30 years. In that time, coursework, controlled assessment and module tests have assumed different levels of importance. During the same period, Cambridge IGCSE has remained more constant – linear, using coursework where we've felt it to be an important form of assessment, and offering alternative assessment routes to cater for the diverse circumstances of our international schools.

A programme of UK GCSE reform, which started in September 2015, is bringing the structure of the qualification closer to the Cambridge IGCSE.

### HOW DOES CAMBRIDGE IGCSE COMPARE TO THE REFORMED GCSE?

Throughout its 30-year history, we have aligned the Cambridge IGCSE to the standard of the GCSE. We have always been able to demonstrate that the achievement of an A grade at GCSE mapped to achieving an A in a Cambridge IGCSE, and so on. Work by independent bodies shows Cambridge IGCSE to be comparable to the equivalent qualifications taken by UK schools, and we will continue to run these comparisons with the reformed GCSEs. Many elements of Cambridge IGCSE, including the content

and the linear structure of the courses, served as benchmarks for the reformed GCSEs.

At Cambridge International, we are also able to work with our UK sister board, OCR, to ensure equivalence of standards and outcomes between GCSE and Cambridge IGCSE. We also know that awarding standards for GCSE have not changed (borne out by this year's GCSE results). Cambridge IGCSE standards also remain stable.

The content of reformed GCSE and Cambridge IGCSE syllabuses have extensive overlap. However, Cambridge IGCSE contains features unique to its syllabuses that offer meaningful choice to schools and learners. Cambridge IGCSEs serve different markets and different needs to GCSE, and it's our belief that schools should have the choice of whichever qualification best meets the needs of their students. Even though Cambridge IGCSEs are no longer part of UK performance tables, entries from the UK independent sector have continued to grow.

### GRADING

The use of one grading system or another has no impact on the educational value of a qualification. After consulting our schools across the world, we are offering the choice of grading system (either A\*–G or 9–1) in our most popular Cambridge IGCSE subjects in Europe, the Middle East and Africa – the areas where demand

for 9–1 grading has been highest.

Some schools have asked us to recommend a grading system. Again, that is for schools to choose. We have connections to many UK universities, but none ask specifically for A\* or 8/9 in any subject as part of their admissions requirements. We know that many universities have stated that they will accept a grade 4 in place of the C grade, but that some are setting the grade 5 as their entry requirement. Universities in the UK will continue to accept A\*–G grades from students in Wales, Northern Ireland and from IGCSE students worldwide.

Two other awarding bodies offer International GCSEs. These alternative International GCSEs are adopting the 9–1 grading system globally and are not regulated by Ofqual.

The reformed GCSEs have moved much closer to Cambridge IGCSEs, and replicate what Cambridge International has been doing successfully for many years. Cambridge International is also experienced in devising syllabuses and assessments that are demanding but, at the same time, accessible across a broad ability range and suitable for schools in diverse circumstances.

Schools worldwide continue to tell us that Cambridge IGCSE students are well prepared for higher education, alongside the alumni of high-performing countries. We look forward to continuing our work with UK schools that want to be part of our international success story.

# SCHOOL LIFE

24 CHOIR SCHOOLS | 27 ALUMNI CONNECTIONS | 32 APPOINTMENTS | 51 HOSTING EVENTS







# Choir schools

## Singing from the same hymn sheet



*Like a beautiful garden, our choral tradition needs to be cared for, nourished and nurtured, says **Neil Chippington**, Headmaster at St John's College School, Cambridge*



**T**he Choir Schools' Association was established exactly 100 years ago in response to a perceived threat to the existence of choir schools. It was Reverend W.E. Morgan of Westminster Abbey Choir School, who together with Mr C.R. Jelf of King's College School, Cambridge and Reverend R.H. Couchman of St Paul's Cathedral School who, in 1918, decided that they had better be proactive, rather than await the unintended consequences of a new Education Act which they feared would impinge, even destroy, our choral tradition.

Thankfully, choir schools have continued to this day and there are currently over 40 members of the Choir Schools' Association – private and state schools as well as a few overseas. I believe our unique choral tradition, of which we can be justly proud,

is as strong as ever. That is not to say there are no threats to the survival of Cathedral and College choirs and the schools which serve them. In an age when fewer families go to church services and singing in primary schools is not as prevalent as it used to be, it is hard to persuade parents that the right route for their child might be singing in a choir in a church. Nevertheless, if you have a young child who is continually singing around the house, and not just in the bathroom, this might just be the right direction for them.

Importantly, a place in a Cathedral or Collegiate choir comes with an education in an excellent school and, if a private school, often with significantly reduced fees. There are also bursaries available, including from the Choir Schools' Associations own Bursary Trust, which means that access to such an education is open to all.

I have been fortunate enough to be





“ One only has to witness great national occasions such as a royal wedding, a state funeral, a celebration or memorial of national significance and there, at the centre, will be the choir bringing an element which cannot be expressed in words ”

Head of two choir schools, firstly St Paul's Cathedral School in London and currently St John's College School in Cambridge. I have also been privileged to go on tour with both of these choirs and the reception that they receive abroad brings home to me the unique quality of our choral tradition and the high esteem in which it is held all over the world. It really is a beacon of excellence for our country. Here at home, one only has to witness great national occasions such as a royal wedding, a state funeral, a celebration or memorial of national significance and there, at the centre, will be the choir bringing an element which cannot be expressed in words. We are often moved by these occasions just as the then Chancellor, George Osborne, was rather publicly moved to tears at the funeral of Lady Thatcher a few years ago. It is this music, though, that anyone can hear day in and day out in our great buildings of worship. It would be impossible to put into words the feelings that would be felt if this was lost.

The challenge for our choir schools today, therefore, is to support this unique choral tradition and our musicians. Those schools which are independent must help in ensuring that there is access to all whatever their financial background or means. We can all champion the importance

of singing, however, and what it means to us as human beings. One important piece of work the Choir Schools' Association supports and encourages is outreach programmes which many institutions now undertake to bring the joy of singing to as many children as possible. There is, though, much more work to be done in this area.

I am in no doubt that the excellence which our choristers aspire to and achieve every day has a palpable impact on the schools in which they are educated. To know what excellence feels like and how to achieve it is transferable to any walk of life: just ask those former choristers who are now at the top of their chosen careers – there are plenty of them. For children to hear and see what their peers can achieve through hard work, commitment and dedication can only be beneficial.

Next time you walk into a great Cathedral, Church or Chapel, I hope you will take the time to stop and listen to the choir sing a service. In our increasingly busy world, it can be the most important part of your day to stop and listen to the heavenly sound. Like a beautiful garden, our choral tradition needs to be cared for, nourished and nurtured. It is hard work producing anything of great beauty but worth every moment and sacrifice. **IE**





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# Can you afford to be out of touch with your alumni?

*With an alumni being an integral, and some would say, vital part of any educational establishment, **Natalie Trice** has been looking at how independent schools are keeping in touch with pupils, long after they have flown the nest →*



Photo by B.P.M. Harris Photography

Phoebe Lebrecht, Social Media Manager for GoCardless, addresses pupils, parents and staff at Giggleswick School's annual speech day



**W**e all know that at the heart of any thriving school are current pupils, but those from the past are just as much a part of the community too. While the students you teach today are a captive audience, the ones who have left might be living all over the world, leading busy lives and developing their careers, which means they can be harder to reach but they are just as important.

Given the constant bombardment of information in our 24/7 digital age, connecting with members of an alumni

OGs also provide invaluable support to our current pupils, providing lectures to sixth formers, work experience and mentoring and every year, our OGs support our Higher Education and Careers Week, helping pupils with their CVs and interview skills."

Ben Evans, Headmaster at Edge Grove School, agrees that former pupils are excellent ambassadors, spreading good PR and acting as an important marketing tool. "Happy, successful former pupils at school events will reassure current parents that they have made a good school choice and boost their confidence in the school's added value for their child/children," he added.

**“It is about cultivating a lifelong relationship with former pupils, who will then, in time, give back by offering their own advice and career support, perhaps by sending their own children to the school, and by making donations of varying levels”**

takes hard work, creativity and innovation, but the benefits of cutting through the noise can be huge and is an opportunity many believe is too good to miss out on.

"The first thing to realise is that alumni relations are a long-term game," said Phil Rothwell, Director of Development at Warwick Independent Schools Foundation. "It is about cultivating a lifelong relationship with former pupils, who will then, in time, give back by offering their own advice and career support, perhaps by sending their own children to the school, and by making donations of varying levels. The best way to cultivate a sense of loyalty is to begin before pupils even leave the school because if they understand and appreciate the benefits of former students helping them, they are more likely to do the same further down the line."

As well as the real-time and financial support, the other obvious benefit of this network is the power of advocacy which is priceless when it comes to attracting the next generation of pupils.

Jane Paul, Director of External Relations at Giggleswick School, commented: "Our Old Giggleswickians (OGs) and former parents are some of our greatest advocates and most prized word-of-mouth adverts. Nothing tells you the quality of a school more effectively than seeing the achievements, characteristics, personalities and values of those who were educated there and we recruit a large number of pupils through OG recommendation. For us, though, the benefits go further because our

Having alumni members talk at open days and play at concerts is fantastic and can really change the dynamic of an event, but this is only going to happen if you are engaging with them on a regular basis and making them feel like an integral part of school life.

Yes, you are busy, but so are they and



Former winner of the Isle of Man TT, Nick Jefferies, congratulated Giggleswick pupils after the annual alumni v school golf competition





Jill Longson, UWC Atlantic College Graduate and Governor

if they feel prioritised and valued, they are more likely to 'give back' to their old school and make a difference to pupils who are studying with you now.

### An invaluable tool

Alumni members bring a wealth of experience and skills to the table, and Ben Evans knows you need to be proactive if you want to tap into their potential. He said: "Having a database of successful and accomplished alumni can be invaluable for pupil workshops, masterclasses and

enrichment lectures. At EG, we also invite former pupils back to speak at Speech Day which is always very well-received by parents and demonstrates that the school community exists long after pupils have actually left the school."

So far it is easy to see how this set up can benefit a school, but what is in it for members?

Phil Rothwell thinks that increasingly, alumni see value in the school network with it being a more vibrant and exciting version of the 'old school tie' system and one which is no longer just open to men. He commented: "Young alumni are keen to develop their careers in an increasingly competitive environment. It is a great resource for them to tap into the knowledge of other former pupils in their school network who are willing to help them with advice and guidance. When alumni see the benefits of staying in touch with their school and each other, they are then more likely to help others when they are in a position of influence. It's a virtuous circle."

Annual magazines, newsletters, social media posts, apps, website updates and invitations to events can help ensure

your alumni feel involved in school. Golf days, lunches and dinners, as well as football, netball and cricket matches get people together so they catch up with old friends, and teachers, and find out how their old school is evolving and what role they can play in the future.

For Christine Hare, Head of Marketing at Bellerbys, creating networks that help pupils to keep in touch with friends and teachers well beyond the end of their studies is important.

She said: "We provide regular updates on current student performance and changes at the colleges, and we also work to organise reunion events in the UK and in our alumnus' home countries. At our Brighton College, we host an annual event for students to reconnect with each other and teaching staff. Students regularly come back to our colleges with family members to show them where they studied, to catch up with teachers, and to just say hi. On one occasion, we even had a couple who met at Bellerbys come back for a marriage proposal and our catering staff organised a special lunch reception."

While the 60,000 alumni members







Bentley Motors materials engineer Chris Thompson visited Giggleswick School to give an inspiring talk to pupils

of the United World Colleges (UWC) have access to the UWC Hub web platform and mobile app which allows them to keep in touch with one another, human interaction is still a very strong element of keeping people connected. Jill Longson, UWC Atlantic College Graduate and Governor, acknowledges that the human touch is important: “Face-

As well as having an appointed Alumni Officer, the school holds annual events and sporting fixtures against the current first teams, and members can get married in the beautiful chapel that was such a part of their formative years, if they so wish. With one past pupil taking a seat on the Board of Governors each year, this school really does seem to know how to foster loyalty

“Having a database of successful and accomplished alumni can be invaluable for pupil workshops, masterclasses and enrichment lectures”

to-face contact is irreplaceable, so as well as organising annual reunion events, we host other gatherings around the world, where alumni can come together to share experiences, knowledge and ideas.”

### Once a Giggleswickian...

At Giggleswick even the youngest pupils are aware of the OG Club, which they automatically join when they leave, and the regard in which former pupils are held, and as the motto goes ‘once a Giggleswickian, always a Giggleswickian’.

and belonging with members of their alumni. Disney set designer Tom Coxon is the latest to take up the post and said: “Being a young governor I can give something back to a school which gave me a strong platform and allowed me to explore who I am as a person through both academic and extra-curricular activities. The ethos and enthusiasm of Giggleswick helped me believe that I could achieve more than I thought I could.”

As well as inspiring current students to be the very best they can, because Tom graduated in architecture he also offers



Ben Evans, Headmaster at Edge Grove School

valuable input into an ongoing project to redevelop and upgrade the school’s boarding houses, which shows just how key the early investment in alumni is and the benefits it can offer everyone.

While there isn’t a one-size-fits-all approach to cultivating relationships with former pupils, Phil Rothwell summarised: “Schools don’t have to invest thousands of pounds in developing a bespoke programme for their alumni. A simple, effective thing to do to start with is to acknowledge former pupils on the school website, and provide a point of contact for people to get in touch. If a school starts there, it can’t go too far wrong.” **IE**



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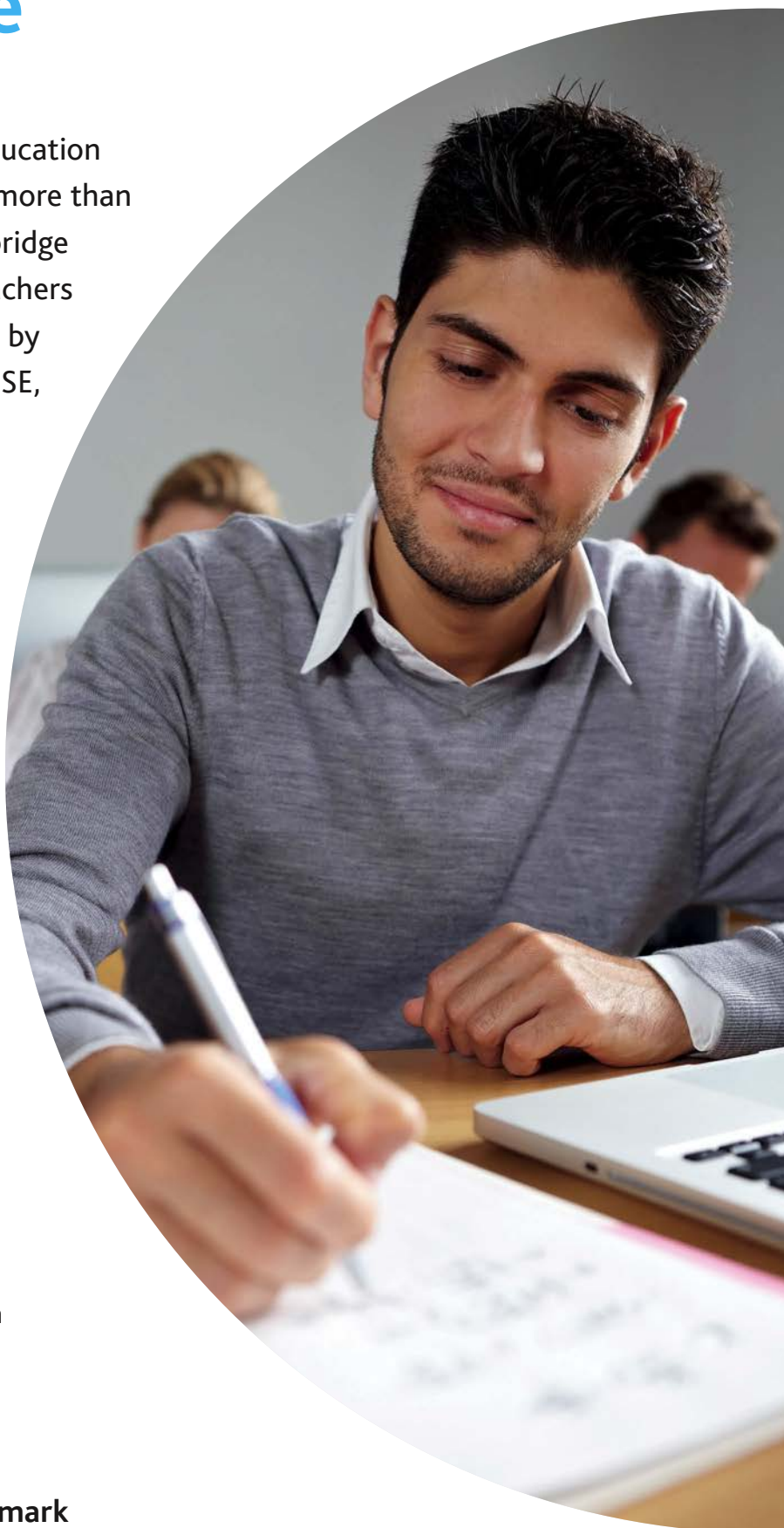
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# Stonyhurst College serves up new Director of Tennis

**S**tonyhurst College has announced the appointment of David Shaw as its new Director of Tennis.

The former professional player will be responsible for the development and implementation of tennis programmes for St Mary's Hall School and Stonyhurst College pupils.

He joins the institution after more than 20 years as the Director of Tennis and CEO at the Northern in Manchester, where he helped build the club from 32 to over 400 junior members having weekly coaching sessions.

David, who finished British Junior No.1 in 1982 and won the British Junior Wimbledon singles and doubles in 1981, played in the Australian Open, French Open and Wimbledon between 1981–1983. His playing career began when he was 13 and he achieved men's world rankings by the age of 17.

David said: "I'm thrilled to have joined Stonyhurst and I'm looking forward to helping establish its tennis academy as



one of the best in the North of England. The facilities here are second to none and provide the perfect opportunities for students of all ages and abilities.

"It's important to stimulate interest in a sport like tennis from a young age and that's what I'll be working to do; nurturing talent and encouraging students to embrace the many benefits the sport has to offer."

John Browne, Headmaster at Stonyhurst College, said: "David's extensive experience and passion for the sport make him the perfect candidate for

the role, and St Mary's Hall and Stonyhurst College students are going to benefit from his leadership immensely."

Stonyhurst's £580,000 Glassbrook tennis dome, which has two Grand Slam-size tennis courts, was opened by Tim Henman last year and is used for lessons and matches as well as being open to the public when not in use by students.

The Stonyhurst Tennis Academy runs during the school holidays, offering a high-end, intensive training course for a range of abilities.

## New Head of English for King Edward's Witley

Joseph Allen joins King Edward's Witley in September, as the new Head of English.

A graduate of the University of Lancaster, Mr Allen has previously been Head of English at Reading Blue Coat School and St Swithun's, Winchester, among other appointments in the maintained and independent sector.

The position at King Edward's Witley will see Mr Allen assume teaching responsibilities for pupils studying for English as part of their GCSE, A-level and IB examinations, across a number of year groups.

Commenting on his upcoming position as Head of English, Mr Allen said: "I'm excited to be joining a School where English teaching already enjoys a position of strength, where I can play a pivotal role in driving the department further forward and make a genuine difference in terms of further stretching and challenging the most able pupils both in and out of the classroom."



# Malvern College appoints new Head



Keith Metcalfe, currently the Deputy Head at Harrow, will be the new Headmaster of Malvern College from April 2019.

Keith was educated at Monmouth School and Downing College, Cambridge, and Malvern College looks forward to welcoming him at the start of the summer term in 2019.

He succeeds Antony Clark who has been Headmaster at Malvern for 10 years. Antony moves to take up the role of Headmaster of Michaelhouse,

a prestigious boarding senior school for boys, in South Africa.

Malvern College is one of the foremost co-educational boarding and day schools in the UK, rated excellent by the ISI in November 2017. It celebrated the 25th anniversary of offering the IB alongside A-levels in the Sixth Form and 25 years of becoming a co-educational school this year. The school has an extended network of Malvern College schools abroad in China, Egypt and Hong Kong.



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# EDUCATION HAS AN 'I' IN IT – OR DOES IT?

Tracy Shand, founder of Simply Boarding, thinks it's time to highlight the importance of good mental health in personal success

**C**onversations in education today are revolving around the need for schools to improve their provision in the area of mental health. With many independent schools having outstanding provision for physical health, is it not time to put our minds together to have the same emphasis for the 'hidden health' that determines personal success?

One letter, 'I', and how you feel about it determines your success as both an individual and within your school. What you think determines your thoughts, which determines behaviours and reputations. With this in mind, it is time to consider this one important letter to increase the wellbeing of your community, who are maintaining your income in a tough educational market.



## DOES YOUR 'INSIDE' MATCH YOUR 'OUTSIDE'?

Seen from the outside you have made it, but how does it feel inside? What messages are you giving yourself? What thoughts are driving you? Look around your community, what clues are people giving you? You are one conversation

away from helping another person – the only cost is time.

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What is your answer? Do your budgets support it? Being well means feeling valued and supported. This comes down to school culture that everyone is living and breathing every day. But there is more to it, can you create the opportunities for everyone to thrive and survive? How can you do this?

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# Bursary campaign raises millions following fundraising efforts

The Bursary Fund at Bolton School is £5m richer after the school's hugely successful '100 Campaign for Bursaries' reached its target, with the money raised enabling children from across the region to study for free or at reduced costs at the fee-paying independent day school.

The fundraising encouraged former pupils and friends of the school to donate to the campaign. In 1915, upon creating the Bolton School Foundation, Lord Leverhulme's intention was to provide an

excellent education for every child of ability, irrespective of financial means.

Headmistress of the Girls' Division at Bolton School, Sue Hincks, said: "Support for the '100 Campaign' has come from right across the school community, including Old Boys and Old Girls, Charitable Trusts, current and former parents and other friends of the School as well as from our Parents' Associations, who raised money through a Family Foundation Festival and two spectacular School Balls.

The funds raised will help us to honour Lord Leverhulme's founding ethos and build a firm foundation for the next 100 years in the school's history."

"Our means-tested bursaries allow children from families that earn £20,000 or less to potentially enjoy a free education with us, and enjoy all of the opportunities that provides," explains Philip Britton, Headmaster of the Boys' Division. He continues: "Currently more than 300 pupils – or one in five children attending either the Girls' or

Boys' Division Senior School – receive assistance with their fees and, of these, half have all their fees paid in full."

Chairman of Governors Mr Michael Griffiths commented: "We are delighted with the success of this campaign.

"Our vision for the future is to be the school that any talented child can come to, regardless of their parents' ability to pay the fees.

"With the continued support of the school community, we know that this ambitious target will, one day, become a reality."

## Abbey Gate College donates E51000 kitchen to Mbita Primary School in major community project

A group of 14 students from Abbey Gate College in Chester, have just returned from a three-week expedition to Swaziland to build a new kitchen at Mbita Primary School, courtesy of Sense Africa and the Eswatini Tourism Authority (STA).

The students played a significant role in the planning and preparation of the expedition, in particular in the organising of fundraising events.

The project had been identified and requested by the local community, was jointly funded and undertaken, and will be of great benefit to the whole community. As well as building the kitchen, the group also contributed to

local conservation projects.

In 2014, Abbey Gate College embarked upon a partnership with Mlindzini High School and its feeder primaries which led to students travelling to Swaziland to help improve facilities and amenities in the remote rural schools, including the construction of an access road which aided travel to and from Nhlanguano.

The expedition this summer supported the college's ongoing partnership with Mlindzini High School and also gave students a huge range of opportunities to explore new landscapes, understand different cultures and develop a wealth of personal skills and experiences.



English teacher Karen Jackson said about the experience: "The expedition provided students with a fantastic opportunity to visit one of the safest and most diverse areas of Africa, which gave them experiences and skills which they will value for the rest of their lives."

According to Jenny Bowen, director of Sense Africa, the

students also had the chance to visit Hlane Royal National Park, Mlilwane Wildlife Sanctuary and Malolotja Nature Reserve.

"The fundraising challenges that enabled the trip to come to fruition were key and have allowed the pupils to leave a significant mark on the lives of people at Mbita Primary School," she said.



# Gender separation in mixed schools – how should schools react?

*All independent schools and academies are required to fulfil their duties and obligations under the Equality Act 2010. VWV's Yvonne Spencer and John Deakin explain all*

On 28 June this year, the DfE produced new non-statutory guidance for mixed schools entitled 'Gender separation in mixed schools' (the Guidance). Its publication follows the Court of Appeal's judgment in *HM Chief Inspector of Education, Children's Services and Skills v the Interim Executive Board of Al-Hijrah School* [2017] EWCA Civ 1426, both of which seek to clarify schools' equality duties in relation to the gender segregation of pupils.

All independent schools and academies are required to fulfil their duties and obligations under the Equality Act 2010 (the Act); and ensure compliance with the Education (Independent School Standards) Regulations 2014 (ISSR), in particular:

- Part 1 – paragraph 3(j) – ensuring that the teaching at the school does not discriminate against pupils
- Part 2 – paragraphs 5(a) and (b) – actively promoting fundamental British values
- Part 3 – paragraph 7 – safeguarding and promoting the welfare of pupils
- Part 8 – paragraph 34 – quality of leadership and management.

## The Al-Hijrah decision

The Al-Hijrah School (the School) is a voluntary aided co-educational Islamic faith school in Birmingham, providing education for boys and girls between 4 and 16. Its practices – based on religious grounds – were to apply strict separation of boys and girls from the age of 9 to 16. The practice was public and a defining characteristic of the School.

In 2014 the School was placed in special measures by Ofsted, but it wasn't until 2016 that Ofsted made adverse inspection findings in relation to leadership and management of the School, due to the segregation of pupils.

During the 2016 inspection, inspectors concluded that although the standard of education offered to either sex was not qualitatively different, it did limit the pupils' social development and meant that they were ill-prepared for interaction with the opposite

sex when they left school. On that basis they concluded that the practice amounted to discrimination in breach of the Act.

The School issued judicial review proceedings seeking an order that the inspection report be quashed. The High Court disagreed with the inspectors and concluded that both genders received the same educational experience – albeit mutually separated throughout – and there was no detriment to either group. The report was quashed. Ofsted appealed.

In the Court of Appeal, the Court rejected this argument on the basis that the Act prohibits direct discrimination in relation to a 'person' – there is no reference to the discrimination of groups or cohorts as a whole. The Court therefore determined that it was required to consider matters from each pupil's individual perspective. They concluded that both boys and girls were individually subject to a detriment by reason of their segregation (which in this case was extreme) "because it diminishes

when, in the absence of a relevant lawful exception, the degree and type of separation of pupils based on gender for both curricular and extra-curricular activities, is likely to be deemed to constitute unlawful direct discrimination contrary to the Act.

It is worth pointing out that the Guidance is non-statutory in nature, meaning that it is not mandatory. Provided schools (and it applies to all schools) follow the Act and Al-Hijrah, they are not required to follow it, but doing so will be good evidence of compliance.

## How should schools respond?

At VWV, we suggest that all co-educational schools undertake a review of their segregation of pupils in particular by gender (which the Act refers to as by 'sex') and in relation to any of the other characteristics protected by the Act (disability, race, religion or belief, age, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership).

“They concluded that both boys and girls were individually subject to a detriment by reason of their segregation”

the quality of education that the girl pupils and the boy pupils would receive but for their respective sex. It is not the mere fact of separation which gives rise to discrimination... but rather it is the impact on the quality of education which the pupils would receive but for their respective sex.”

This is a Court of Appeal decision so is binding authority on all lower Courts considering the equality law implications of pupil segregation.

## The DfE's gender separation Guidance

The new Guidance is the DfE's response to the Al-Hijrah judgment and provides support to schools in identifying what is expected when it comes to separation by gender.

The Guidance explains circumstances

Consideration should be given to the segregation which is taking place within the school, whether or not this is permitted (i.e. whether there is a lawful exception under the Act allowing it) and otherwise whether or not the segregation exposes pupils to a detriment. Schools should find appropriate ways to take account of views from pupils about possible detriment (such as pupil surveys) so that the 'voice of the child' forms an essential part of the evidence base for the assessment.

In so far as sex discrimination is concerned, relevant lawful exceptions apply to:

- positive action and single-sex activities (for example single-sex classes to teach sex education and elements of PSHE)
- single-sex sport (due to physical strength, stamina or physique of the average girl or





boy) separation of such limited duration that is considered negligible in its effect (for example, some segregated PSHE lessons or rehearsal of boys and girls choirs to focus on different voice ranges)

- separate toilet and washing facilities
- separate boarding accommodation as long as the same standard of accommodation is provided for both boys and girls.

We have produced a gender separation assessment table to assist schools with this task which is available at [www.vwv.co.uk/onstream](http://www.vwv.co.uk/onstream).

### What impact will this have on inspections?

If pupils are separated by sex (or by reference to other protected characteristics), school leaders and governors/trustees will be expected to justify to inspectors, parents and the wider community, the reasons for the separation and to demonstrate that it does not expose pupils to a detriment.

If inspectors find evidence that gender separation has – or might have – a material detrimental impact on children of each gender, it may result in a finding that a school has not met one or more of the standards referred to above.

In these circumstances the DfE is likely to serve a notice on the proprietor of the

school requiring it to submit an action plan setting out the steps to be taken to meet the standard or standards, and the time by which each step is to be completed. In most cases the DfE will instruct the relevant inspectorate to carry out a progress monitoring inspection of those steps set out in the action plan.

### Particular considerations for diamond model schools

Schools registered as co-educational but who operate under a diamond model in which girls and boys are educated separately at one or more key stages, will, if they determine that gender separation is not minimal or does not fall within a lawful exception, need to consider:

- whether their current practices offer the same educational, co-curricular and social opportunities for boys and girls (careful review of pupil and parent feedback on the educational experience at the school will be an important part of these considerations); and if not:
  - integration of the genders at all stages of the school to become fully co-educational; or
  - change the existing registration to create separate single-sex schools for the separated year groups.

We suggest that until more information is made available, this is

something that governing bodies and proprietors keep under review.

### Conclusion

Given that this is likely to be a focus area on inspection, we recommend that schools undertake and document the suggested review. <sup>16</sup>

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Yvonne Spencer and John Deakin are partners at leading education law firm VWV. Yvonne can be contacted on 020 7665 0870 or by email at [yspencer@vwv.co.uk](mailto:yspencer@vwv.co.uk). John can be contacted on 0117 314 5335 or by email at [jdeakin@vwv.co.uk](mailto:jdeakin@vwv.co.uk).

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## KEEPING WITH TRADITION



**Deborah Homshaw,  
Managing Director of  
CH&CO Independent,  
looks ahead to the  
festive season and how  
CH&CO is set to fuel  
positivity through food**

**W**ith the 2018 summer officially recorded as the joint hottest, it feels a little too soon to be thinking ahead to Christmas and the other traditional events that take place in November and December. However, in our world, planning pretty much starts as soon as the last dish is served!

The festive period is one of our busiest times for hospitality events, with concerts and carol services adding to the normal daily provisions. With most schools closed over Christmas, the traditional fayre is enjoyed in the days leading up to the end of term (although we do have people working on Christmas Day too!). For my team, a successful event comes from solid foundations and that all starts with the menu creation and planning. So, whilst our customers enjoyed their summer break, the team and I turned our attention to what we'll be creating this Christmas.

It's not just about food on the plate either. We want to showcase intelligent food and experiences that lift the spirit, bring people together and fuel emotional positivity and physical wellbeing. The high street has excelled at signalling the start of the festive

season and there is no reason why this can't be replicated in a school environment too.

In our industry, there is always pressure to create the next best thing, especially with our customers eating out and travelling much more. This, in turn, increases the demand for more variety on menus. However, Christmas isn't something to reinvent or mess about with. Every year, it becomes increasingly evident to me that regardless of people's recent food experiences, the festive season can't start until they've had pigs in blankets with their turkey or enjoyed a mince pie and sung a Christmas carol.

**“ We want to showcase intelligent food and experiences that lift the spirit, bring people together and fuel emotional positivity ”**

And it's not just about Christmas. There is so much more going on in November and December, such as Diwali and Thanksgiving. We can create exciting food experiences around each of these traditions and make the most of this fantastic opportunity to engage with our customers. The key, though, is ensuring that the menus always please every diner and that people understand what the traditions are and where they came from. For example, many of our international students are always intrigued by eating a 'mince' pie and pulling a cracker for the first time. And, even for the 'closer-to-home' pupils, we've needed to be

creative with our Christmas desserts as many British pupils aren't keen on the traditional Christmas pudding. We've also found that education works both ways. Who would have known that most American 'moms' make pumpkin pie with tinned pumpkin? So, catering for Thanksgiving events means putting our fresh food policy to one side so that the most important celebration in the US calendar has a real taste of home.

Whilst many a chef may dream of creating a new dish that will wow audiences, the results could be disastrous if they haven't considered the kitchen equipment, their audience or the number

of meals that they need to serve during this busy time of year. Or, the fact that there are some traditions that are simply best left alone. Know your customer and make sure the festive experience you're creating will exceed their expectations.

What do we have planned for this year? That remains a secret but what I can say is that Christmas with CH&CO Independent will always engage pupils, parents and teachers by keeping with tradition and having fun! We love enhancing pupils' excitement at this wonderful time of year.

**W:** [www.chandcogroup.com/education](http://www.chandcogroup.com/education)



# Rydal Penrhos expands catering facilities

*Work to significantly improve Rydal Penrhos' dining hall and kitchen area is nearing completion*

The development began earlier this year after a period of 'consultation' lasting several weeks between Headmaster Simon Smith and Holroyd Howe, who took over the school's catering provision on St David's Day.

The work has seen a complete restructure of the serving areas and furniture at the facility, and the kitchen has also seen a major upgrade with the installation of state-of-the-art equipment as part of the investment, which will benefit both day and boarding pupils considerably in the coming years.

Mr Smith said: "This will reap significant benefits in the long term which will shorten queueing time,

“This will reap significant benefits in the long term which will shorten queueing time, further improve the menus and provide a contemporary dining experience which we can all appreciate and be proud of”

further improve the menus and provide a contemporary dining experience which we can all appreciate and be proud of.”

This is the latest in a series of exciting developments around Rydal Penrhos as part of their ongoing desire to improve each area of both the Prep and Senior sites to enhance

the experience of each pupil under their care.

Construction teams are also renovating the Sixth Form Ferguson Centre during the summer holidays following a successful pupil-led fundraising initiative that was instigated by departing Year 13 pupils Morgan Roberts and Anna Richardson. **IE**





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# The British brand strengthens globally

*2018 will be the busiest year ever for British independent schools opening sister schools abroad, says Nalini Cook*

**I**SC Research, which collects and analyses data and intelligence on the international schools market, is aware of 20 new international schools affiliated with independent school brands, that will be opening this academic year. Nine of these new schools are in China, two each in Hong Kong, Malaysia and Thailand, and one in Dubai, UAE, India, Brazil and Germany.

Several of these schools are 'sister schools' of British independent schools that are brand new to the international arena. These include Sedbergh School from Cumbria opening Rong Qiao Sedbergh School in Fuzhou; King's College School Wimbledon which is opening two schools; Nanwai King's College in Wuxi and RDFZ King's College School

in Hangzhou; Merchiston Castle School from Edinburgh opening Merchiston Shenzhen; and Christ College Brecon opening King Henry VIII College in Selangor, Malaysia.

In addition, a number of British independent schools already established overseas are expanding their global presence this year. Wellington College, for example, is opening an international school in Bangkok, Thailand, as well as three new schools in China: Huili School Shanghai and Huili School Hangzhou and Wellington College International Hangzhou which is a school specifically for expatriate children.

Most of the new schools

**"Parents who want the academic prestige and extensive opportunities that a British independent school brand offers, and who can afford it, are enrolling their child in an independent sister school in their neighbourhood"**

opening this year in China, that are associated with British independent schools, are specifically for local Chinese children. The international schools market in China is highly segmented. Schools can either provide education for the children of foreign workers, or provide bilingual internationally oriented education that local children are able to attend. These Chinese bilingual schools have to comply to strict Chinese Government regulations. It is these schools where most of the demand in China currently lies, driven by a desire from wealthier Chinese families to give their

children a more international style of learning close to home, that prepares them well for higher education overseas.

Sixty-two independent school brands are already established in overseas locations to their 'mothership', and the independent schools from Britain dominate this sector (92% of these schools). From school fee income alone, British independent schools abroad generated US\$833.5 million in the 2017–2018 academic year.

That year saw 10 sister schools of independent school brands open overseas. Nine of these schools originated from Britain, with just one

from the United States. Enrolment at these schools in their first year ranged from 46 to 450 students.

US and Australian independent schools have been slow to follow the British examples, but there is some evidence that overseas development and engagement in market potential is now increasing. Nine US independent school brands and one Australian school will be opening schools overseas this September.

Foreign expansion of an independent school can be achieved in several ways. Most are brand-new school developments, built as sister schools that partner with a local investor and share the same brand name, style, ethos and learning approach as the mothership. Other independent schools provide management

Nine US independent school brands and one Australian school will be opening schools overseas this September

More than 9,500 schools are currently delivering international learning, teaching and globally-recognised exams in the English language around the world

62 independent school brands are already established in overseas locations

From school fee income alone, British independent schools abroad generated US\$833.5 million in the 2017–2018 academic year





services, teaching and learning partnerships, and brand integrity to international schools.

Demand is typically high for places at these schools. Parents are increasingly aware of the range of education options accessible locally for their child. Those parents who want the academic prestige and extensive opportunities that a British independent school brand offers, and who can afford it, are enrolling their children in an independent sister school in their neighbourhood.

Demand for international education is now extensive in many countries. According to the new Global Report published this month from ISC Research, in addition to independent school brands, over 9,500 schools are currently delivering international learning, teaching and globally recognised exams in the

English language around the world to more than 5.03 million children aged between 3 and 18. Over 80% of these students are the children of local families who are selecting a local international school in preference to their state education. This is because of the quality of learning and the benefits of gaining reputable qualifications that provide better opportunities for higher education and careers.

**A free summary report providing more details about the international growth of independent school brands is available from ISC Research.**

**You can request a copy by emailing [enquiries@iscresearch.com](mailto:enquiries@iscresearch.com).**



Nalini Cook is Business Development Manager for ISC Research and specialises

in supporting British independent schools as their research partner for international development. She can be contacted directly at [nalini.cook@iscresearch.com](mailto:nalini.cook@iscresearch.com).

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## WORKING WITH YOUR ALUMNI

Rachel Lewis, Senior School Placement Consultant at Gabbitas Educational Consultants, discusses how consultants can help parents clarify what is most important to them

**P**arents embarking on a school search for the first time quickly learn what a complex process it can be. Top of the considerations are often location, academic reputation and facilities; a school website or open day can be overwhelming with so many factors for parents to consider. With many first-time buyers entering the market, parents cannot rely on their own experiences of independent school to inform their decision.

This is where the education consultant comes into their own. With vast experience of UK independent schools, their individual strengths and weaknesses, the consultant can help parents to clarify what is most important to them and identify the qualities in a school that would make it the best environment for their child to flourish in. Where a small setting may give the shy child an opportunity to shine brightly, it may not work for a talented sports player who needs lots of healthy competition to raise their game.

Whilst a successful placement will lead to satisfied parents, it also contributes to the long-term wellbeing of the child and their capacity to become fully involved in school life. A happy and engaged child is more likely to participate with enthusiasm and

try new things, in and out of the classroom, making their time at the school fulfilling and their likelihood of remaining connected with the institution far greater. Parents know their child is in an environment that will nurture as well as motivate them and they are in turn more likely to recommend the school.

The sense of pride pupils have for the school creates a connected, rich seam of alumni loyal to the school and likely to consider it for their own children, when

body by providing mentoring in life skills, employment guidance and job opportunities. The university destinations and career choices of the alumni are also a living demonstration of the possibilities of studying at their school. Staying in touch with their alumni will result in repeat business for the school, through the power of word of mouth. They can make perfect motivational guest speakers for your speech night. Ultimately, they are a powerful marketing tool.

**“With many first-time buyers entering the market, parents cannot rely on their own experiences of independent school”**

the time comes around. Pupils are more likely to forge friendships that last a lifetime and with international students attending UK independent schools in increasing numbers, they are never far from a fellow alumnus wherever they are in the world.

Alumni are extremely helpful in raising a school's profile abroad and in most expat communities there will be alumni associations. Former pupils can be the best ambassadors for a school and can be powerful supporters for your upcoming pupil

For education consultants, keeping in touch with the alumni networks – from recent leavers to those becoming first-time parents – is a vital resource of ‘inside information’ and keeps them abreast with the school's current reputation. This in turn helps to fine tune their school searches to ensure they identify the right setting to fit every child's learning style and individual needs.

**W:** [www.gabbitas.com](http://www.gabbitas.com)

# WHY GAMBLING IS A TICKING TIME BOMB FOR CHILDREN

Independent gambling harm minimisation consultancy EPIC Risk Management reveals how gambling is a fast-growing issue with children



**S**tatistics show that among our technology savvy generation, gambling is a fast-growing issue, with 500,000 children aged between 11-15 gambling every week with 143,000 experiencing gambling-related harm. Indeed, 33% of all calls to the National Gambling Helpline are made by under-24s.

Gambling is related to a large number of problems for young people, many of them hidden, including social and emotional behavioural problems, low attainment and truancy. This in turn can

lead to school reputational problems. poor mental health, drug and alcohol use, anti-social behaviour and, in the extreme, criminal convictions or suicide.

The impacts of gambling-related harm are not felt in isolation, with research suggesting that for every problem gambler it is thought that a further 10 people are directly affected. It can cause disruptive relationships with family and other difficulties in personal and social lives.

The impact of problematic gambling can also cause damage to the reputation and brand of schools.

**“With 96% of children and young people in the UK thought to own a smartphone, gambling has never been more accessible”**

lead to school reputational problems.

It's incredible to consider that 64% of under-16s have played an online gambling game in the last seven days. With 96% of children and young people in the UK thought to own a smartphone, gambling has never been more accessible to young people and is the fastest-growing societal issue faced by our younger generation.

## WHAT IS MEANT BY GAMBLING-RELATED HARM?

Gambling-related harm describes how gambling can trigger problematic behaviours, with links to low attainment, truancy,

## WHY IS IT IMPORTANT TO ADDRESS PROBLEM GAMBLING IN CHILDREN?

Gambling, normalised through widespread placement of gambling advertisements in sport, is widely accessible. However, the secretive nature of gambling and gambling-related harm means they often go undetected.

Currently curriculums do not focus on this addiction and EPIC believes it is critical young people can access reliable advice and information. EPIC is eager to encourage proactive gambling harm mitigation initiatives. Driving awareness of the dangers associated with gambling

is pivotal in inspiring responsible gambling amongst young people.

EPIC is proud to work across a range of sectors, from professional sports to armed forces, with clients including SkyBet, EFL, RFL, PCA, Chelsea Academy and prestigious schools such as Harrow, to name but a few.

EPIC Risk Management is an independent gambling harm minimisation consultancy in the UK, focusing on the highest prevalent sectors. EPIC identify and reduce the brand, reputational, financial and human risks caused by gambling in the workplace.

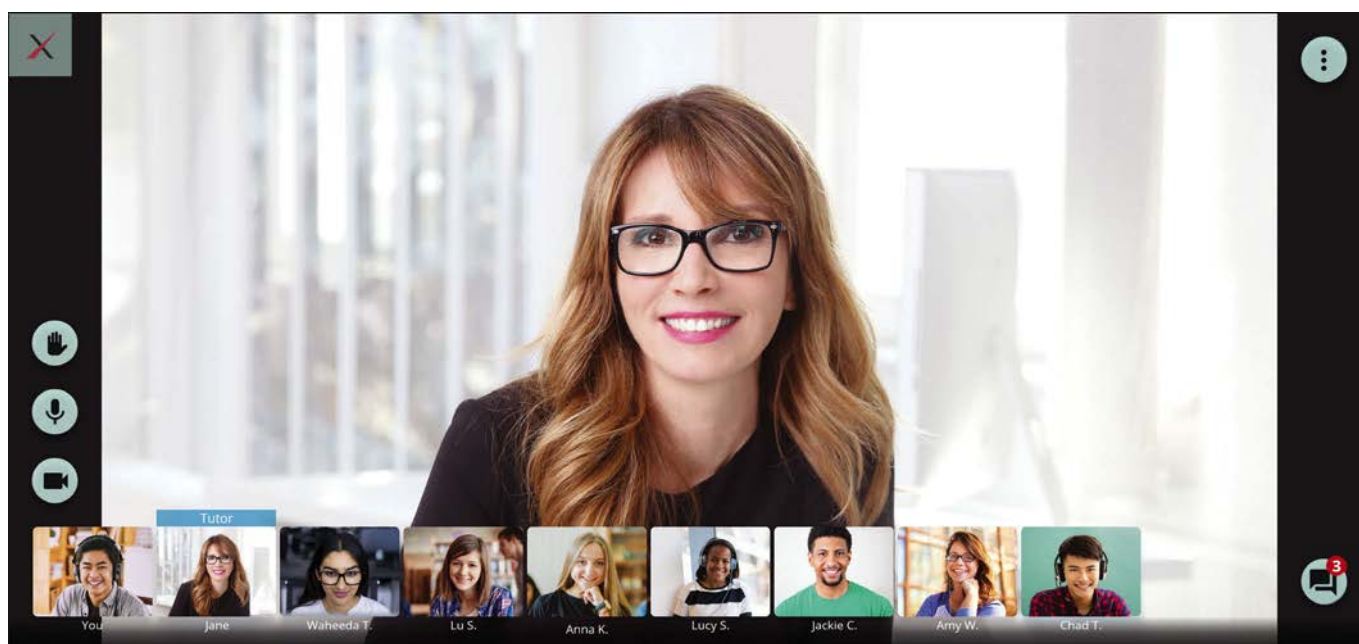
EPIC can create bespoke education and awareness packages designed to inform and safeguard young people, and their educators, around the growing issue of problematic gambling. This includes school talks that are inspiring and hard hitting, which also includes confidential data capture and a bespoke informative report.



For more information, see the contact details below and follow EPIC Risk Management on Twitter (@epicpgc) for regular updates. They are also exhibiting at HMC Autumn Conference.

W: [www.epicriskmanagement.com](http://www.epicriskmanagement.com)  
E: [info@epicriskmanagement.com](mailto:info@epicriskmanagement.com)  
T: 01942 494913





# Virtual classroom to help young people learn new skills

A new online learning programme that helps international schools and universities address gaps in the teaching of vitally important soft skills has been launched by EtonX, a subsidiary of Eton College.

The EtonX Future Skills Programme provides live online courses, devised by Eton College teachers in conjunction with EtonX's digital content experts, that can be delivered to schools and students around the world through a custom-built virtual classroom.

The courses target an underlying lack of formal soft skills teaching for teenagers and young adults, with the aim of making their transition from education to employment smoother and more successful.

A succession of international reports and surveys have shown that secondary schools and universities are struggling to give young people the rounded skills and character attributes they need to thrive in today's fast-changing workplace.

The McKinsey Global Institute reported last year that 60% of employers surveyed

believed that graduates were not adequately prepared for work. Worries about the resilience of new employees are also widespread in business, according to the CBI, which represents UK employers.

EtonX's first six courses cover essential soft skills that are often overlooked in traditional, exam-focused academic curricula: Making An Impact, which focuses on the skills of active listening, influencing and assertiveness; Public Speaking; Verbal Communication; Writing Skills; Interview Skills; and CV Writing.

Soft skills are not just beneficial to a young person's career prospects, however. The World Economic Forum has also identified a link to academic attainment, finding students with social and emotional learning skills outperform in academic results by as much as 11 percentage points on average.

Catherine Whitaker, CEO and Head of Learning at EtonX, explained: "Our Future Skills Programme helps teenagers to navigate a rapidly changing world. Students can start the process of gaining vital soft skills

that often are not taught in a formal way at their school or can take many years to acquire through experience in later life.

"We are proud to be innovating in live online learning, capturing some of the key social and entrepreneurial skills of a world-class Eton College education in the form of exciting online courses that young people anywhere can now access and benefit from."

## Real-world insights

The EtonX Future Skills Programme combines real-world teaching insights from Eton College's teachers with the EtonX team's expertise in content development, technology and online pedagogy.

Its learning model reflects some of the key aspects of an Eton education – such as confidence, communication and collaborative skills.

Each course lasts seven weeks and is available to students outside the UK. Participants are organised into study groups of eight students, led by an EtonX tutor. Learning is through interactive self-study, live online weekly classes, and

peer-to-peer interaction.

EtonX's innovative virtual classroom makes powerful use of the latest video-streaming technology. High-quality video streaming enables participants to communicate effectively, learning new skills naturally and confidently in the online classroom.

Each course costs \$399. As well as being marketed to schools and universities, the courses can be purchased directly by individual students, parents and employers. Two further courses, Entrepreneurship and Critical Thinking, will be available later this year.

The revenue generated by the courses will enable Eton College, which wholly owns EtonX, to expand its provision of means-tested bursaries for students. The College is already making rapid progress towards its target of a 'needs blind' admissions policy, with approximately 20% of students now receiving assistance from its bursary programme and 79 students paying no fees at all.

EtonX Future Skills Programme's first six courses became available from September 2018.



# Teachers go digital to save precious time

A recent YouGov survey by an education charity revealed that 75% of UK teachers are reporting symptoms of stress. It is common knowledge that teacher workloads are on the increase in the UK due to the rising demands of paperwork, lesson planning and marking, so what can be done to ease their load?

Researching and collating information to use in lessons is a key part of many educational roles, and it's made harder and more laborious by the sheer amount of information that must be sifted through on Google.

As a result, teachers can spend hours researching online as part of their lesson planning, and tedious admin tasks can eat into precious downtime, or time that could be spent doing more productive work. Additionally, we know that they often have to create presentations to show to their students, which – again – can take hours, and usually involves cutting and pasting information, taking screenshots of articles, and even incorporating social media content into presentations, which are then saved onto their PC or laptop.

It's not just preparing for lessons that can eat into teachers' precious time. Students are regularly tasked with creating presentations and collating their coursework into portfolios, which can be a time-consuming task and can often look amateur, despite the effort involved. And, as part of regular homework tasks and wider projects, students also have to use the internet to research information on a wide variety of topics, saving images and copying and pasting links of relevant content into documents for reference.

Teachers are then faced with the prospect of spending hours reviewing the documents students have created, with no easy way for them to save, access or annotate them.

## Technological revolution

In the fourth industrial revolution, it is no surprise that leveraging emerging and established technologies could provide the key for many teachers looking to reduce the time spent on admin and resourcing.

There is a vast array of tools, services, applications and

products available to educators, some developed specifically for the profession and others that are more generic but could be the perfect ally for the classroom. From software for lesson planning and tools for teaching and learning to parent communication apps, a variety of services exist to help ease the administrative burden on teachers.

**“Teachers can tap into content already created by their fellow educators, as well as quickly and easily collating content that comes from discussions they have during their classes”**

Having access to information already curated by a human not an algorithm, for example, could hugely speed up the research process. At Harvard University in the USA and Manchester Metropolitan University, amongst others, staff are using Wakelet, a digital resource that allows teachers to organise relevant information from a variety of sources, including Google and Twitter, into visual collections.

Teachers are able to collate relevant information on anything, from historical events to world current affairs stories,

and create collections and pages that can be shown to students and updated in real time. There are thousands of collections already made available to view, on subjects as varied as the refugee crisis to the latest season of your favourite TV show. Teachers can tap into content already created by their fellow educators, as well as quickly and easily collating content

that comes from discussions they have during their classes.

Elsewhere, schools, colleges and universities are using tools such as Nearpod, a resource that provides a range of pre-made, fully interactive lessons, and Kahoot!, a game-based learning platform and one of the world's fastest-growing learning brands.

The ease of use is key; teachers report that they can be up and running on these platforms in no time, and many, like Wakelet, are free to use or have free trials, so teachers can explore and discover the tech that can make their lives easier.



# UWC Atlantic College tech could save lives at sea

*UWC Atlantic College students and Rolls-Royce team up on new technologies to save lives at sea*



A group of students have been working with Rolls-Royce engineers to lay the foundations for a collaborative project which aims to design and develop new technologies that could save lives at sea.

Seven students at UWC Atlantic College in south Wales have been developing their ideas for new marine technologies, such as scouting drones, which could aid the search and rescue process at sea, alongside three of Rolls-Royce's most experienced marine specialists.

The ideas were born from the students' personal experiences of working on the rigid hull inflatable boat (RIB) – the world's most widely used craft for inshore rescue, developed and tested in the 1960s by Rear-Admiral Desmond Hoare, the College's founding principal, in collaboration with College students. The project team felt driven to come up with new solutions to aid the process, utilising their knowledge of drone (an unmanned aerial vehicle) technology and artificial intelligence (AI), after experiencing first-hand the difficulties of searching for and rescuing persons in trouble at sea during their College service and lifeguarding training programme.

UWC Atlantic College's collaboration with Rolls-Royce is part of its commitment to forging relationships between education and industry, as the College plans to develop a new 21st-century diploma pathway in collaboration with the International Baccalaureate. Impressed by the students' ideas and enthusiasm, Rolls-Royce assigned a team of marine engineering specialists to collaborate with the students and help transform their ideas into reality.

Simon O'Connor, a marine engineer in Rolls-

“Our students can be found safeguarding nine beaches across Wales in the summer – and it's great to see them taking those experiences to the next level”

Royce's naval business, Bernard Twomey, regulatory development lead (marine), and Don Murray, senior vice-president (manufacturing), travelled to St Donat's Castle in south Wales, to work with some of the students to develop systematic approaches to solving problems faced by search and rescue teams at sea. Each year, 360 students from more than 90 different countries spend 'Project Week' participating in co-curricular and experiential activities as part of their UWC education programme.

The day included discussion around topics such as automation and physics. The group also considered the materials and manufacturing processes that could be utilised when turning their ideas into physical products.

Simon O'Connor said: “We've worked with students at some of the UK's top universities focused on marine engineering and naval architecture. The ideas, problem-solving approaches, and knowledge of these students at UWC Atlantic College is akin to what we would expect to see at undergraduate level, and in some instances, even postgraduate level.”

Commenting on the project, Peter T Howe, Principal of UWC Atlantic College, said: “From the development of the RIB all those years ago, to the potentially groundbreaking ideas coming from the students on this project, UWC Atlantic College has a rich history of contributing to lifesaving at sea. These students have been passionately involved in co-curricular activities such as the lifeguarding course we run alongside the RNLI – our students can be found safeguarding nine beaches across Wales in the summer – and it's great to see them taking those experiences to the next level.” **IE**

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The Bryanston Education Summit 2018



# Something borrowed, something blue, something educational?

*School events are notoriously tricky to arrange. But their value far outshines the trouble they take to organise, as **Alex Diggins** discovers →*



Tickets for Bryanston School's education conference all sold out





The Bryanston Education Summit took place in June

Hosting a conference or school event is like hosting a wedding – potentially a very happy occasion, but one fraught with submerged difficulties.

Firstly, there's the question of theme: spring-time florals or country-house chic? Or, the educational equivalent, how will AI affect education and innovation in 21st-century boarding? Then there's the ticklish issue of the guest list: will it be a whole school event with plenty of guests, or more like an intimate ceremony with close family and friends? Lastly, there's

“With luck, school events can be days to remember and cherish”

the quicksand of practicalities: where will be people sit? What will they eat? When can you politely ask them to leave?

Despite these non-trivial concerns, school events and conferences are generally – like weddings – enormously enriching affairs. But as any fresh-faced bride and groom would consult family and friends for advice, and might even turn to glossy manuals for guidance, those planning on hosting a school event may find they can learn from

their peers' experiences. And so to provide equal parts guidance and inspiration (and to finally drop this exhausted wedding metaphor), we asked teachers how they navigated that most precarious of career rites of passage: the school event.

### Expanding horizons

“The thing to avoid is your speaker being confronted by a sea of blank faces,” Nancy Kenward, Head of Careers at Truro School, laughed. “The kids glassy-eyed and clammed up; your speaker red-faced and flustered.”

It's a fear that confronts many an event organiser: your carefully selected keynote speaker, perhaps a notable alumnus or a personal hero, finds themselves addressing a wall of glazed gazes. One way to avoid this mishap is to ensure your audience is familiar with the speaker. At Wellington College they do not have to look far for invigorating and familiar speakers. “Our ‘Inspire’ lecture series has featured tales from a colleague who mushed through the Yukon,” said Julian Thomas, Master. “And talks from mountaineers, Channel swimmers, and marathon runners, all of whom happen to teach at the College. The spirit of adventure is strong here; it's a very energising place to work – for staff and students.”

An alternative if, say, your school is inexplicably short of Channel swimmers or Yukon mushers, is to choose a speaker with big-name cachet. Benenden School,

for instance, recently hosted the historian David Starkey – recognised for his forthright opinions as much as his accessible broadcasts and books. As Samantha Price, Headmistress, told it, organising the event was a matter of balancing demand to see this popular speaker and the knowledge that “Dr Starkey can use quite direct language on occasion”. The event was therefore “only open to older pupils”.

But Samantha is confident that speakers like Starkey are invaluable as they challenge pupils' assumptions and broaden their ambitions: “Hearing first-hand from those who have ‘been there and done it’







Bryanston's conference asked: where next for schools?

prepares girls for the realities of what they may face in the workplace, offers real-life examples of how the speaker reached their particular position and gives pupils an insight into a career that they may be considering. It deepens the pupils' cultural and creative awareness and understanding."

### Outreach

As well as exposing pupils to speakers and ideas they perhaps wouldn't normally encounter during the everyday routine of teaching, events also offer another tangible good: the chance to reach beyond the school and engage with the local community.

"For us the major thing is outreach," noted Daniele Harford, Deputy Head of Learning and debate coach at Solihull. Their annual 'Big Debate' and debating competition is "about challenging the notion that the local public school is an institution on a hill – a bit removed, a little irrelevant. Having a bigger presence in the local community, being more open, it's so valuable." Solihull's Big Debate this year focused on the live-wire issue of 'Generation Snowflake' – "This

house believes we have created a snowflake generation" – and was moderated by the veteran BBC journalist Michael Buerk, host of *Moral Maze* and an old boy, and also featured the author Claire Fox.

Daniele believes the combination of a provocative topic and finding "engaging and interesting speakers" meant that the impacts of the event reached beyond Solihull's walls, enthusing pupils from other local schools

## “There is a growing and encouraging awareness that staff need a professional support network beyond their school”

who attended. "I'm debate crazy," Daniele smiled. "I want as many kids as possible to be excited by this stuff, as many staff as possible to share my enthusiasm. Ninety-eight per cent of pupils who engage with debating competitions are from public schools: that limits the conversation and experience." To help erode that demographic divide, Daniele is arranging a packed programme of "Twenty-two debating events a year. We currently have 23 schools involved and we want to grow that circuit. Ultimately, it's about building more opportunities."

### A problem shared

Events, though, do not always have to be aimed at a school's pupils; it is equally vital for staff to meet and share insights and experiences with colleagues from other institutions. There is a growing (and encouraging) awareness that staff need a professional support network beyond their school. And the networking opportunities offered by events are an excellent opportunity to share the triumphs – and frustrations – of the pressured world of teaching. As Viv Grant, founder of Integrity Coaching, asked: "Why is the duty of care that we show towards our

children not extended as comprehensively as it should be towards our school leaders?"

Outside events then, despite the not-to-be underestimated hassle of their organisation, can be a valuable way of extending that duty of care to staff. It was this combination of CPD and the chance to forge new networks that appealed to Dr David Jones, Deputy Academic Head at Bryanston, when he arranged its annual Education Summit, which attracted around 400 visitors in June. "I've always believed that sharing strengthens a school rather than diluting it. [We wanted] to bring teachers from different sectors together to spark debate and establish informal networks to share good practice." David is evangelical about the benefits of these kind of staff-focused events: "We see real value in sharing with other schools. We want Bryanston to be a hub for invention, for innovation, for debate and discussion."

Having been running events for over 10 years, David is clear-eyed about the challenges involved in orchestrating them. "[Speakers] drop out, or they change their terms and conditions, or they don't reply to emails." Depending on the speakers' reputation, it can also be difficult to control how audiences

will react, he admits. He recalled wryly the time Michael Gove, the controversial ex-Secretary of State of Education, was "caught in traffic on the M4, and I could hear some people saying things like, 'typical of Michael Gove, he'll do anything to avoid talking to teachers.'" Gove eventually made it but David noted that "he couldn't win, [the audience] would have attacked him if he failed to turn up, and then they attacked him when he did. Politics is a tough game."

### Events: take the plunge

Politics may be a tough game. But so, many teachers would argue, is education. And alongside your first solo lesson, or surviving an inspection, hosting an event or conference can be an intimidating hurdle. But whether it's tip-toeing around your speaker's tendency towards colourful language in front of an impressionable audience, or juggling the vagaries of weather, catering and parking, the challenges of events are outweighed by their manifest benefits in terms of building networks, inspiring staff and students, and growing a school's reputation.

It may not be walking down the aisle – but, with luck, school events can be days to remember and cherish. **IE**



Bryanston's conference discussed teaching strategies

Image © Ash Mills



# A COMPREHENSIVE APPROACH TO SPORTS AND CO-CURRICULAR MANAGEMENT

Encourage participation, reduce administration, prepare for inspections and improve pupil safeguarding with SOCS co-curricular

**O**ver the past decade, SOCS has cemented their position as the world's leading school sports management system. The natural next step that has followed from this success has been building a software solution to manage and communicate co-curricular activities. SOCS is now helping hundreds of schools to move away from paper registers, time-consuming report writing and disorderly sign-ups.

Nearly 800 independent schools across 15 countries use SOCS. SOCS co-curricular is used as the operational planning resource at many leading schools, including Millfield, Wellington College, Whitgift School and Brighton College.

James Kershaw-Naylor, Business Development Director at SOCS, explained: "The rapid adoption of SOCS sport meant that we were speaking to school staff and administrators on a daily basis. It quickly became apparent that there was a need for a system that would help teachers and administrators manage the schools' activities programmes. Co-curricular information is

often split between different departments such as music, sport and drama, but this approach strained resources and made it difficult to track pupil participation and progress. We developed SOCS co-curricular to be used as the central co-curricular database for a school."

SOCS co-curricular enables staff to run activity sign-ups, communicate club schedules and content, and take registers helping identify when a pupil signed up for an activity is meant to be elsewhere. Staff in charge of activities can also see if a pupil is doing too much or too little and produce periodic reports on individual pupil activity. This can help to encourage both pupil and staff participation and discourage academic disruption when a pupil is identified as doing too much. Once set up, activities schedules are easily repeated the following year and records can be produced to help with ISI inspections.

Lucy Watkins, Head of Client Management at SOCS, said: "Independent schools are renowned for focusing on the

holistic education of the pupil, rather than just on exam results. Having a system that staff, pupils and parents can use safely and with peace of mind has been central to our strategy from the start. SOCS co-curricular enables busy parents to cut through the noise of the school life and follow their child directly. A parent can synchronise their smartphone to their child's activity calendar, so that they are always up to date on where their child is and what time they need to be picked up outside the academic hours."

As schools continue to develop their activities programmes, it is important to the team behind SOCS that the software system continues to develop too. SOCS believe that one of the reasons behind their success is their commitment to helping schools achieve more. "It is such an exciting time to be working with the independent school sector. We are right at the heart of change," James concludes.

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# Giggleswick School Head completes arduous ultra run

**G**iggleswick School's Head of Outdoor Pursuits is celebrating after completing the gruelling Ultra-Trail du Mont Blanc (UTMB).

Chris Wright finished the Alpine ultra run, a 171km circuit of Europe's highest mountain with 10,300m of ascent, in 45 hours and 49 minutes, one of 1,779 finishers from 2,500 who started.

Chris runs the school's outdoor pursuits department offering pupils the chance to develop skills in lots of different outdoor activities including climbing, orienteering, cycling, caving and mountaineering.

He said: "The UTMB was an incredible experience. It is the hardest thing I have ever done, but the most amazing feeling to cross the finish line, especially as more than 30% of starters pulled out. The race attracts great support and interest in Chamonix



and is truly an international event with athletes from all over the world taking part.

"I met lots of interesting people and was privileged to run in some of the most beautiful scenery in the world, visiting three countries along the way. It was exhausting, uplifting and unforgettable."

Giggleswick School Headmaster Mark Turnbull said:

"A huge well done to Chris from our entire school community on a fantastic achievement. Chris is a great inspiration to us all. The UTMB took dedication, fitness and enormous strength of mind, and we are all in awe of what was an incredible adventure."

Chris is now busy organising an ultra running conference that will be held at Giggleswick School in April next year.

## Portland Place School fosters talent with new sports facilities and scholarships

Portland Place School is undergoing a major change which will transform its education offering, creating an unrivalled centre of sporting, creative, academic and technological excellence.

The school is currently introducing both new and

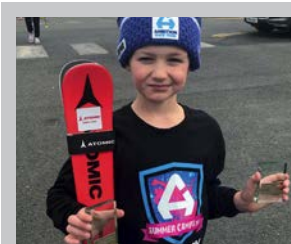
upgraded specialist facilities and bespoke spaces in its drive to offer a second-to-none environment and valuable opportunities for its pupils.

In order to continue to attract and develop talented pupils, the school has also extended its scholarship programme, offering a range of sports, and other, scholarships from Year 7 upwards. Applications for scholarships are welcomed from September 2018 for the 2019/2020 academic year.

Headmaster David Bradbury commented: "At Portland Place School we believe in fostering individual talent and creativity. By providing scholarship opportunities we are enabling

local, gifted pupils access to the very best educational facilities across a number of disciplines allowing them to reach their full potential. We are looking forward to welcoming a broad variety of applications."

**Portland Place School is open for visitors on selected mornings during term time. There are two open days taking place in November and they begin with a question-and-answer session with the Headmaster, followed by a tour in small groups. You can book via the website [www.portland-place.co.uk/admissions/open-day-enquiry-form/](http://www.portland-place.co.uk/admissions/open-day-enquiry-form/).**



### The Rydal Penrhos skier carving out a name for himself

A Rydal Penrhos Preparatory School skier has defied his age to achieve a pair of podium finishes at two prestigious national competitions.

Xavier Poynton, a Year 3 pupil, enhanced his reputation as one of the brightest young skiers anywhere in the country at both the Anglo-Welsh Indoor Championships and the British Indoor Championships, which took place earlier this month.

Prior to the competitions, Xavier attended the Ambition Racing Summer Camp, where he was coached by Cara Brown, a four-time British Ski Champion and Britain's number one Super G and Downhill skier.

Cara said: "Xav has all the qualities required to be a brilliant ski racer: hard work, determination and the will to go as fast as possible. It's always a pleasure to coach him – his understanding of technique at such a young age makes it very easy. I look forward to see where he goes in the future."

After a tiring five days at the camp, Xavier managed to secure third spot overall and first Welsh boy at the Anglo-Welsh Indoor Championships, despite being one of the youngest competitors at the event.

The seven-year-old continued his week with another medal-winning effort at the British Indoor Championships the following day, where he finished third in the U10 Boys' category.





## Just row with it

*Rowing has been at the core of life at Radley College since 1849. Now, a newly completed strength and conditioning centre joins a family of sports buildings at the iconic site*







As one of the UK's leading independent schools, expanding form sizes have led to the need for enhanced sports facilities, to better fulfil their purpose and enrich the curriculum offered. The new buildings now provide much-needed ancillary and spectator spaces for the specialised outdoor sporting grounds, as well as indoor training areas, tailored to the needs of students using the athletics track and Rowing Centre.

Designed by Mulroy Architects, the new additions to Radley College follow the same simple and cost-effective construction methods as the Rowing Centre. Similarly, the exterior timber cladding adds a contemporary and cohesive hue to the buildings. In turn, Mulroy have provided the College with the increase in space needed to suit their needs, while minimising the impact of the new structures by letting them appear unobtrusive within their surroundings.

The Strength and Conditioning Centre sits alongside the athletics track and Rowing Centre, providing close proximity between these facilities, as required to support the College's curriculum. The new stand-alone building is split into two distinct wings, an athletics warm-up space and indoor rowing training room. Replacing the two temporary sheds previously used, the new training room provides space for 24 rowing machines for effective indoor training. Complementing this, the warm-

up space offers numerous power cages and free weights, with a generous central floor space allowing for both floor exercise and group tutorials. The IT-rich facility also includes computer terminals and projector screens, for continuous monitoring and review of pupils' sport performance.

Alongside the Rowing Centre, the wings complete a triangular formation and provide shelter to a central, open-air courtyard that has been created between the

“Replacing the two temporary sheds, the new training room provides space for 24 rowing machines for effective indoor training”

two buildings. Frequently used as part of circuit training, this outdoor area is easily accessed through vast glazed sliding doors from both main training rooms, allowing a smooth transition into the Rowing Centre. The building is accessed by a footpath from the north, a short walk from a round pavilion, where the changing facilities

for the centre are provided. Ancillary and support spaces such as the toilets and offices are located close to the entrance, creating an informal social space for larger sporting events, hosted by the college.

An external staircase gives access to a viewing balcony which acts as an athletics control room, allowing for accurate monitoring of the races on the track, in line with the high-performance curriculum encouraged by the college. Along the track itself, storage space is integrated in the buildings' facades, allowing convenient access to equipment during lessons and training. Spectator areas are also included along the southern edge of the structure, through a series of steps with views into the Rowing Centre.

Already proving to be a vital asset to the school's heavily praised sports department, the new set of much-needed ancillary and spectator spaces and enhanced sports facilities have enabled students to achieve higher performance within the field of rowing along with measurable race results. **IE**





# 21st-century quad for New College School

*Central Oxford development hailed as 'genuinely outstanding' by Historic England*

**N**ew College School – a boys' preparatory school in Oxford – is to enjoy impressive new facilities as part of a new campus for New College, Oxford, designed by the award-winning David Kohn Architects.

The new building for New College School replaces a tired 1950s extension to the main school building, and will provide spacious new classrooms, an assembly hall and dining facilities. Alongside new facilities for New College School, the project also contains student accommodation, a music hall and a student study space for the neighbouring New College.

A new tower and gatehouse have also been designed for the campus, which has been hailed by Historic England as “one of the very few instances where contemporary design can be considered genuinely outstanding”.

New College is architecturally significant as the site of the first planned quad built in the 1380s – a model that has influenced the design of schools and universities around the world over the succeeding centuries.

The campus, situated in a conservation area close to Oxford city centre, is arranged as a trio of three-sided south-facing quadrangles of different forms, book-ended by existing buildings. The East and School Quads are large and open, while the central West Quad is horseshoe-shaped to create a more private environment conducive to study. Projecting bays and entrances that reinterpret adjacent Grade II-listed Arts and Crafts buildings are set within curvaceous elevations of diamond-patterned stonework with undulating tiled roofs that form a striking contrast to traditional Oxford quads. The new 21.8m tower continues the curving form of the other campus buildings to create a constantly shifting silhouette when viewed from the surrounding city.

A landscape strategy creates a sequence of gardens, linked by a twisting path, that range from collegiate in character to the north, to more wooded to the south. Inspired by the writings of architectural historian Niklaus Pevsner on picturesque urban planning, the paths pass through narrow gaps between buildings that first frame views and then reveal new garden settings.

The result of an invited competition won in 2015, the £35m project (named the Gradel Quadrangles after the principal donor) is David Kohn Architects' largest to date.

Miles Young, Warden of New College Oxford, said: “We are delighted that plans for the Gradel Quadrangles at New College have been given the go-ahead with a ringing endorsement from Historic England. They are a very sensitive solution to a very challenging design problem: reconciling exciting and innovative architecture within a very particular Edwardian streetscape.” <sup>1</sup>

**ABOVE:** The £35m project, named the Gradel Quadrangles after the principal donor, is David Kohn Architects' largest to date







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### Science, technology, engineering & math's

The recognition of the importance of improving the uptake, education and qualification in these core subjects and the need to remove the traditional gender bias is resulting in new STEM Centre's appearing in colleges and universities, whilst many schools are developing plans with greater integration and cohesion between the subjects as the objective.

## Creating a flexible learning environment

Serviced perimeter benching and fume cupboards can facilitate biology and chemistry, teaching walls can double up as resource bases and focal points for discussion and full class address. Moveable workstations can be reconfigured to facilitate different student groups working on different project elements at the same time but within the same space and the clean but heavy duty semi serviced workstations are equally suited to design, planning, evaluation and work with machine tools and resistant materials.

### Building STEM skills to provide a better future

Economies need well trained scientists, technologist, engineers and mathematicians and to that end pedagogy is changing with emphasis being placed on collaborative group work, research, project and context based integration between the related subjects.

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St Peter's School's carbon-efficient timber-framed building

# Art studio offers new perspective at Kettering school

Construction is underway on a combined art studio and after-school space at St Peter's School, Kettering, with the building due to be completed in a single term.

Northamptonshire-based Scotts of Thrapston has started groundworks on a new art studio at St Peter's, to provide a building that will also house an after-school club.

The carbon-efficient timber-framed building will feature an open-plan design allowing plenty of natural light to flood in.

Building work on the 140 sq m building and external canopies is scheduled to last 20 weeks, with the official opening due to take place during spring term 2019.

Features of the new building will include solar panels on the roof and internal-glazed screen partitions.

St Peters School  
New Arts Studio & After School Club  
By Scotts of Thrapston Ltd

## Rossall School to open new Performing Arts Centre

*A new facility at Rossall School will create a multifunctional rehearsal and performance space for the arts.*

Over the last five years performing arts at Rossall School have flourished, not only in the quality of productions but also in the number of students participating and excelling in this field, both within and outside the curriculum.

Rossall School's current performing spaces – Museum Theatre, Big School and Beecham Music School – have provided excellent theatre and concert spaces for budding thespians and

talented musicians, however, the school is delighted to be able to announce the opening of a new performing arts centre this September.

The opportunity to create such a space has arisen due to a very generous donation from former student, David McKee. David is the founder and former owner of the McKee Gallery in New York City and is an avid supporter of the arts.

Over several visits David has had a great deal of input into the development of this project, including finding the perfect location.

The Performing Arts

Centre will be constructed within Rossall's current middle school gym space, creating a multifunctional rehearsal and performance space for the arts, with 'black box' facility, professional theatre

lighting, flexible staging and space for dance.

Carefully woven into the original fabric of the building, the aim is to create a versatile, striking and unique venue, for teaching and performances.





# 13 THINGS YOU REALLY NEED TO KNOW



**James Robson, Chairman of Powerful Allies, shares the key points he believes Bursars and Heads should be aware of prior to opening up discussions with an energy broker**



**1** The energy sector is effectively unregulated, with OFGEM playing no useful role in overseeing commercial energy contracts. Buyer must beware.

**2** Brokers receive commission in the form of 'uplift' which is included in the energy unit rate. There is no limit to the uplift applied, and many brokers simply charge what they can get away with. There is no approved or standard level of uplift. (Powerful Allies have strict limits on this, and always warrant uplift levels.)

**3** Uplift is not shown on the supplier's energy contract, so it is virtually impossible for a client to check this. Suppliers will not release this information.

**4** Some very well-known suppliers allow brokers to inflate standing charges to vastly increase their profit. This is particularly prevalent with gas contracts, and it allows brokers to present low unit rates, which clients usually use as a benchmark, whilst maximising revenue. (Powerful Allies never inflate standing or any other charges.)

**5** Several well-known brokers routinely make more profit from standing charges on gas contracts than they do with uplift.

**6** In order to ensure they win more contracts, some suppliers pay brokers huge lump sums in commission in

advance of contracts, and most offer incentives. Indeed, some brokers would not survive without such prepayments. (Powerful Allies declines special incentives or prepayment offers.)

**7** Because energy suppliers have no real product differentiation, they will seek to present their offers as being more competitive by omitting certain charges and tariffs. Many brokers do likewise. (Powerful Allies comparisons are always fixed and fully inclusive.)

**8** Some suppliers and brokers like to promote 'pass through' contracts where the price quoted only includes the energy part of the bill, leaving customers exposed to all the other variable (and generally increasing) distribution and other costs. (Powerful Allies never use 'pass through' contracts.)

**9** Often, unscrupulous brokers will fabricate costs, distort competitors' offers and use PDF files to hide true costs in their comparisons. It is not uncommon to see cost increases presented as a negative saving; a concept unique to energy brokers we believe!

**10** Suppliers and brokers often pressurise clients into placing longer contracts than are wise, to block out competitors and maximise sales commission; long-term electricity contracts include extra cost to

cover risk, and for large users it is rarely sensible to contract beyond two years for electricity. (Powerful Allies presents all options and allows the client to decide.)

**11** Brokers will give a false deadline for signing a contract because they are paid on commission targets; the market is always there and today's price will not usually change significantly tomorrow. (Powerful Allies allows managers the time to obtain approval for these long-term and important contracts.)

**12** If a broker charges fees for their work, it is often assumed that is the full extent of their income. Unless specifically excluded in a contract capable of audit, fee-charging brokers often also receive undeclared uplift. (Powerful Allies never charges fees.)

**13** Particularly in this sector, if a broker's prices look too good to be true, they will be.

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# EVENTS

65 TOMORROW'S ENGINEERS WEEK | 66 UK CONSTRUCTION WEEK | 69 WIRED NEXT GENERATION

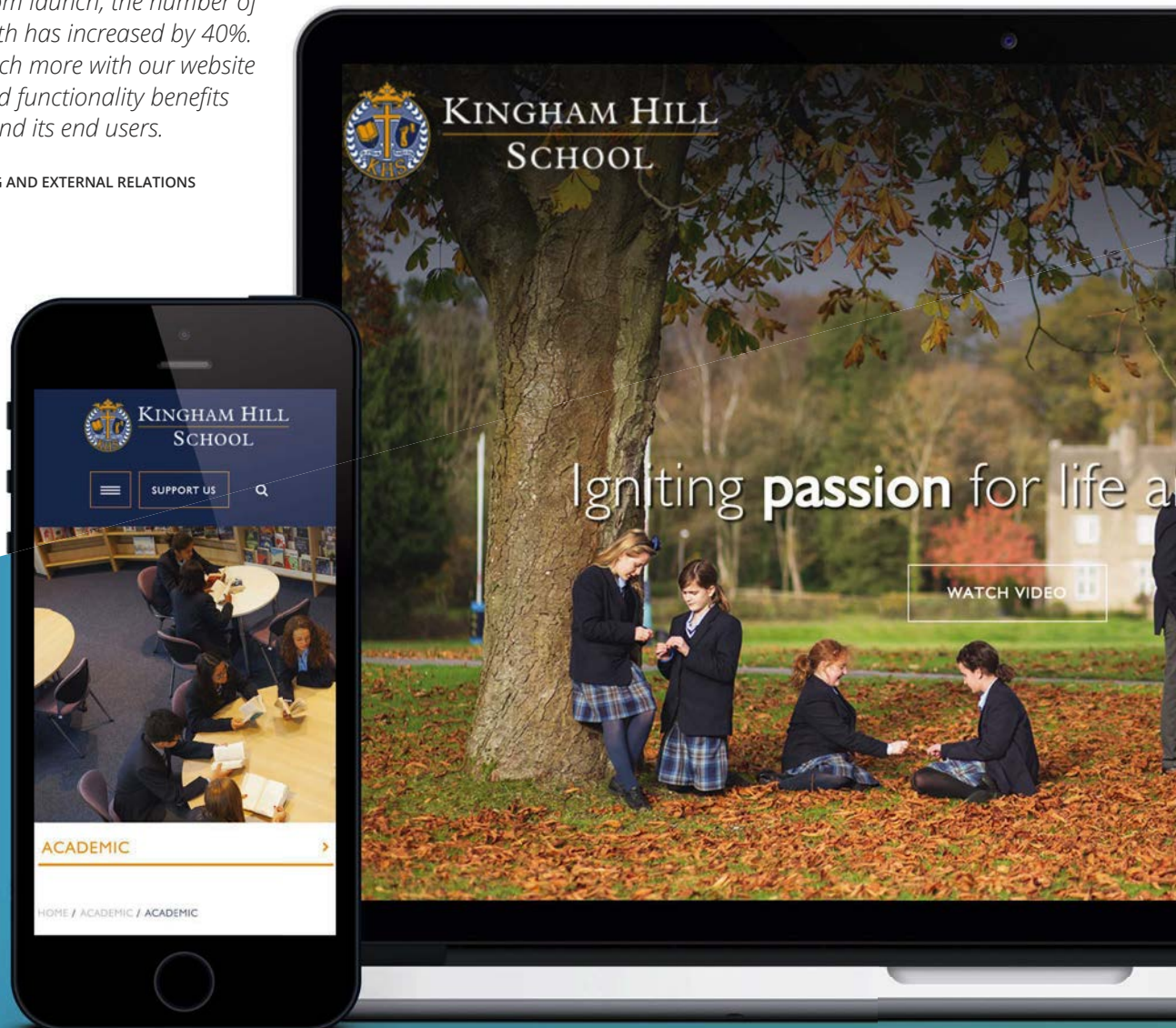


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# UK-wide assembly to showcase engineers on a mission

*Schools are being urged to sign up to the first-ever Tomorrow's Engineers Week Big Assembly*

**T**omorrow's Engineers Week is set to take place from 5 to 9 November to encourage more young people to consider a career in engineering.

The Big Assembly, available as a live video stream, will offer schools across the UK the chance to take part in the same assembly at the same time. It will feature a panel of inspiring engineers who will discuss their careers and the positive impact engineering has on the issues young people care about the most. Thousands of students are expected to take part and will be able to ask questions to the panel and careers experts live via social media. The Big Assembly will also be available on demand after the live broadcast has finished.

According to data from Tomorrow's Engineers Week, 90% of young people dream of a career that tackles social issues.

When Tomorrow's Engineers Week researchers asked what messages engineers would like to share with young people to inspire them about a career in engineering, 74% of engineers questioned wanted to let young people know that engineers make the world a better place, 71% felt young people should know that engineers help find innovative solutions and 69% want them to know engineers shape the way we live.

Engineers taking part in the survey described their careers as having many different positive effects on the world. Their work ranges from "making water safe to drink" to "repairing machines that improve the quality of life" to "helping people have safe and enjoyable holidays".

Beth Elgood, Director of Communications at EngineeringUK, said: "Engineers shape the world we live in and use their skills to solve some of the issues that young people care about most. Hundreds of individual engineers and employers are expected to be part of Tomorrow's Engineers Week and the announcement of the Big Assembly today means more young people than ever before will be inspired by what engineers can achieve.

"It's really easy for schools to be part of the Big Assembly and for students to understand more



Image © rawpixel/freepix.com

**“Engineers shape the world we live in and use their skills to solve some of the issues that young people care about most”**


about the role of engineers and engineering in shaping our world and of the wide range of routes they can take into such an extraordinary career.”

Last year Tomorrow's Engineers Week also focused on 'engineers on a mission' and saw 60,000 young people view films of inspiring engineers. Stars of these films included Simon Crowther, Director of Flood Protection Solutions, who will be on the Tomorrow's Engineers Week Big Assembly panel.

He commented: "I've seen first-hand how engineers can make a huge difference in the world. I was inspired to become an engineer after my family home was flooded. From that day on, I was on a mission to ensure that no other family needed to suffer like ours did.

"My engineering career really makes a difference to people's lives and I'm passionate about inspiring more young people to see how they can do likewise. I'd urge all schools to sign up to be part of the Tomorrow's Engineers Week Big Assembly."

Now in its sixth year, Tomorrow's Engineers Week provides a unique opportunity for engineers, employers, universities and schools to drive interest in engineering careers. Employers, schools, colleges and universities are invited to get involved to help inspire the next generation of engineers by downloading a toolkit of ideas, which also includes more information on the Big Assembly.

The Tomorrow's Engineers Week Big Assembly is sponsored by BCS, ICE, IET, IMechE and Year of Engineering and is supported by other professional institutions. 

**More information on how to get involved is available at [tomorrowsengineers.org.uk/teweek](https://tomorrowsengineers.org.uk/teweek). Schools can sign up to be part of the Big Assembly at [bigassembly.org](https://bigassembly.org).**



# UK Construction Week ready to educate industry

**Nathan Garnett**, event director of UK Construction Week, talks about the pivotal role that construction plays in student safety

At the beginning of the year, Edinburgh education came to a standstill following the collapse of a brick wall at one school, leading to the emergency closure of 17. The fact that no injuries or fatalities occurred was described as a matter of luck and timing. The chilling reality is that the outcome could have been very different.

This is a stark reminder of the responsibilities of headteachers, facilities management and the education construction industry, to ensure that the buildings we house our future in, are safe. Key to that safety is maintaining up-to-date industry knowledge. This is why attending trade shows such as UK Construction Week (UKCW) with the experts, knowledge and products to help, is so important. Especially when it comes to the following areas of safety.

## Fire, site and security safety

Following the Hackitt Review and catastrophic Grenfell Tower fire, fire safety is at the top of every construction professional's mind. Experts at UKCW will be covering this topic extensively, from the correct design for fire safety performance and non-combustible insulation solutions to emergency lighting and fire alarm standards.

Connecting with experts to understand their products is especially important when it comes to fire safety. Visitors to UKCW can book meetings with fire-expert exhibitors, including insulation expert Knauf Insulation, award-winning fire door provider Morland, and sealant, foam and adhesive professionals Soudal.

The safety of the construction process is as important as the safety of the finished product, which is why health and safety is a big focus of this year's UKCW free CPD sessions. The Working at Height hub, supported by the Access Industry Forum, is offering 40-minute sessions on essential information including ladders and stepladders, mobile access towers, and changes to the scaffolding industry.

The Scaffolding Association is also providing advice from its stand, and OM Group is hosting health and safety sessions from its stand.

Technology has also made waves in PPE and risk assessments, as demonstrated by EAVE's world's first noise mapping, monitoring and dosimetry system integrated into a Bluetooth ear defender; and THSP Risk Management's risk assessment builder, which is shortlisted for two awards.

With remote access and cloud-based security systems fast becoming the norm for independent educational facilities, providers such as Risco Group can offer tailored security solutions to accommodate up to 512 zones. But, with any building utilising smart technology, ensuring the security of the system itself is paramount.



Image © UKCW

At UKCW, Professor Pillai will be discussing cyber security for smart buildings, investigating some of the security vulnerabilities to be aware of.

**ABOVE:** George Clarke with students at Timber Expo 2017

## Student activities

The talent of the future will have a programme dedicated to them at this year's UKCW with activities including:

- Announcement of the UKCW Role Model of the Year
- Future of Construction Hub, with Birmingham City University, and a construction simulator from Coventry University
- 'Design your Home of the Future' with George Clarke's MOBIE
- The first BMF Young Merchants' Conference at the BMF Pavilion
- Save Civil City challenge at the Institution of Civil Engineers (ICE) stand
- Timber structure project exploring connections by Manja van de Worp and students from the school of architecture at the Royal School of Art
- Finishes and Interiors Sector (FIS) #iBuiltThis2018 photography competition.

Universities and colleges with students wishing to attend the event, please contact the organisers for group bookings on [info@ukconstructionweek.com](mailto:info@ukconstructionweek.com).

UKCW takes place at the NEC in Birmingham between 9–11 October.

Visitor tickets are available from [www.ukconstructionweek.com](http://www.ukconstructionweek.com) and allow access to all nine shows: Build Show, Energy 2018, Timber Expo, Building Tech Live, Surface & Materials Show, HVAC 2018, Civils Expo, Plant and Machinery Live, and *Grand Designs* Live on 10 and 11 October. **IE**

## Keep up to date via

[www.ukconstructionweek.com](http://www.ukconstructionweek.com) and Twitter at @UK\_CW or using the hashtag #UKCW18.



# The three disciplines of great school leaders

*Integrity Coaching's second 'Education for the Soul' conference will look at creating 'new narratives for the school leader's journey'*

Our schools will always need great leaders. Individuals who possess deep levels of courage, tenacity and integrity, and are willing to take on the often very heavy mantle of school leadership. With a continuing decline in the number of teachers putting themselves forward for leadership roles, we need to take a long hard look at what can be done to maintain the commitment of those who have taken a step up the ladder.

Strategies need to be considered that address the person within the role and, "evoke the inner life of activities that cultivate their capacity to lead with greater consciousness, self-awareness and integrity" (Parker J Palmer). When such strategies are in place, an individual's capacity for being 'great' is increased and they are able to maintain an upward trajectory towards self-actualisation. This trajectory is maintained through the development of three key disciplines that are integral to the way in which they lead themselves and others.

## **Discipline 1: They keep connected to their personal vision**

Great school leaders know that without a strong and secure sense of who they are and how they wish to be seen, the impact of their leadership can be seriously undermined. They know that amidst the myriad of opinions and voices offering advice and telling them what to do, they need to know when to turn down the volume and listen to their own voice. They know that the ability to do so keeps them connected to their personal vision, it keeps them connected to their 'why', and in so doing ensures that any decisions they do make are aligned to who they are and how they wish to be seen.

## **Discipline 2: They ask questions of themselves**

Great school leaders know that it is not enough to ask questions of others in their endeavour to create good and outstanding schools. They know that they must also ask questions of themselves: the questions that they know others would not dare to ask of them, but nevertheless they know that they must dare to ask of themselves.

They know they must ask questions about their hidden fears, their limitations, their biases and their emotional responses to the challenges of the role. They face up to asking these questions because they know that in doing so, they will find answers that will strengthen their leadership and their capacity for growing in the role.

## **Discipline 3: They take risks**

Great school leaders are not afraid of failure. They are not afraid of stepping out into the unknown. They are



“Great school leaders are not afraid of failure. They are not afraid of stepping out into the unknown”

not foolhardy in their decision-making, neither are they unconsciously influenced by the unmet needs of their ego. Instead, they are guided by their strong moral purpose. The risks that they take are guided by what they believe to be right or wrong and they understand that, paradoxically, the right thing to do is not always the easiest thing to do. As a result, the risks that they take enable them to grow in both character and wisdom. They are leaders that others look up to and trust, because they demonstrate that great leadership is not a popularity contest, but a selfless quest carried out in the service of others.

## **Helping school leaders to develop these disciplines**

On 18 October, Integrity Coaching will be hosting its second 'Education for the Soul' conference in London. The theme for this year's conference is creating 'new narratives for the school leader's journey'. Within the spirit of seeking to bring humanity back into education, the conference will provide a collegial meeting place where school leaders can consider how to build these disciplines and see that they are not alone with the challenges they face. <sup>18</sup>

Further conference details can be found by visiting [www.integritycoaching.co.uk/conference](http://www.integritycoaching.co.uk/conference).



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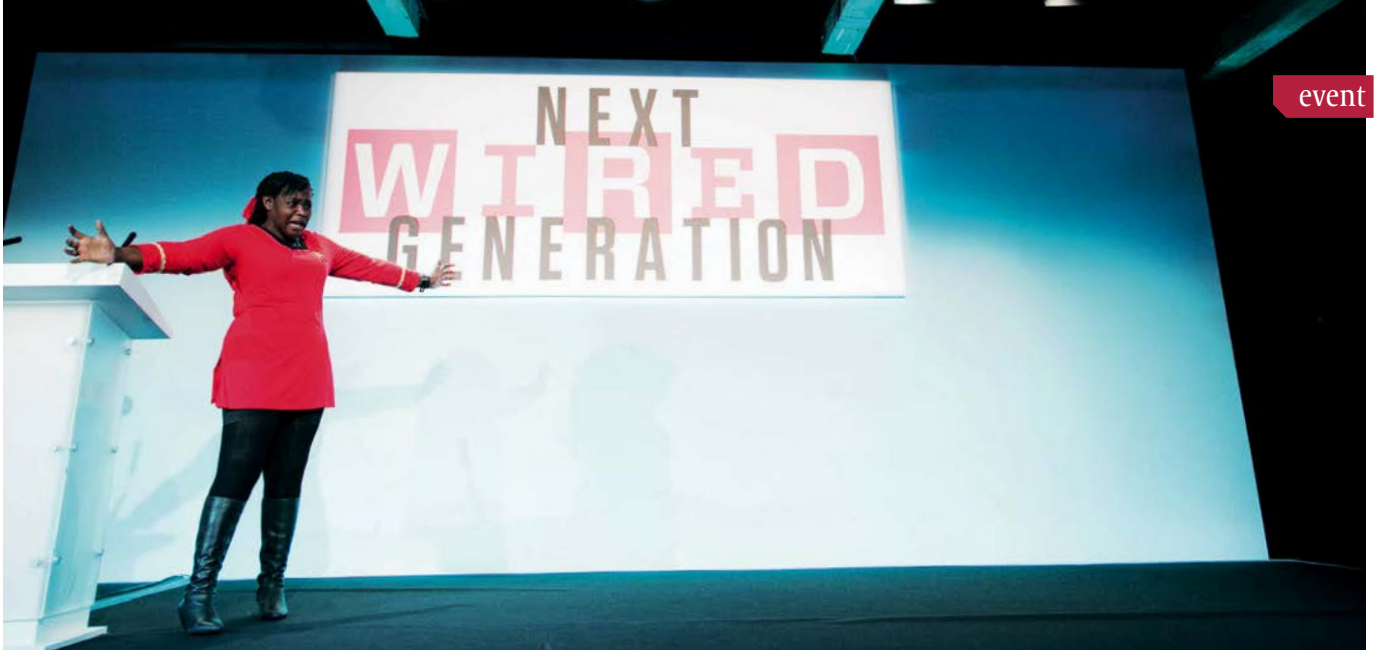
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# What kind of world do you want to build?

*WIRED Next Generation is gearing up to spark ideas for young people about the world they want to build for the future*

On Saturday 3 November, WIRED Next Generation will take place in London to give young people a slice of the future. In a one-day event designed to help students aged 13 to 19 to anticipate emerging trends and work out how they can exert their own influence, WIRED Next Generation will host a series of talks and workshops connecting young people to the fast-paced world they're entering.

With speakers including Sjoerd De Jong, a developer at Epic Games and Amika George, who has campaigned for free menstrual products for schoolgirls from low-income households, the event is designed to give attendees a range of perspectives in potential futures.

Aiming to empower and motivate tomorrow's entrepreneurs, WIRED Next Generation hopes to spark ideas about what kind of world young people want to build. With the wish to inspire young people, talks and workshops look to draw young people into conversation – rather than keeping them out.

Imagined with school groups, parents, children and other communities looking for a stimulating teenager-oriented day, this event hones in on trends and big conversations happening across science, technology, politics and business to paint a promising picture of a world beyond school.

Launched in 2014, WIRED Next Generation has previously welcomed a wealth of speakers, including actor Andy Serkis, British astronaut Tim Peake, experimental chef Heston Blumenthal, mental health icon Poppy Jamie and bionic arm-builder Samantha Payne.

This year, more hands-on workshops than ever promise to spark stimulating discussions. The Design Club believes all children, regardless of background, should be taught to think laterally through design, and will be hosting a workshop engaging attendees with the business of making and designing life tools.

The Politics Project will also be at WIRED Next

Generation. Their initiative aims to demystify the workings of democracy for and with the young, in the belief that everyone – especially teenagers – should be able to have their voices heard when trying to hold power to account. They will be joined by workshops from the Royal Institute, Industrial Light & Magic, and Euan Blair's White Hat organisation, among others, along with a full day's interactivity at the 'Test Lab' and a selection of curated exhibitions.

Joining de Jong and George as keynote speakers are Ben Morris and Ameenah Begum. As Creative Director of Industrial Light & Magic, Morris began his career as an engineer before segueing into computer graphics – eventually supervising the graphic design of the human figures in Ridley Scott's epic *Gladiator*. He has since won an Academy Award and a BAFTA for his work on *The Golden Compass*, as well as receiving a BAFTA nomination for his work on *War Horse*.

Beegum is the creator of Cos Watercolours, a company which upcycles waste cosmetics to turn them into watercolour paint. Her wish is to show how better design helps us move towards a more circular economy – minimising waste and making full use of what we consume. Ameenah is an artist, designer and creative problem-solver, and wants to show how innovation can be used for good.

Hoping to harness today's young minds for a better chance of solving tomorrow's problems, WIRED Next Generation is a festival for the future. **IE**

**Visit <http://wired.uk/nextgen>. Tickets are available online at <http://wired.uk/nextgen-tickets>. Schools can access discounts for groups of 20 students and more.**

**Contact [wiredevents@condenast.co.uk](mailto:wiredevents@condenast.co.uk) for more information or call Kim Vigilia at 020 7152 3698.**






**A**bandoned at night in a deserted country lane, without the luxuries of smartphones or watches, pupils at Malvern College have taken on a challenge that would certainly impress Bear Grylls.

The 'Lost' project is an experiment designed by Malvern College to encourage pupils to develop resilience and self-reliance. Eleven pairs of pupils, each representing a different boarding house, volunteered to be blindfolded and dropped in unfamiliar surroundings 40km from school, camping overnight and using their creativity to find their way back to the college.

The participants raised £2,000, with the first pair home winning the money for their House's chosen charity. The winners were 15-year-old Jayda Khimji and Chioma Anazoda, who arrived back in 14 hours and three minutes, over an hour ahead of their nearest rivals.

Chioma said: "It was an amazing, confidence-boosting experience, working out a strategy and getting home so quickly. We were surprised at how people helped us whenever we asked: they were very kind to us."

Jay Watts, Malvern's Outdoor Pursuits Coordinator, commented: "Many of our pupils fly academically but they've never been 'lost' in their lives, always having a mapping app to hand, and surrounded by technology. 'Lost' made them take the initiative, plan strategically and cope with setbacks. Some went into hotels and shops to ask for directions; others flagged down the police or got hold of maps." 

# Get lost



The 'Lost' initiative winning pair, Jayda Khimji and Chioma Anazoda from Malvern College





# New Appointed Representative solution proves effective

School Fee Plan's new solution is improving communication, with Kate Collyer, Director of Finance at Malvern College and The Downs Malvern, saying it has enabled "open, informed dialogue" with parents

For over 20 years School Fee Plan (SFP) has been recognised by schools and parents as the leading provider of instalment solutions for parents to pay their school fees monthly. A large part of the success has been constant reinvention and a relentless desire to meet the changing needs of schools and the regulatory environment in which they operate.

Earlier this year SFP were delighted to announce their approval by the FCA to offer an Appointed Representative (AR) solution to schools.

This groundbreaking initiative was prompted following research carried out by SFP in 2016 which showed that a number of schools were worried about the regulatory aspects of monthly schemes, whether in-house or through a third party.

Seeking to deliver peace of mind to schools, SFP's Appointed Representative framework was created to allow schools to actively engage with their existing and prospective parents about all of the fee payment options available.

New to SFP this year, Malvern College is a keen early adopter of this initiative.

"We chose to adopt School Fee Plan because it offered an efficient and cost-effective alternative to our existing arrangements. Having used School Fee Plan at a previous school, I was confident that it would reduce the administrative burden of monthly payments and improve the efficiency of the finance department," says Kate Collyer, Director of Finance at Malvern College and The Downs Malvern. "Most

importantly it provides a professional and convenient payment solution to our parent body. Parents have commented on the convenience and the ease of set-up."

Under the appointed representative framework, SFP takes direct responsibility for all FCA regulatory actions undertaken by the school, leaving them free to talk openly to parents without the concern of inadvertently straying into regulated activity. As well as becoming an additional source of support, training and expert advice for schools, all the tools needed to keep schools on the right side of the regulations are provided.

**"The scheme has been well received and the uptake has exceeded our expectations"**

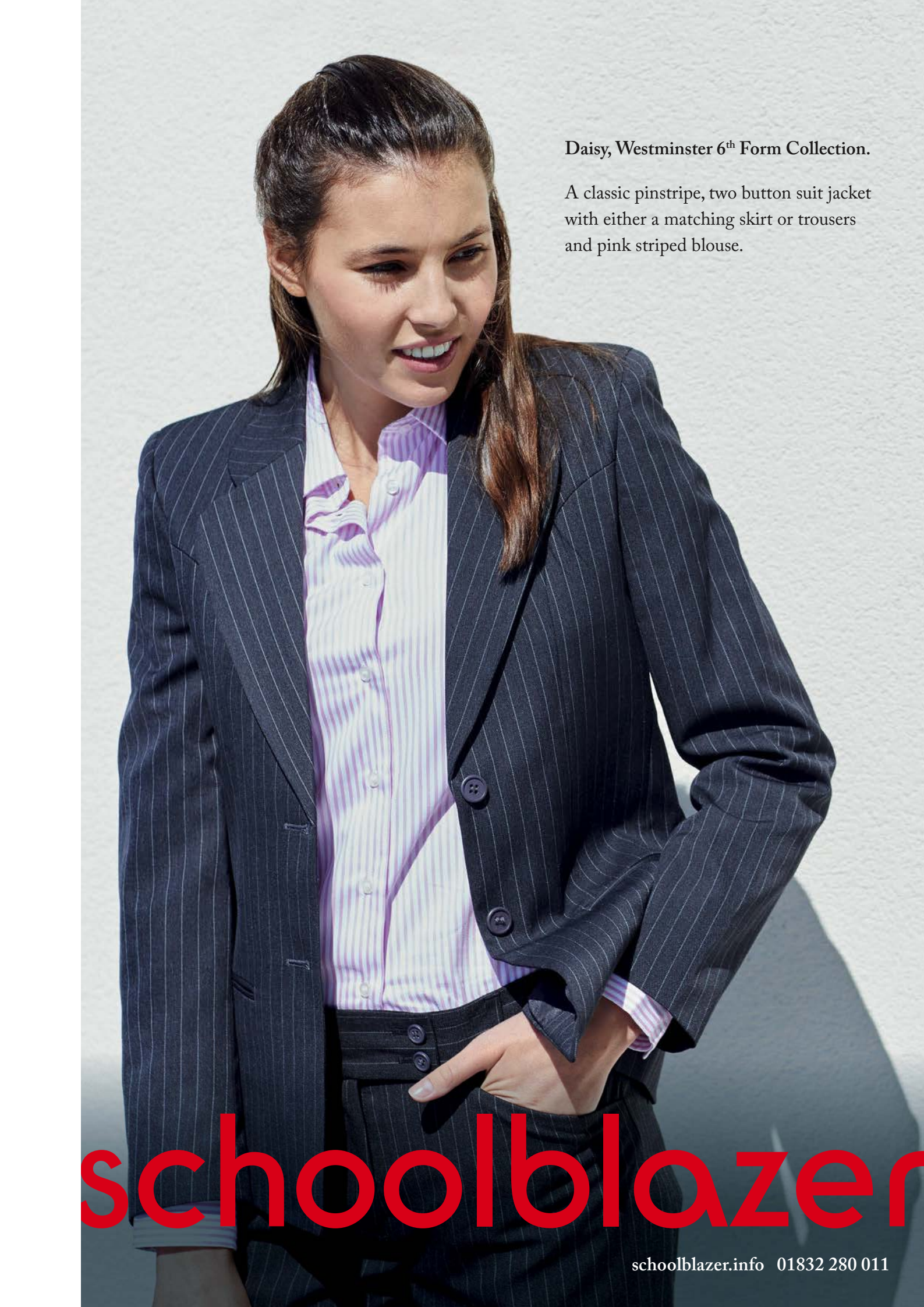
"We chose the Appointed Representative Status because it enabled us to properly communicate the details of the scheme with our parents. This is key when replacing an informal ad-hoc payment plan scheme with a formal product."

Kate was also pleased to see that not only does it help the school, but that their parents can also see the benefits. She adds: "It enabled us to have open, informed dialogue with parents, which our parent body have welcomed."

In terms of helping parents stay on track with their payments, Kate was clear: "I also believe that the AR Status gives the scheme more credibility as parents now appreciate that the commitment to monthly payments is a formal agreement and no longer optional when funds are available."

Kate is delighted with the results: "The scheme has been well received and the uptake has exceeded our expectations."





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