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The Independent Schools Magazine



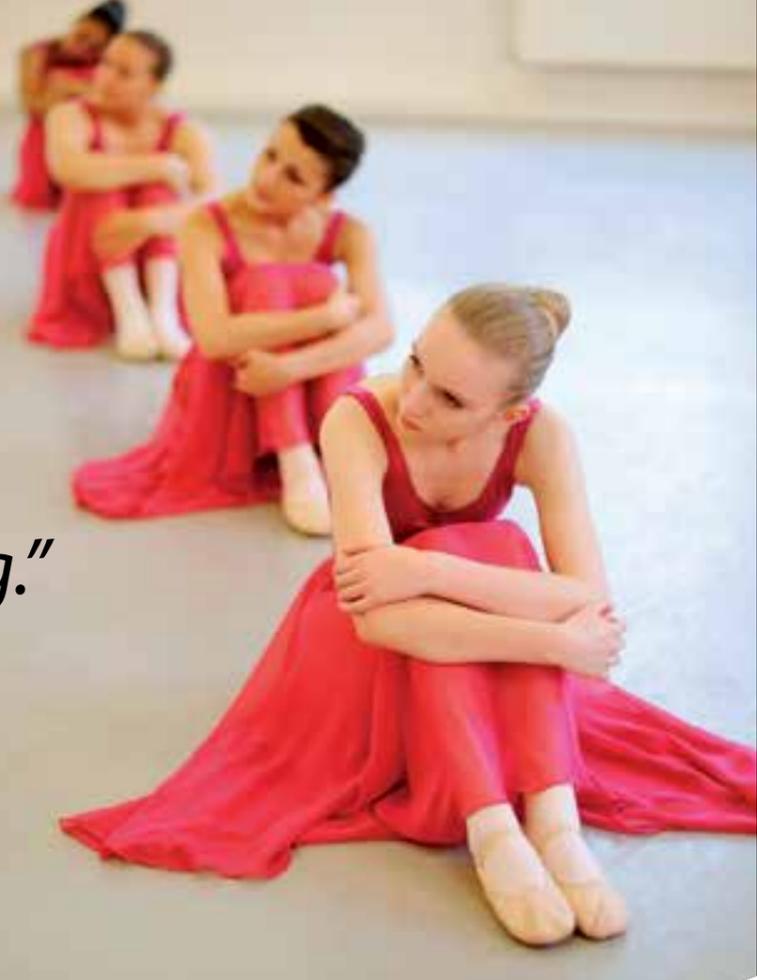
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"The floor is the dancers' friend; after all they are in contact with it the whole time when they are performing."

Lynn Wallis

Lynn Wallis
Artistic Director
Royal Academy of Dance



"There are many things that a dancer has to contend with. They have to remember the steps, perfect the technique, listen to the music, respond to the music and they have to perform. One of the things they don't want to have to worry about is the floor they are dancing on, and they know that with Harlequin they will be secure.

Equally, as a teacher you spend many hours standing and it is a comfort to know that at the end of your day, your body is still going to feel like you can walk home! You want to be able to demonstrate a movement without worrying about the surface, slipping or lumps in the floor. Also, it's about the health and safety of the dancers, and that is hugely important.

The flooring has to be appropriate for all types of genre. You look at value for money, but it's also the care and the attention that Harlequin as an organisation gives to the Royal Academy of Dance one of the many reasons for choosing Harlequin".



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Lynn Wallis
Artistic Director
Royal Academy of Dance



Lynn adds that Royal Academy of Dance were absolutely thrilled that Darcey Bussell CBE became their new president in 2012. The RAD currently has over 14,000 members worldwide and 1,000 on teacher education programmes.

Photo courtesy of Royal Academy of Dance

Our front page pictures



Public speaking national winners

Farnborough Hill School, Hampshire, Senior Public Speaking Team are the winners of the English Speaking Union's National Public Speaking Competition for Schools 2014-15.

400 teams from across England and Wales had been whittled down to eight schools, who were invited to Churchill College, Cambridge to compete in one final round. The event was attended by a range of guests drawn from the ESU and Cambridge University, notably The Rt Hon. the Lord Boateng and Mr Randolph Churchill.

Sophia Taylor took to the stage with her speech entitled, 'Well-behaved women seldom make history.' She discussed the role of women throughout history and delivered a clear message about the role of feminism in the modern era. As chair and questioner, Isabella Embleton and Isobel Walter showed themselves capable under pressure, by listening carefully to challenging ideas, and assisting the audience in understanding these.

The prizes were awarded by Randolph Churchill, on behalf of the sponsor the Churchill Centre, Lord Boateng, Chairman of the ESU, and Jane Easton, Director General of the ESU.

Pictured: The Farnborough Hill public speaking team with their coach Sarah Campbell.

Raising bursary provision

As part of their Centenary Celebrations, Bolton School, Lancashire, have launched a 100 Campaign. The intention is to raise the school's bursary pot from £20m to £50m in the next fifteen years which would allow 1 in 3 of pupils to receive financial assistance with their fees. The Campaign was launched at a Centenary Dinner.

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Catholic school expands to the Mediterranean

Prior Park Schools' Governors and Headmasters have announced that the Prior Park Educational Trust will be opening a new Catholic independent senior school in Gibraltar in September 2016.

Prior Park is the first Catholic independent school group in the UK to embrace internationalism in this way.

Prior Park was selected by the Gibraltar Secondary School Parents' Group as the preferred bidder from a competitive field of UK school groups. The Parents' Group said that they were impressed, not only with the performance, values and ethos as demonstrated amongst the UK based Prior Park schools, but with the depth of experience in starting up new schools amongst the senior leadership team.

Prior's Executive Principal, James Murphy-O'Connor (pictured) said that the new school will be the fourth school to come under the Prior Park umbrella which includes Prior Park College in Bath, Prior Park Prep School in Cricklade, Wiltshire and the Paragon Junior School in Bath; "Our schools have reaped the benefits from being forward thinking over the centuries, with Prior Park Prep School being

established in 1946 to complement the College (established 1830), while The Paragon School joined Prior Park Schools in 2006."

The new school will operate from the former Sacred Heart campus which is located in Gibraltar's picturesque Old Town. Mr Murphy-O'Connor added that the benefits to the Prior Park Schools' group would be many and wide-ranging; "Academic exchanges for our students, employment opportunities for our staff, along with tours as part of sports teams, choirs and CCF, summer school placements, and the sharing of Teaching and Learning initiatives between our staffrooms. The extraordinarily unique location of Gibraltar as a gateway to both Africa and the rest of Europe also opens up all sorts of linguistic and cultural possibilities for our community."

Mr Murphy-O'Connor believes both the time and place are ideal; "Our Vision 2020, which was published two years ago, advocates developing Prior Park Schools with further educational opportunities as and when they present themselves both at home and abroad. Prior Park has long-held and much cherished

links with Gibraltar dating back to the 1830s, with a number of distinguished alumni living there. This, along with the fact that it is a largely Catholic country, with many families looking for a Catholic/Christian independent senior school option, means this formalisation of our links has been a very organic process."

The time line for launching the school will see a Headmaster and Bursar appointed as soon as

possible and the school opening to Years 8 through 10 in September 2016, with Years 11 and 12 introduced in September 2017 and full Sixth Form provision in September 2018. An application for the approval of the Director of Education will shortly be made to the Ministry for Education at HM Government of Gibraltar with whom there have already been preliminary discussions on this exciting project.



The Griffen soars – space balloon launched



A shot from the balloon's travels.

Abingdon School, Oxfordshire, witnessed the launch of a high altitude balloon, named 'The Griffen', designed and built by 12 lower sixth physicists, with expert guidance from European Astrotech, a leading company in the Space industry. The balloon had been designed to climb to the edge of space (around 30,000m) and return to earth later that day. The boys tracked the balloon's progress, and were ready in a minibus to collect it from the landing site. The balloon landed around 12km from the School. The maximum height reached was

29,410m and the temperature at burst was -39.6 degrees C.

The balloon carried a payload with a variety of experiments. As well as the GPS module transmitting information on position over a radio link to the ground station, there were measurements of temperature, humidity and air pressure. The pupils designed experiments to study the change in colour, that is blueness due to Rayleigh Scattering, of the sky and also the change in UV levels with altitude. The sensors collecting this information were connected to a Raspberry Pi and along with

video footage from two GoPros, there was a large amount of data to analyse.

One of the aims of the project was to inspire and educate pupils about space science and technology and over the 12 weeks the boys had to get to grips with the telemetry software, perform calculations to determine the amount of hydrogen gas required to lift the payload to the required height and also to design and build a stable payload. A wide spectrum of scientific disciplines from atmospheric chemistry and physics to engineering were explored.

Prep school launches Bacc initiative



Terra Nova School, Cheshire, is set to launch the 'TN Baccalaureate' this September. It is described as 'an inspiring, progressive and academic curriculum delivering the skills for success; independence, resilience and rigour.' What does the initiative mean?

Pictured: Headmaster Mark Mitchell with choir

Terra Nova Headmaster Mark Mitchell said: "Best educational practice is continually evolving but what remains consistently proven in delivering future success is a set of core skills; we have always had a strong curriculum focused on developing the skills of independence, resilience and rigour but the introduction of the TN Baccalaureate will further enhance our provision".

The skills based approach will enable the school to ensure that all pupils are not only equipped with the skills they need for their future school, but also looking ahead to the job market.

The school has reviewed every area of their curriculum in order to revolutionise teaching content and the way in which they push their

Why launch the TN Baccalaureate?

We thought originally that we would like to launch a Baccalaureate style qualification for our Year 7 and 8 students, to ensure that they were fully equipped with the skills they needed going forward to their future school, and looking ahead to the job market. Once we looked into it in more detail, however, we were so impressed by the breadth of opportunity and depth of study that a Baccalaureate way of learning supplied, that we thought we should run it through the whole school. TN strives to be at the very forefront of educational thinking, whilst retaining the traditional values that have made us a popular choice for parents all over Cheshire. The TN Baccalaureate will ensure that our educational provision continues to evolve to prepare students for a modern world where both academic ability and the skills of learning to learn are equally valued.

What makes it what it is?

The TN Baccalaureate has been written by our staff. They are

each experts in their own areas of learning, and we were keen to give them the responsibility of devising a new curriculum. We wanted them to be full stakeholders in the new direction the school was taking, and to be newly enthused with their roles. We have also listened whole-heartedly to feedback from governors, parents and children, and the TN Baccalaureate has evolved according to these responses. Most of all, our school values give the TN Bacc its strength: Traditional Values, Fresh Thinking.

How will you use and benefit from the curriculum?

We have reviewed every single area of our curriculum, and used the introduction of the TN Baccalaureate as an excellent opportunity to revolutionise what we teach. By looking at the 'why' of learning, and critically evaluating the 'how', we are pushing our pupils forward. At the centre of everything, our pupils are encouraged to take absolute responsibility for their own learning: to know how to move

pupils forward. At the centre of everything, pupils will take absolute responsibility for their own learning.

With a long-standing tradition of academic success, including a 100% pass rate at 11+ and 13+ and 60 scholarships awarded in the last five years, many people are asking why Terra Nova would want to change. In fact, the change came about when the school looked into launching a Baccalaureate style qualification for their Year 7 & 8 pupils.

Mr Mitchell added: "When we looked into this in more detail, we were so impressed by the breadth of opportunity and depth of study that a Baccalaureate way of learning supplied, that we thought we should run it through the whole school."

forward. This is the best skill we could teach any pupil, and it lies at the heart of what we do. Of course, the topics we teach will continue to be exciting and interesting, but the values of the TN Baccalaureate will now be at the heart of all that we do. We are, literally, all on the same page!

Have lesson plans been extensively altered? Have additional elements been added to the curriculum?

This is our next step, which we are in the process of completing (ready for launching in September). Staff are now in the process of reviewing all of their planning, in order to ensure that what they are teaching allows students to progress through the TN Baccalaureate assessment grids. This will mean the inclusion of elements they may not have considered before, for example, Critical Thinking or the TN Qualities. The lessons in the first year, therefore, will be changed in a subtle way. We are saving more extensive renovation for the following year, when the TN Baccalaureate is embedded.

Will teachers have to change their approach?

Our staff are constantly changing their approach to teaching, to fit in with the varying demands of year groups. However, there will certainly be a shift in approach from staff to ensure that they are able to cover all of the elements of the Baccalaureate. Certainly, a more cohesive approach to planning will be required, with teaching working in partnership with each other. In terms of delivery of the curriculum, teachers will wish to ensure that every element of the TN Baccalaureate is covered and promoted, so their approach will change.

Would elements of it benefit other independent schools?

Yes, of course. We had considerable support from other Prep schools who have trialed similar ideas and we would relish the opportunity of sharing our own good practice. There is no better way to lead than to look at the way others learn and mould it to your own needs.

1847 Society dinner

Glenalmond College, Perth, in partnership with Gleneagles Hotel, played host to the relaunch of the 1847 Society Dinner last month (April).

The Society consists of members who have pledged a legacy to Glenalmond. During his after-dinner speech, Gordon Woods, Warden, noted that the College is “greatly appreciative of all gifts, of whatever size” and this dinner was to say a “long-overdue thank you” to the many supporters and their partners.

A warm, sunny evening greeted guests as they congregated under quad clock at 18:47 and progressed to a Champagne reception.

Craig Fleming, Director of Development, commented on the choice of meeting point, saying:

“I wanted guests to feel very comfortable and ‘at home’ here and I thought a touch of humour was just the way to kick-start this important evening.” Indeed it was. Pipe Major Alasdair Johnston’s welcoming medley of competition music, including Arthur Bignold of Lochrusque and the Jiggernaught, added to the warm atmosphere.

Upon guests’ arrival, Captains Angus Sandison and Hannah-Jane Headon guided Society members to the Conference Room before ensuring they were offered a taste of the especially created ‘1847’ cocktail: a heady brew of vintage cognac, sugar water and mint, created specifically for the night by Tony Abbott, Head of Catering at the College.



Sport specialism ~ burn-out warning

Specialising in a sport too young could put pupils off for life, according to David Faulkner, Director of Sport at Millfield School, Somerset, which produced more Olympic Games alumni at London 2012 than any other school. He recommends multi-sport participation until late adolescence for most disciplines...

“There is clear evidence wider participation across a breadth of sports is beneficial for long-term wellbeing and provides greater support for those with potential,” said Mr Faulkner, Olympic Gold Medal winner and former Performance Director for England and Great Britain Hockey.

“Evidence shows that talent and enthusiasm in those who specialise in sports between 10 and 12 can dilute away by the age of 15. This is because, ironically, early specialisation can hinder rather than benefit sporting development.

“It can lead youngsters into a sport not of their choice, create

David Faulkner is Director of Sport at Millfield, and won a Gold medal as a member of Team GB Hockey at the 1988 Olympic Games in Seoul.

an intensity that takes away the fun, compromise their athletic development, make them vulnerable to injury, and lead to psychological pressure that can result in burnout.”

The dangers of early specialisation have been highlighted by a number of studies, including a consensus statement published in the British Journal of Sports Medicine on reducing risk of burnout and injury in youth sport.

The findings have been supported by analysis of Team GB at the 2012 Olympic Games which showed the majority of the high performing athletes had come into their sports late, at 16-plus or even later.



The Millfield Institute of Sport and Wellbeing was set up in 2014 in recognition of the value of gaining wider skills to improve tactical, technical, mental and physical development, and to provide an edge over competitors.

The aim behind the move was to ensure all pupils engage in athletic development, enjoy a variety of sports and provide opportunities to transfer to sports they may have never considered.

The Institute is structured so when pupils progress to university or professional sport they have all they need in terms of technical, physical and mental abilities, together with a

wider holistic understanding in areas such as teamwork, leadership, and dealing with setbacks.

“By playing a range of sports before deciding upon a specialism, young people achieve a level of athletic development that enables them to deal with higher training levels and to perform more effectively,” added Mr Faulkner.

“This is because they are using their bodies more effectively than they would by focusing upon just one sport, resulting in their motor skills becoming one dimensional, and causing them to hit a physical ceiling.”

Bursary campaign

Celebrating 100 years since Lord Leverhulme created the Bolton School Foundation, the school launched The 100 Campaign for Bolton School Bursaries at its Centenary Dinner, held at the School.

Headmistress Sue Hincks said: “In 1915 Leverhulme’s vision had been to give the brightest children an excellent education, whatever their background. This remains our aim and, during the last century, we have been a real powerhouse for social mobility in Bolton. We were able to offer open access up until 1997 when crucial state funding was withdrawn. The principle of open access remains our priority and since 1997 the school community has built a bursary fund of £20m. This means, today, 1 in every 5 pupils receives financial support but this is still not enough: for every bursary pupil we admit, another talented child is turned away because of a lack of funding. Our aim is to be able to fund 1 in 3 pupils, taking in the brightest children who apply, no matter what their financial means. To do this, we need to increase our fund from £20 million to £50 million.”

The school aims to meet its target over the next 15 years and its first goal is to raise £5 million by 2018. Fundraising for this target began in September 2014 and the school is

delighted to have already secured £1.26m as it launches The 100 Campaign.

Appealing to the school community, Philip Britton, Headmaster of the Boys’ Division, said: “Bolton School is a special place - one of the great schools of the North. We have helped generations of Boltonians to break through social barriers and achieve success in the wider world. The campaign is deliberately ambitious but very much achievable for a number of reasons: our long-standing commitment to keep access open, it is something we do rather than something we have been required to do by political pressure; we have shown over the years that if we commit to move towards a target little by little over a long time span we can reach our goal; we already have substantial bursary funding on which we can build; and, most importantly, we have a very special commitment in Bolton from our Old Boys and Old Girls who feel a great connection to the School and its role in shaping their lives.”



At the centenary dinner: Above: Lord Leverhulme’s great grand-daughter the Rt Hon Lady Jane Heber-Percy and her husband Algernon Heber-Percy are pictured with the current Heads, Chairman of Governors and Head Girl and School Captain.

Right: Four former Heads returned to Bolton School: Jane Panton, Margaret Spurr, Alan Wright and Gill Richards.



Character scholarship launched

Lord Wandsworth College, Hampshire, has launched a new Character Scholarship for September 2016.

Over the last year, the college has placed character education at the heart of its educational provision. Every aspect of the delivery of the school’s curriculum, co-curriculum and pastoral and spiritual provision endeavours to imbue pupils with 12 character attributes:

| Performance | Moral |
|--------------|------------|
| Perseverance | Generosity |
| Optimism | Empathy |
| Creativity | Gratitude |
| Curiosity | Courage |
| Self-Control | Loyalty |
| Engagement | Fairness |

Senior Deputy Head, Gareth Pearson (pictured) said “We place huge importance on the personal qualities and virtues of our pupils and believe the development of character is the most important aspect of education. That is not to say that the development of intellect is not important, but that to what extent a person is able to develop their intellect is as much about their attitude, habits and beliefs as it is about intellectual ability. It was an obvious step, therefore, to offer a scholarship that recognises this, alongside our academic, sport, art and performing arts scholarships.”

The LWC Character Scholarship recognises young people who have been exceptional in the manner in which they have selflessly served their community, who bring sunshine to all that they do and who have demonstrated that they have put the needs of others before their own. It could equally be someone who consistently shows the kind of perseverance and tenacity to overcome difficulties.

Character scholarships are available at 13+ and up to three scholarships may be awarded annually with a maximum value of a 25% reduction in the annual fees. Candidates’ parents need to complete a formal application form and the candidates themselves need to write a letter of application stating why they feel they are deserving of this award. The application should also be supported by a letter of recommendation from the Head of the candidate’s current school. Shortlisted candidates will be invited to the College for a formal 15 minute interview which will include a three minute presentation from the candidate entitled ‘Why I Deserve a Character Scholarship’.

Highest number of pupils at independent schools 'since records began'

Pupil numbers at Independent Schools Council (ISC) schools are at their highest levels since records began in 1974.

There are now 517,113 pupils at 1,267 ISC schools. Pupil numbers are now higher than they were before the recession started, and are up from 511,928 in 2014.

At schools which completed the ISC survey in both 2014 and 2015 pupil numbers are up from 508,000 to 512,048

This increase has been fuelled by both British and international pupils. There are 27,211 international pupils with parents living overseas which is 5.3% of total pupil numbers, little changed from 1982, when the proportion of international pupils was 4.4%.

There are ten more schools in ISC membership than last year.

The figures are revealed by the ISC Annual Census 2015.

14% of all school children aged 16 and over now attend an ISC school, with pupils moving to independent schools throughout their education. Pupils are moving between the state and independent sectors at all ages, but this is most significant in the sixth form, where there are now 89,617 pupils. 7% of school children overall are educated at independent schools.

Julie Robinson, new General Secretary, Independent Schools Council, said:

"It is no surprise that parents are choosing ISC schools for the crucial sixth form years. ISC pupils have an outstanding track record at A-level, with 51% of entries achieving A* and A grades, compared to 26% nationally.

"That means 92% of our pupils move onto higher education, with the majority going to Russell Group universities."

Barnaby Lenon, Chairman, Independent Schools Council, commented:

"It is remarkable that, although we are only at the start of an economic recovery, the number of pupils at UK independent schools is at the highest level since records began in 1974. It shows that parents continue to value an independent education.

"ISC schools offer consistently high standards, reflected in a tremendous record of academic achievement, stimulating opportunities for pupils outside the classroom and a professional approach to pastoral

care. It is no surprise that British independent schools are seen as amongst the best in the world."

Schools in different parts of the country have faced different challenges during the recession. Pupil numbers have increased significantly in Wales, with a 4.7% increase in pupil numbers to 7,756 pupils. Wales has been hard hit by the economic recession and this is the first increase in pupil numbers since 2008.

Paul Norton, Principal of King's Monkton School, Cardiff, said:

"Our entry for Year 7 this year has doubled. It is unheard of for us. We had 33 applications for 15 scholarship places. Parents are drawn to our small class sizes, the inclusive community and the flexible curriculum that can meet their children's needs. We have also invested in new IT facilities and are offering a computer science programme run in conjunction with Cardiff University, that is proving very popular with parents.

"Over 90% of parents that visit the school then want a place for their child. Parents tell us they are being helped by grandparents and cutting holidays to get the best for their children."

Dr Adam England, Director of the Welsh Independent Schools Council, said:

"There are new employers coming to Wales, such as Sony, Pinewood and Ford, bringing new employees and they are boosting the local economy. We are seeing more

pupils coming to independent schools and more demand for places at our schools here."

For the first time since the recession, pupil numbers have also risen in the North. Numbers of pupils at schools in the North now stand at over 69,000.

Hilary French, Head of Newcastle High School for Girls, commented:

"There is a growing mood of optimism, a sense that local industry and businesses are thriving. We are definitely seeing that translate into an increased demand for places, with a lot more interest in our school, particularly at junior level and in the sixth form, where we have a strong track record locally."

"We are now building a new senior school building, following our merger last year with a school that was just 350 metres away."

There are also sizeable increases in the West Midlands (1.7% growth) and East Anglia (0.7% growth.) There are 36,484 pupils in independent schools in the West Midlands and 61,331 in East Anglia.

An unprecedented number of

Contributions to fees ranked by total value of assistance (annual)

| | Total (pupils) | Average help received by a pupil | % of all pupils receiving help | Total (value £m) |
|-----------------------------------|----------------|----------------------------------|--------------------------------|------------------|
| The school | 143,510 | 4,911 | 27.8 | 705 |
| The school: means tested | 41,400 | 8,227 | 8.0 | 341 |
| The school: eligible families | 66,260 | 3,040 | 12.8 | 201 |
| The school: scholarships | 52,683 | 3,090 | 10.2 | 163 |
| Early Years funding | 24,793 | 1,963 | 4.8 | 49 |
| Local Education Authorities | 1,795 | 19,519 | 0.4 | 35 |
| Government Music and Dance Scheme | 1,481 | 19,633 | 0.3 | 29 |
| All other sources | 2,772 | 6,807 | 0.5 | 19 |
| Total | 167,798 | 4,985 | 33.3 | 836 |

pupils, 170,000, now receive help with their fees to a record value of £836 million, up £60 million from last year.

This reflects the long term aim of our schools to increase the amount of bursary provision and widen access to our schools. Over the last 15 years there has been a consistent trend of schools providing fee assistance to increasing number of pupils.

Over 40,000 pupils receive means tested bursaries, valued at £350 million, an increase of 6% compared to last year. The average bursary is worth £8,277 per pupil per year. There are 5,406 pupils who pay no fees at all.

School fees have shown the lowest annual increase, at 3.5%, since 1994. The average day fee is now £4,174 per term. Fees reflect the increases all schools have faced for management and administration, teachers' salaries and pensions, as well as rising maintenance costs.

Fees by region

This table gives average termly fees by region and type of school.

| Region | Boarding fee (boarding schools) | Day fee (boarding schools) | Day fee (day schools) | Day fee (average) | Overall average fee |
|----------------|---------------------------------|----------------------------|-----------------------|-------------------|---------------------|
| South East | £10,383 | £5,947 | £4,465 | £4,778 | £5,865 |
| Greater London | £14,291 | £8,668 | £5,098 | £5,173 | £5,439 |
| The North | £9,918 | £4,513 | £3,332 | £3,466 | £4,028 |
| East Anglia | £9,513 | £5,595 | £4,216 | £4,381 | £4,918 |
| South West | £9,999 | £5,262 | £3,828 | £4,453 | £6,003 |
| West Midlands | £9,808 | £4,675 | £3,542 | £3,724 | £4,561 |
| East Midlands | £9,397 | £5,691 | £3,694 | £3,914 | £4,893 |
| Scotland | £9,312 | £5,507 | £3,427 | £3,591 | £4,133 |
| Wales | £8,902 | £4,267 | £3,386 | £3,713 | £4,893 |
| All | £10,123 | £5,500 | £4,093 | £4,304 | £5,099 |

Destination of post-18 school leavers

This table shows the percentage of school leavers in all ISC schools arriving at various destinations post-18.

| | Senior | Mixed-age | Single-sex: boys' | Single-sex: girls' | Co-ed | Schools with boarders | Day schools | Total |
|---|---------------|---------------|-------------------|--------------------|---------------|-----------------------|---------------|---------------|
| % to higher education (inc. university) | 92.5 | 91.4 | 93.9 | 93.6 | 91.4 | 91.4 | 92.8 | 92.0 |
| % to university | 90.4 | 88.9 | 93.0 | 91.5 | 88.8 | 88.6 | 91.3 | 89.7 |
| % to re-take A-levels in the independent sector | 1.4 | 1.1 | 1.1 | 0.9 | 1.4 | 1.3 | 1.1 | 1.3 |
| % to re-take A-levels in the maintained sector | 0.1 | 0.3 | 0.3 | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 |
| % to further education or training | 1.5 | 1.7 | 1.2 | 1.3 | 1.7 | 1.7 | 1.4 | 1.6 |
| % to employment | 1.8 | 2.0 | 1.3 | 1.0 | 2.1 | 2.1 | 1.5 | 1.9 |
| % to other | 2.8 | 3.6 | 2.2 | 3.2 | 3.3 | 3.4 | 2.9 | 3.2 |
| Total number recorded | 21,438 | 19,706 | 4,366 | 6,693 | 30,085 | 23,890 | 17,254 | 41,144 |

Teacher numbers

This table shows the number of teachers in all ISC schools by type of school.

| Full-time | Senior | Mixed-age | Junior | Single-sex: boys' | Single-sex: girls' | Co-ed | Schools with boarders | Day schools | Total |
|---|---------------|----------------|---------------|-------------------|--------------------|----------------|-----------------------|----------------|----------------|
| Men | 7,715 | 8,608 | 3,924 | 3,221 | 1,563 | 15,463 | 11,346 | 8,901 | 20,247 |
| Women | 6,103 | 13,219 | 8,795 | 1,945 | 5,727 | 20,445 | 11,835 | 16,282 | 28,117 |
| Total | 13,818 | 21,827 | 12,719 | 5,166 | 7,290 | 35,908 | 23,181 | 25,183 | 48,364 |
| Part-time | | | | | | | | | |
| Men | 973 | 1,257 | 508 | 237 | 340 | 2,161 | 1,511 | 1,227 | 2,738 |
| Women | 2,876 | 6,122 | 3,758 | 717 | 2,892 | 9,147 | 5,670 | 7,086 | 12,756 |
| Total | 3,849 | 7,379 | 4,266 | 954 | 3,232 | 11,308 | 7,181 | 8,313 | 15,494 |
| Part-time hours | | | | | | | | | |
| Men | 13,330 | 19,868 | 7,838 | 3,509 | 5,088 | 32,439 | 21,943 | 19,094 | 41,036 |
| Women | 44,454 | 106,231 | 66,024 | 12,110 | 48,936 | 155,663 | 94,386 | 122,324 | 216,709 |
| Total | 57,784 | 126,100 | 73,863 | 15,619 | 54,024 | 188,102 | 116,328 | 141,418 | 257,746 |
| Overall full-time equivalent (32.5 hours = 1 full-time) | | | | | | | | | |
| Men | 8,125 | 9,219 | 4,165 | 3,329 | 1,720 | 16,461 | 12,021 | 9,488 | 21,510 |
| Women | 7,471 | 16,488 | 10,827 | 2,318 | 7,233 | 25,235 | 14,739 | 20,046 | 34,785 |
| Total | 15,596 | 25,707 | 14,992 | 5,647 | 8,952 | 41,696 | 26,760 | 29,534 | 56,295 |

Heads experience school as it really is for pupils

Rachel Dent, head of The Abbey School, Berkshire, and head of the Abbey's Junior School Nicola Dick-Cleland, both went "back to the classroom" for a day to get a real perspective on life as a pupil. For both of them this proved a highly valuable exercise that will help inform how they move forward in leading the school.

Both heads gave their reactions to the experience...

Nicola Dick-Cleland:

Q How did the girls react to you joining their class?

Initially they were surprised and a little concerned about whether I had the right equipment or had qualified for my 'Pen Licence'. They were incredibly friendly and welcoming and quickly accepted me as 'one of them' and I felt in many ways as if I was 9 again. The girls treated me as if I were a pupil, and I think the fact that I was wearing school uniform helped this – even my teachers said that they almost 'forgot' I was there.

Q Have you felt well looked-after?

I was bowled over by how genuinely caring my new classmates were – whether it was showing me where to put my water bottle or explaining where to stand during netball. I realised just how important it is to have a few friendly faces when you are in a new environment or situation.

Q What things struck you as different from your own school days?

There was much more talk and discussion during lessons than I remember when I was at junior school and we were given a choice of what lesson activities we wanted to do. Also, we certainly didn't have a Science lab at my junior school nor were there clubs going on at lunchtime – I went to do Reflection & Yoga with the girls. We didn't have specialist PE teachers either. I also preferred the breaktime snack – in my day we got little bottles of milk

which tended to get left in the sun, and which I loathed. Fruit, biscuits and water was most preferable – indeed the food was in a different league – in a good way. I had vegetable curry and poppadoms for lunch which were great.

Q What things were similar?

It was good to use an ink pen again and I used the same one I'd used as a child, which had been my father's. I went to a school which had some really enthusiastic and good teachers and I was reminded just how much a teacher affects a child's experience, and has a lasting impact. I was superbly taught and looked after by my teachers and teaching assistants.

Q Has anything surprised you during the day?

I seemed to have to change my clothes quite a lot which we tend not to do as adults. I was surprised at how quickly I felt assimilated into the class and 'became' a pupil. It reminded me that we are all just human beings at different stages of life and in different roles. Our similarities outweigh any differences and I found much common ground with my new classmates. I was rather surprised at how much thinking I had to do and was really impressed with some of my new friends' ideas.

Q What was your favourite part of the day?

I loved the variety of lessons and activities in which I participated. It was very touching to be asked what games I like to play at break-time...

Q How will you use what you've learned today?

I will need a little time to reflect on my experience, but it has certainly convinced me that we are right to offer depth and breadth in our curriculum (both in and out of the classroom) and that girls really benefit from being challenged, whilst also being able to take the initiative in their learning and in their lives.

Q Having spent a whole day in their company, do you think 9 year old girls differ greatly to how you were as a nine year old? In what ways?

They are more aware of the environmental threats to our world than I think I was at their age, and have more confidence to interact with adults. However, I really don't think there are any fundamental differences and I have certainly been reminded that it is unwise ever to underestimate a 9 year old!



Nicola Dick-Cleland with year 5



Rachel Dent with year 7

Rachel Dent:

Q How did the Year 7 girls react to you joining their classes?

They looked after me amazingly. They were really pleased I was finding out about life from their perspective.

Q The teachers weren't aware in advance that you were joining the classes, how did they react?

No the teachers did not know – I was determined to get as 'real' an experience as possible so wanted them to teach exactly as they would on a usual day. They were very surprised but to their credit just went with it – even when I perhaps got a little too involved in maths!

Q How much of what you learned at school came back to you?

I was amazed, it goes to show that what you learn when you are young stays with you! I haven't done probability in more than 30 years so was delighted to get 28/30 on my test. What was different, though, was how warm and welcoming the lessons were.

Q How did the experience differ from your own school days?

In contrast with my Convent School experience there was no rote learning and instead lots of practical interpretation including modelling with plasticine to create ear structures in Biology!

Q What was it like taking a Computer Science class with a bunch of 'digital natives'?

The girls were very welcoming and laughed themselves silly when my animated 'shark' spun round in circles – it was educated fun and not at all intimidating.

Q What has the day taught you about life as an 11 year old at The Abbey?

The girls are lucky to have so many opportunities and we are lucky to have such great girls

Q What surprised you about your experience?

How tired I was! The girls had confidently predicted that I would be shattered by the end of the day but I didn't really believe them. A full day of mental and physical exertion showed me why the girls are so fit and also so good at processing information quickly and efficiently!

New £9m arts venue

Work has now started on The Squire Performing Arts Centre (The SPACe) – a brand new arts venue for the city at Nottingham Girls' High School. Eight years in design and development, the School has planned the £9 million facility to be a valuable new resource for its students and the wider Nottingham community. School alumnae, Dame Stella Rimington and Rosemary Squire, OBE, visited the School for the ground breaking event, along with construction partners Balfour Beatty.

The state-of-the-art performing arts centre will be available for use by community groups, arts organisations, schools and businesses, beyond school hours. It has been purposefully designed to widen access to the arts and for developing community led projects. Nottingham's schools and vibrant local dance, music and theatre groups will have access to high-quality, affordable

Pictured: (from left to right):

Rosemary Squire OBE, Co-founder and Joint CEO of the Ambassador Theatre Group Ltd; Sue Gorham, Head of Nottingham Girls' High School; Dame Stella Rimington; Taj Khambay, Project Manager, Balfour Beatty; Professor Julian Marsh, Partner, Marsh Grochowski.

space for teaching, rehearsal and performance – a provision that is currently limited.

The SPACe will feature a flexible 345 seat performance space, orchestra pit and large floor lift to provide multi-purpose use, music rehearsal and theory rooms, dressing rooms, ballet barres, professional lighting, control rooms with professional mixing desks and multi-use acoustic design for spoken word and musical performances.

As well as performance facilities The SPACe will be used to give Nottingham Girls' High School students the opportunity to gain hands-on experience, learning the skills of professional theatre technicians such as lighting, sound recording, box office and back stage.



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Mindfulness ~ sharing the message

Hampton, the boys-only school in South West London, was one of the first schools in the country to incorporate mindfulness within the taught curriculum back in 2008. As well as being one of the most academically successful schools in the UK, its pupils achieve national success across a wide range of sports and in the musical and creative arts and Headmaster, Kevin Knibbs, firmly believes that mindfulness lessons play a key role in this success, and has organised a Conference next month (June) to share the message of mindfulness with other schools...

Tell your average teenager they are going to sit in a classroom and learn to 'focus on their breathing' and you might expect to see a look of amused derision on their faces.

Tell them that what you are going to teach them will help them cope not only with the pressures of being a teenager but enable them to produce their best performances academically, on the sports field and in the arts – and you get their attention.

So says Hampton head Kevin Knibbs. "It is an integral part of Hampton's all-round, balanced approach to education, which allows our boys to develop into happy, fulfilled young men. Mindfulness helps our high-achieving pupils to manage successfully the competing demands they face and supports them in attaining and sustaining outstanding performance, whilst maintaining a healthy and balanced perspective on life."

Mindfulness is a form of mental training that develops sustained attention and effective self-regulation. It teaches exercises that encourage an individual to 'be present in the moment' – being aware of thoughts and feelings but not being overwhelmed and distracted by them. Big business and corporations have identified that mindfulness could contribute to their employees' personal wellbeing and productivity, and more and more schools are now following suit.

Hampton now has six teachers teaching mindfulness lessons to Fourth Year (Year 10) pupils. They follow the .b programme, which has been specifically designed for teenagers by the Mindfulness in Schools Project (MISP). Pupils learn a range of practical techniques that encourage them to take a moment in their busy lives to 'stop, breathe and be.' These include 7/11 (breathe in for the count of seven and breathe out for 11), FOFBOC (feet on floor, bum on chair) and Beditation (to aid restful sleep).

The practices are designed to train the attention to settle in the present moment, rather than wandering off or being distracted by anxieties, says Head of Mindfulness and Wellbeing at Hampton, Mr Mark Nicholson: "The techniques covered by the .b course help counter difficult or negative mind-states, encouraging wellbeing and helping students to ground themselves at times when the mind is distracted and so introduce increased calmness and focus."

One Hampton pupil who regularly puts mindfulness practices to use is talented rugby player, 16 year-old Zack Santos, who plays for the School 1st XV and the Harlequins RFC academy:

"I use the 7/11 technique: It helps my breathing and allows me to control my emotions and not get overcome by nerves. Mindfulness can effectively allow me to

Conference Details: Mindfulness in Schools: Enhancing Resilience, Performance & Wellbeing

Friday 5 June 2015

For all those involved in the care and wellbeing of young people in both the independent and state sectors.

Speakers

- Richard Burnett: Teacher and Housemaster at Tonbridge School, Co-founder & Creative Director of the Mindfulness in Schools Project (MISP)
- Chris Cullen: Co-founder & Creative Director of the Mindfulness in Schools Project (MISP)
- Sarah Silvertown: Senior Lecturer at CMRP, Bangor University
- Prof Katherine Weare: Teacher and trainer with the Centre for Mindfulness Research and Practice, Bangor University.
- Claire Kelly: Operations Director at MISP
- James Gibbs: Head of Training at MiSP
- Kevin Knibbs: Headmaster, Hampton School
- Mark Nicholson: Head of Mindfulness & Wellbeing, Hampton School

For further information or to book a place:
www.hamptonschool.org.uk/mindfulnessconference

transform any stress I might feel into drive and focus, and helps my mind and body work in unison."

Charles Turner, a fourth-year pupil at Hampton with GCSEs ahead of him, has had a similarly positive experience.

"Mindfulness allows me not to get overwhelmed – it helps me clear my head and focus so that I can take things one step at a time. It has been brilliant for me."

Over the past two years Hampton has received a steady stream of requests from teachers and senior leaders interested in learning more about how mindfulness has been successfully integrated into the curriculum at the School. In response to this demand the school is hosting a Mindfulness in Schools Conference on June 5 2015, which is open to all who care for young people both in the maintained and independent sectors. The conference will bring

together some of the world's leading experts in mindfulness in education and will allow delegates the chance to try mindfulness practices for themselves.

Kevin Knibbs hopes that those who attend will recognise how mindfulness can be an invaluable tool that young people will be able to draw on for the rest of their lives:

"Recent stories in the media highlight the growing pressures faced by our young people and the mental health issues which can sometimes result. In partnership with parents, we feel that schools have a crucial role to play in providing for pupils' wellbeing as well as their academic education. Mindfulness can help pupils develop the resilience and personal resources needed to navigate and overcome the difficulties they will all have to face at some point in their lives."



Head of Mindfulness & Wellbeing at Hampton School Mark Nicholson (Image courtesy Helen Booker Photography)

"If you can get a person's head, heart and hands all working together, then you have the person"

On 17th September 2015 isbi schools looks forward to its fifth annual Marketing & Admissions Conference at the beautiful Notre Dame School in Cobham, Surrey. This year's theme is "The head, the heart and the hands" and a jammed packed agenda of impressive key note speakers, wide range of interactive workshops and a plethora of useful seminars held by experts in their field; will explore what influences people's thinking and decision making, sending delegates away with an effective package of persuasion, a heart full of enthusiasm and a head bursting with new ideas.

This year, isbi schools is delighted to welcome back Geoff Ramm, a multi-award winning speaker who has inspired audiences across five continents. After proving very popular with delegates last year with his "OMG Marketing" seminar, Geoff will return this year with a key note speech and interactive masterclass on "Celebrity Service" to help schools and colleges discover the gap in their customer service they didn't even know existed. Other speakers include Steve Head, winner of the Professional Speakers Association 2014, a dynamic speaker with practical ideas that simply work. Steve will inspire delegates with a keynote speech on "Making the 1% Difference" and a stimulating workshop on creating an inspiring culture with simple, easy to apply

For more information or to book your place go to www.isbi.com/conferences

ideas that cost nothing. Other workshops and seminars will include PR for Prep Schools, PR for Senior Schools, Search Engine Optimisation, Managing the Admissions Journey, What Makes the Perfect School Website, Google Analytics, Video, Working with You Tube and Vine, Analysing Stakeholders, Differentiation and Creating Movement, all specifically tailored for education professionals.

Attending the event will give you room to think – about your brand, your customers, your strategy and yourself. Take a step back from the daily pressures and use this headspace to consider the next steps for you and your school.



isbi schools Marketing & Admissions Conference for Independent Schools 2015



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Keynote speakers include *Steve Head*, Winner of the top award from The Professional Speakers Association in 2014, he is known by his clients as a dynamic speaker with practical ideas that simply work! And back by popular demand with his new book, *Celebrity Service*, multi-award-winning speaker, *Geoff Ramm*, Other speakers include *Ian Yorston*, Director of Digital Strategy, Radley College and *Mike Farmer*, Headmaster St Teresa's in Effingham, Surrey.

Only £160 (plus VAT) if booked before 26 June and £195 (plus VAT) thereafter



Go to www.isbi.com/conferences for further information



SCHOOL WEBSITE 

Does your school have a positive risk culture?

Jon Taylor, head of Education at Marsh, explains how making sure every member of staff is actively engaged with risk management can play a key role in helping independent schools to maintain safer environments and protect hard-won reputations.

The results of a recent survey looking at risk management in education, commissioned by Marsh*, made for interesting reading. The survey found that, while awareness of risk management issues at senior management level was strong, with 82% of schools and colleges having a formal risk management strategy, just 20% of schools actively engage staff in managing risk as part of their ongoing training programmes.

This is a potentially serious issue. After all, no one person or team can realistically be expected to oversee everyday risk assessment and management across an entire school site. Risks of all shapes and sizes can evolve and emerge on a daily basis, driven by a range of factors – from loose flooring and blown light bulbs, to more significant buildings maintenance issues, and the presence of third party contractors on site.

The truth is that risk management can only be effective if everyone plays an active role in spotting these risks. That means developing a culture in which everyone understands the importance of risk management and knows what to look out for.

Why Make it a Priority?

A strong risk culture can benefit an independent school in a

number of ways. First, and perhaps most significantly, a positive risk culture is proven to help avert incidents that can put pupils and staff at risk. Clearly, safety incidents at school undermine efforts to provide a secure environment and can cause serious reputational damage.

On top of this, efforts to provide a safe environment have positive financial consequences. The return on investments in safety, health, and environmental programmes is currently estimated to be four to one**, and schools with strong risk cultures, as evidenced in their safety and claims records, can realise significant discounts on their insurance premiums.

Vulnerabilities and Challenges

The robustness of any organisation's risk culture can never be taken for granted – even during times of normal operation. However, it is during times of organisational stress that a weak culture can be exposed.

Issues like financial underperformance and the need to cut costs can lead to corners being cut, and good practices being forgotten. Similarly, rapid growth, a merger with another local school, or an increased use of third party suppliers may all

reduce the everyday, cultural focus on risk management.

Understanding the hallmarks of a weak risk culture is important too. These are many and varied, but affected organisations commonly show a high degree of fragmentation with respect to expected behaviours, and a low level of accountability for actions.

With this in mind, schools should consider how members of staff might interpret what is expected of them and find ways to modify perceptions where necessary. Similarly, it is important to ensure that risk management practices do not promote a "fixation with checklists" – staff should be prepared to take the initiative when it comes to spotting and reporting risks, not just be focused on "ticking boxes".

Developing a Robust Approach

Quite simply, a school has a strong risk culture when its staff, at all levels, consistently exercise sound judgment in the face of everyday risk.

This means that individually and collectively they are anticipating risks and reporting issues of concern, looking out for each other and the school, and responding to evolving situations in line with overall risk

management processes.

For many schools, this means finding ways to be more creative about engagement – a mix of formal training and informal "nudges" or reminders, is vital to ensuring desired behaviours become part of a culture in which risk management is second nature.

Sustained Effort

A risk culture can be fragile and prone to lapse, especially at times of stress and organisational change, so sustained effort is vital to ensuring the culture remains robust. Constant reinforcement and a focus on continual learning are vital to maintaining good practice and avoiding the failings that come with complacency.

The schools that seek to strengthen risk culture will reap the rewards through the lower likelihood of accidents and protect themselves from the reputational damage should things go wrong. Those that pay only lip service to the issue or adopt a piecemeal approach may be setting themselves up for a fall.

To keep up-to-date with the latest trends in risk management for independent schools join, the Marsh UK Education Forum on LinkedIn or visit uk.marsh.com/education.



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* Making the Grade? A Marsh Survey into Risk Management in the Education Sector 2015
** ASSE, "Financial Decision Makers' View on Safety: What SH&E professionals should know", Professional Safety, 2009

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"The single biggest problem in communication is the illusion that it has taken place." – George Bernard Shaw

Could this apply to some if not many independent schools in their communication with parents? They organise Parents' Evenings (often a rushed scrum); they issue end-of-term reports; they contact parents if there are any serious issues over academic progress, behaviour or peer-relationships; the school nurse may send John or Jenny home with a note about a bump or graze; there may be occasional curriculum or careers related events. But is this really adequate individual, on-going, month-in-month-out communication focused specifically child by child? Does it live up to the oft-quoted mantra of individualised education and pastoral care? If the answer is 'probably not', what can and should be done to improve matters?

Ben Vessey, head, Canford School, Dorset:



I believe this issue is of such importance that we recently surveyed the entire school community to find out what they currently felt about communications with Canford, the research findings from which have formed the basis of a new communications strategy.

This strategy will be reviewed on an ongoing basis because we are living in a fast paced age where technology is developing frighteningly quickly alongside increasingly hectic family lifestyles. In the past, parents generally expected to hand over responsibility for their child's education to the chosen school, with little involvement aside from attendance at the occasional sports match and the annual Speech Day and receipt of a school report each term. Darkening the door of the

Headmaster's study was generally only as the result of their child's misdemeanour!

These days parents want to be much more engaged in their child's school life, whether they are boarding or day pupils. I believe this is a real positive, and at Canford we very much promote the triangle of home, school and pupil as a connected effort. However, as a result of this change, parents inevitably want access to a lot more information from the school, and the advent of email and mobiles has enabled direct communication with staff and children 24/7. What we found from our research was that, at the same time as increased involvement needs, parents also have increasingly hectic lifestyles, and therefore want to harness the power of online communications channels as far as possible to access general information, leaving the more traditional face to face and telephone communications

reserved for very urgent matters. Finding out what parents require in terms of information, and tailoring communication methods accordingly, should be a fundamental part of any school's communications effort.

Schools have also moved on in terms of the breadth of the education they offer, and with that has come new challenges for staff who often, particularly in a boarding school, now wear numerous hats such as sports coach/head of department/house tutor/weekend trips co-ordinator. With the extended range of options inside and outside the classroom, communication internally with pupils and staff as well as externally with parents needs to be quick, effective and efficient. We are continually developing ways to improve our systems and protocols in order to achieve this. Equally, once you have identified parent communications needs, you can also pre-empt certain queries through

offering simple insights and updates which should help ease pressures and anxieties from both sides.

A challenge for schools in light of these changes is the issue of communication overload. What are 'reasonable expectations' in terms of what parents receive from a school and what can reasonably be expected of staff who are under much pressure to deliver quality teaching, learning and care? These are key questions which each school must answer when planning its communications.

In such a busy environment, it is indeed easy to be under the illusion that one has communicated effectively when in fact the message is not clear at all to everyone who needs to know it. George Bernard Shaw may not be living in our frenzied 21st century age, but his words are as relevant to school communications today as they ever were to the wider world.

Elisabeth Lewis-Jones, CEO, Liquid Public Relations and an independent school governor:



Communication with parents is becoming increasingly complex. Not just because of the variety of communication channels at our disposal or increasingly complex family relationships but because for your communication to stand out and be noticed, it has to be relevant, timely and importantly, authentic.

An independent school is asking its parents to part with their two most important 'assets' – kids and cash. So the communication from

the outset needs to be tailored and targeted. It needs to reflect the vision and values of the school, it needs to reinforce the brand values, as current parents will always be your most vocal ambassadors.

I have two sons. At the school my youngest son goes to I receive a weekly newsletter. I read it with dread. It champions 'fine diners' and 'headmistress commendations' and the odd sports report. It is too regular, the content is poor, it is badly written and it alone creates a culture of competitiveness amongst parents that is less than healthy. My eldest son's school has just a termly letter from the Headmaster.

The timing and importance of it has gravitas and the content is rich and informative. Then, every now and then I get emails from his tutor, from the housemaster and I get pictures all depicting my son and his activities. At an age when most teenage boys just grunt, I feel part of his boarding life and incredibly informed. I feel that his education is tailored to him and the school really know him. It is not a regular mass mailing that just champions success to make the school feel good about itself; it is individual, relevant and keeps my attention.

In an age when we communicate using a variety of channels, schools

need to layer the message with apps, social media as well as internal channels, parent portals etc. Schools cannot 'tell' or 'push' information out anymore, communication has to be part of an ongoing conversation with parents and stakeholders. And for a conversation to be effective it has to be two-way.

Basic communication has to dovetail into the wider marketing plan and in turn the marketing plan needs to underpin the business plan of a school. No more will a standard weekly newsletter cut it, parents come in all shapes and sizes and so too must your communication.

Christopher Wilson, Headmaster, Lockers Park Preparatory School, Hertfordshire:



The way the world interacts has evolved dramatically over the last two decades.

While all businesses have felt the pressure of how and when to communicate, this has been particularly acute in the case of schools.

Private schools of the 21st Century provide a very different product to their predecessors. Gone are the days of living behind an imaginary brick wall that kept parents beyond the confines of the school campus with little communication passing their way, other than the end of term report.

Today's parent wants to be more active and involved in their child's education, something that modern educationalists have been delighted to see, because we believe that if school, parent and child work together as a triumvirate, a child will get much closer to reaching full potential.

This has meant more focus on the dissemination of information, especially between schools and parents. The difficult decision that confronts all schools is the means



Mark Potter, Head of Laxton Junior School, Northamptonshire:

Quite simply, for any school to be seen as truly effective, transparent and clear communication is key. As in any environment, poor communication in an educational setting will only serve to create confusion across the school's community, a lack of cohesion between children, staff and parents as to just what the school stands for and is striving to achieve, and will eventually lead to frustration for all parties.

The principal behind effective communication is to aim to

and depth of this communication. We are all in that evolutionary time, exploring the best route to follow. Too little information and schools are accused of hiding something and having a lack of transparency. Too much and parents bemoan the fact that they lose the vital information amongst all the more day to day successes and news items. An overwhelming influx of communication can even result in parents not reading any of it.

Then there is the constantly evolving landscape of social media and which channel parents prefer to use. Parents are at different stages in their adoption of digital and social media. The more traditional parent may prefer an appointment or a phone call with an email being the stretch. While others who operate at the fast pace of business life will only read texts, tweets or check their Instagram account.

And of course all schools are aware of the need for an instant response to any health issues that arise – a certainty in communication means that a telephone call is the only real option.

But this in itself raises a further conundrum in terms of what

be as proactive as possible. Within our school community, there is a wealth of supporting documentation ranging from what, and how, the children will learn to the snacks that are available to children during their playtimes. Comprehensive and detailed reports are written by the staff twice a year for each child where comments are made on the children's learning progress and targets are set for the next stages of their learning. Parent Conferences are then held the week following the distribution of the reports so that home and school can be in agreement as to how we can support the children's learning in the coming weeks and months.

constitutes a health issue. Is a bump in a rugby practice or a slightly grazed knee requiring of a phone call? Not for the majority, but for a small percentage of parents this will be cast as poor communication or even neglect of their child, presenting schools with a tricky lose-lose situation.

Most schools will have a communications strategy and a clearly defined calendar approach. Websites will be pivotal, parent portals and intranets are increasingly the norm, charting a child's progress, merit and conduct performance, archived reports and so forth. There is likely to be then a combination of weekly, quarterly, half-termly or termly epistles and newsletters while digital news screens around schools have become more prevalent.

Not only does this seem to require an army of communicators that historically didn't exist on the payroll, schools know that however hard they work at distributing information, there will still be some parents who miss vital information and, as the customer in a service industry, will hold the school accountable.

An interesting dynamic for prep schools such as mine, is how to

Supplementing these formal evenings, prep diaries, contact books, home exercises and emails further ensure that there is always a clear line of communication between home and school.

These formal channels of communication are supported by a termly calendar, a monthly newsletter, year group blogs, Facebook and Twitter feeds, email, and that seemingly old-school but essential way of working; personal, face to face conversations.

At Laxton Junior School we will communicate events and particular achievements through a myriad of different channels yet will always meet with parents

manage the final couple of years of parental liaison. Head teachers of senior schools often ask me and my cohort to help wean parents off 'too much communication' and help prepare them for the much more independent, hands-off approach of a senior school, often driven by pupils themselves. This can be quite an adjustment for those that have been used to frequent and interactive dialogue with an attentive prep school staff.

The goal as I see it is to combine broad news with individually focussed communication. Our approach, as a prep school known for its family-orientated approach, has been to establish routines around our comms thereby trying to create times in the week when we hope parents will check in, to populate an information-heavy parent portal, use email for topical matters and promote our accessibility by teacher visibility throughout the school week for those all-important parent chats.

When reflecting on this modern day conundrum, I am all too aware that I have focused here on the channels of communication. Now, if we were to debate content – tone, messages, dogmatism not to mention grammar – that would be another whole discussion...

to discuss a child's particular learning needs or a parental concern. This high quality personal interaction is imperative if we are to ensure that we are all working toward the best interest of the child.

When communication goes awry, as, on occasion, it will inevitably do, the only thing to do at this juncture is to hold one's hands up, apologise and seek to improve. As teachers, we only ever want what is best for the child and it is in our best interest to generate as successful a home-school partnership as is possible.

Continued overleaf >

Mike Holland, Director of Communications & Development, St Helen & St Katharine, Oxfordshire:



With so many ways to communicate these days, it sometimes seems that the channel is more

important than the message and the audience. The rush to embrace social media has often meant that the golden rules of communication, what, why, who and when, have been forgotten; it has all become about the how.

We know that parents value clear and individualised communication. Family life is busy and clarity around event timings, sports fixtures and rehearsals is critical. We also know that parents want to join in the

Rachel Hadley-Leonard, AMDIS Chair & Head of Marketing, Solihull School, West Midlands:



Most would agree that almost all independent schools strive to achieve excellence in their communication with stakeholders.

The problem with communication however, is that for it to be effective, it has to be a two way channel.

Of course parents want to receive regular reports, attend parents' evenings, hear about academic or pastoral issues as they arise, and more often than not, schools deliver these with aplomb. Many

celebration of all that their girls are doing at school – particularly as teenagers get older and might not be quite so forthcoming about their 'day at school'

To be successful, each channel within the school's communication mix must have a clear purpose and should deliver something that the other channels don't. In isolation, parents' evenings, the school newsletter, the website or Twitter couldn't meet all of a parent or a school's communication aims. An intelligent combination of all begins to create something much more compelling.

Each channel delivers something different and when combined, communication goals start to be achieved. Parents' evenings are a formal opportunity to talk face-to-

independent schools even have Apps which communicate sports fixtures, news, calendar events and snow days.

But is the road of communication a two way street? Are schools listening to what parents have to say? Are we engaging parents in a conversation, inviting them to feedback and comment, or are we so afraid of criticism that we give them few chances to really participate in meaningful dialogue?

Whilst it is crucial that parents have an inherent trust and belief in how we nurture their children – we are after all, professionals in our field – we should also be aware

face about progress, the newsletter provides updates and reminders, the website celebrates and articulates school values and Twitter provides an instant window onto school life.

Another key to success is to ensure that communications are two way rather than a simple broadcast. As more communication is done online at St Helen and St Katharine, we have developed digital systems to engage with our parents, for example through event ticketing, online registration for admissions, choosing subject options and automatic booking on to the school bus system. Our new website will deliver more personalisation to both visitors and parents.

Offline, our school planners and homework diaries allow staff to communicate with a parent about a

of the far reaching benefits that seeking parental opinion may bring. In the digital age that we live in, canvassing parental opinion has never been easier, and canny schools often use the results of such surveys and interaction to laud their own achievements.

In a recent Government White Paper entitled Excellence in Schools, it was suggested that there are three elements to improving school-parent relationships: providing parents with information, encouraging parental partnerships, and giving parents a voice. Independent schools are becoming particularly good at the first, are learning to take on board

success or an issue, either within a lesson or in a wider pastoral sense. Similarly parents can update the school with what is happening at home. "Lily has just won gold for Team GB at the U16 Fencing, but she may be tired as it was an all weekend tournament."

We also know the value of the 'old-fashioned' letter and the Headmistress writes to large numbers of pupils and their families every week, thanking and congratulating the girls for a huge range of achievements.

At St Helen and St Katharine we aim to work in partnership with parents to deliver the best education for each individual pupil. Intelligent and varied communications play a vital role in helping us to achieve this.

the second, but it is perhaps the latter of these three elements that we should look to embrace.

Does your school's social media account interact with its audience? Are your parents and other stakeholders regularly surveyed? Do you hold focus groups? In an even bolder move, are staff incentivised to attend parent teacher social events to facilitate interaction on another level?

It is a brave school that opens its doors wide and listens to its parental body. But almost always the benefits far outweigh the risks, resulting in stronger relationships based on mutual trust.

Trescothick to coach

Taunton School, Somerset, has pulled off a sporting coup by announcing that Somerset cricket captain and former England star Marcus Trescothick is joining its coaching team.

Trescothick, 39, who has been appointed as cricket development coach from the start of this summer term, said: "I've been coming to the school since I was a boy for coaching and the like and now my daughters are both in the Prep School so I'm delighted to be part of the team.

"Obviously playing is still the most important part of my life and will take up my main focus but I'm hoping to grow the role at Taunton

School. I'm really looking forward to helping the students learn about being a professional cricketer and other elements of elite sports performance."

Headmaster Lee Glaser, pictured with Marcus, said: "It's very exciting that Marcus will be working with us. He is a fine role model and ably demonstrates that a sportsman or woman can be successful whilst also conducting themselves in the right way both on and off the field."

Trescothick played 76 Test matches and 123 One-Day Internationals for England with a top score of 219 and a Test average of 43.79. He has played 327 First-class matches since his debut in 1993.



Advertorial Feature

The prospectus is dead. Long live the printed piece.

For many, the word prospectus conjures up a tired, oversized A4 glossy brochure full of clichéd language and slightly wooden, albeit apparently happy, children, writes Paul Kilvington.

It is similar to the negative baggage associated with the word boarding. But just as boarding is actually quite different nowadays to how many perceive it to still be, the prospectus can and should be, a very different animal indeed.

As such, rather than being questioned with regard to its relevance today in the marketing mix, alongside websites, film and social media, it should be embraced and focused on what's at its core. A brand is a sensory thing. It represents what an organisation looks, feels, smells, sounds and tastes like. And three of those aspects can be very effectively communicated through a clever piece of print.

A creative printed element, informed by and supporting other marketing communication material, is an immediate, user friendly way to really engage with your many and varied audiences and to get your messages across. It should be happy in its own skin and not try and emulate other media in the form of a downloadable pdf, tricky electronic page turner or gimmicky pull out multimedia box set.

Often the best brief is no brief. Many are too prescriptive, defining a print specification and a preconceived idea of content

based on an existing document or what other schools have produced. This is of course to a certain extent, understandable, if nothing else to try and establish a bench mark for competitive tendering. But it should only be a bench mark. The end result should be very different. Not just for the sake of being different, but to really help define just how different and special your school is.

The approach, direction, look and feel for your printed element must come from within. If your process started with a brand review then the research necessary for that will inevitably inform the route to be taken. If not, then focus groups will be invaluable to clearly identify messages and audiences and to help ensure buy in. This will also inform the best way for the print to be used and distributed and therefore its format and structure.

It may be that you decide not to send your print through the post. But if you do, make sure that it will fit through most letterboxes, and that its weight isn't cost prohibitive.

Perhaps the method of distribution might influence the direction. If accessibility and proximity to a railway station is an important differentiating factor and you are keen to generate increased local awareness, then a newspaper available from news stands might work best. For others a direct

mail approach may be more appropriate, or an annual review.

Whatever route you take it should be wholly appropriate to your particular school in every respect. Minimal text might work best for many but is not necessarily right for all – understand your audience. Close up photographs of engaged students have impact and strength but you may be missing a trick by not showing wide enough shots of your grounds and facilities – understand your product. First person or third person copy? Formal or more colloquial? – understand your brand.

Methods of reproduction, print techniques and finishes are equally important. If a short or even personalised, print run is required then digital print will be the most cost effective and the design should be appropriate to that.



If conventional litho is used then paper stocks should be carefully considered to enhance your brand values and design concept rather than following fashion. Similarly, special print finishes, whether die cutting, embossing, foils, high build varnishes or binding techniques such as perfect, section sewn or simply saddle stitched but with copper staples, should be utilised for a specific purpose rather than to 'gild the lily'.

Carefully considered, beautifully crafted print, complimenting all your media streams and accurately communicating your brand will engage with your audience in an emotive way that digital media will never emulate. Embrace and celebrate it.



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Libraries in education

Over the last decade we have seen an increase in the scope of services offered by learning centres and libraries. The learning centre staff need tools to address this increased workload. The library management systems have changed so that they can now support these services.

The UK tax laws have been more accommodating so that the cost of library systems including training and implementation may be reclaimed from the government, so finance should not be an excuse for standing still.

A library management system supports a much wider range of resources including rooms, accommodation, eBooks, eJournals, documents, art, photography, performing and visual arts, music, video, online tests, news, events, discussions and parental communications. All the resources are accessible via a website, which is called the OPAC (Online Public Access Catalogue). Since the OPAC is a 'public' resource, the OPAC allows an organization to substantially raise its global profile. The OPAC is designed to appeal to prospective students and parents as well as current students and alumni with tailored branding and colour. The OPAC can be integrated with your main website and share the same style.

All the content of an OPAC web page is controlled by library staff without the need for IT staff. The web pages of your main



websites may be refreshed with new information through the library system in minutes.

Some sections of the web pages may be given over to the authorized students, alumni, marketing and teaching staff, so that they can maintain details of their activities and events. Some schools like to include Twitter feeds and social media. This is all within the scope of the OPAC. The library management system will catalogue any item, which can be loaned, booked (rooms and tutors), reserved, purchased (e.g. stationery and uniforms) or viewed (e.g. digital resources and visual arts).

With the increasing popularity of mobile devices, all resources should be searchable on any device. Previously resources were only visible on Windows PCs. It is now equally essential to allow resources to be viewed, reserved and renewed from iPhones and Android devices.

The core library management system is available on tablets, so that additional workstations may be rapidly commissioned in busy periods or for events, and stock takes may be undertaken in less time.

The library world uses some international standards such as

MARC 21 and Z39.50. These standards allow your library system to connect to any major library in the world and to download a professional catalogue. The British Library is easily accessible but so are libraries anywhere in the world. It is much faster to scan an ISBN number and download a definition into your system than it is to type a catalogue record.

Whether book covers are free is a matter for your lawyer, but book covers do add greatly to the display of literary resources and the credibility of your library. For events, news articles and drama, you can take a photo or image instead and to great effect.

Every registered user will have their own private area within the library system. The features available within the private area are configurable and inexhaustible. Within the private area, students may communicate with staff (if allowed), book items, renew items, reserve items, upload images of their visual arts, join societies, review items, take online tests and much more. An OPAC should be exciting to students, since this leads to increasing use of the learning centre and improved learning outcomes.

Staff may use the OPAC private area to upload resources for their students and colleagues, while students may download assignments and upload their work. 'Circulation lists' may be controlled by library staff, authorized teachers and authorized students to allow rapid circulation of restricted resources and notices; staff can distribute meeting notes and policies easily and sensitively on a 'need to know' basis with private online discussions to support different agendas.

Traditionally library systems provided facilities to search bibliographic details only. 'Discovery' facilities allow OPAC users to search the 'content' of all documents; every word on every digital resource is automatically indexed as it is added into the catalogue. Access to information has never been so easy or fast.

As we get more global, independent schools and colleges want to attract students from anywhere in the world. A school library system can be provided in any language, so that parents, whose first language may not be English, may view OPAC web pages and resources in their language; this shows respect for their culture and leads to increased student applications. Language schools like OPACs in multiple languages to support learning outcomes in the languages they teach.

You can purchase a library system and claim your money back, or you can rent. Equally you can have the library system hosted in a shared service or on premise. The procurement of a library system is a maze for the unwary and most schools pay far too much; this will be discussed in the next issue.

Passionate about reading

Three Derby High School students spoke about their passion for reading at a conference organised by a national school libraries group.

Lucy O'Hanlon, 14, Tilly Gardener, 14, and Catriona Judd, 14, all gave their views at the regional CILIP School Libraries Group event which was held at Derby High School.

A speech by student Hannah Cooke-Rogers, 17, was also read out as she was unable to attend.

The East Midlands Regional Meeting allows a forum for discussion, debate and advocacy on current issues in school libraries.

Lucy told the audience she thought that school libraries were a brilliant opportunity for children.

She said: "Now, I don't know about any other school libraries but mine is so well used, that the books I want are normally being read by someone else. The team in our library is helpful and on hand if you need advice and they also all have extensive knowledge on books for our age group and I think all schools should have such a dedicated,



knowledgeable and interested group of people willing to run the school library." Sue Bussey, a committee member of CILIP School Libraries Group and Library Resources Manager at Derby High, in Hillsway, Littleover, said she was extremely proud of the students.

She said: "They spoke to the audience about why they are passionate about books, reading and libraries and they were superb. "We have started holding regional meetings so that people who can't access our group because of distance or cost have a chance to come along and meet us and see what we are about."

The CILIP School Libraries Group holds regional training courses on a wide range of topics concerned with school librarianship and campaign in support of school libraries, school librarians and Schools Library Services (SLs).

'500 Words' competition judge

Mrs Shelley Allen, Year 6 teacher at Burgess Hill School for Girls, Sussex, has been selected as a judge for BBC Radio 2 '500 Words' competition for young people.

She put her name forward to be a judge because she was interested in finding out about what other children in the country were writing. She also encouraged the girls in her class to take part and enter their own stories.

Mrs Allen has read and marked 31 stories written by 10 to 13 year olds from across the country, scoring

them on their plot, originality, characterisation, language and her enjoyment of the story.

Mrs Allen said, "The stories made me laugh and even brought a tear to my eye! I have been very impressed with the standard of entries."

BHSG librarian, Ms Yve Akehurst has been a judge for the last three years.

The competition winners will be announced live on the Chris Evans Breakfast Show at Hay Festival later this month (May).



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Chinese speaking winners

Six Oundle School, Northamptonshire, pupils participated in the final of the annual HSBC Mandarin Speaking Competition at the British Museum and won first prize in the Group Performance category with their short Chinese play, *Red Sorghum*, adapted from Mo Yan's novel of the same name.

As their prize, the six pupils won a trip to China in April, where they had the opportunity to put their Mandarin to good use and experience Chinese culture first-hand, visiting historical sites and interacting with local students. The British Council, with over 20 years' experience of running cultural exchanges with China, accompanied the group.

Oundle's Head of Chinese, Hua Yan commented, "The pupils demonstrated good understanding of the content of the short play. Their Chinese pronunciation in the performance was very impressive indeed and I am very proud of them. We are always keen for pupils at Oundle

to learn Chinese in a creative way, which includes learning Chinese through sketches. By doing so they have improved their confidence in spoken Chinese dramatically."

The competition consisted of two categories – the individual presentation and the group performance. In the final competition, thirty three pupils participated in the individual presentation and thirteen groups from across the country took part in the group performance.

The nationwide competition aims to encourage greater interest in Chinese language and culture – which is vital to the UK's future prosperity. Chinese is already spoken by more than a billion people worldwide and is gaining greater and greater importance, with China being the world's second biggest economy. However, the British Council's Languages for the Future report in 2013 showed that only 1% of UK adults can speak Mandarin.



Opening the door to reading

With a tree of knowledge, a wise old owl, a Green Man and wood sprite, the newly refurbished Junior Library at Bramcote Junior School, Yorkshire, is now an inviting place for children to enjoy stories and let their minds and imaginations roam free. The Friends of Scarborough College have generously supported the school enabling them to be able to rejuvenate the library and also ensure that works of great writers adorn the new tree shelves; from Roald Dahl to Shakespeare, Harry Potter to Tracy Beaker or collections of poetry and tomes of non-fiction, there really is something for everyone.

Mrs Isobel Nixon, Headmistress of Scarborough College, was delighted to officially open the library as part of the school's World Book Day celebrations. In her address to the children

Pictured: Mr Dan Davey and Mrs Isobel Nixon with pupils

she said 'I have been an English teacher throughout my career, and one of the greatest gifts you will receive at school is the opportunity to read. It is a wonderful way to lose yourself in adventures and strange, new worlds! It has been wonderful to see our Junior pupils dressed as their favourite characters and talking passionately and knowledgeably about a vast collection of books which they have all enjoyed reading.'

Mr Dan Davey, Headmaster of Bramcote Junior School said, 'In a technological age where toddlers learn how to use tablets before they can read, it is wonderful to open a library which offers our children a safe haven from the modern world where they can immerse themselves in literature, in the old fashioned way.'



Putting down pens and picking up language

The Communication Trust, a coalition of 52 leading voluntary sector and community-based organisations with expertise in speech, language and communication, has recently announced the return of its popular No Pens Day Wednesday initiative taking place on October 7th 2015.

Last year, over 3,600 schools across England put down their pens and picked up their language by taking part in the Trust's annual No Pens Day Wednesday event reaching over

one million pupils.

No Pens Day Wednesday provides resources, activities and guidance for settings and schools to run a full day of lessons with a spoken language focus. Evaluation from the 2014 initiative highlighted that:

Over 95% of respondents said they'd do something differently around speech, language and communication as a result of taking part in No Pens Day Wednesday.

Over 80% of respondents reported that taking part had raised

awareness of speech, language and communication needs in their school/setting.

One in five schools said that taking part in the day had helped them identify a pupil who was struggling with their spoken language that they'd not identified before.

Beyond these statistics, schools and settings shared in-depth insights into the changing practice the day facilitated both through the evaluation survey but also in a series of case studies undertaken by The

Trust with teachers who took part. Inclusion, confidence, written work and engagement of both parents and staff are all areas schools noted improvements in.

No Pens Day Wednesday 2015 will take place on Wednesday 7th October 2015 – schools can sign up on The Communication Trust's website to access all the free materials and get newsflash updates as new materials for 2015 are released.

'What we need is more emphasis on giving children a purpose, a sense of belonging, of not having the accumulation of wealth as their end-game'

Well-educated – for what?

...asks Peter Tait, head of Sherborne Preparatory School, Dorset.

When we look at the multiplicity of roles expected of schools over and above the traditional roles of imparting skills and knowledge, of facilitating the development of character and personality and preparing children for their future employment and place in society, it is hardly surprising that they have so little time to focus on what education is in the best interests of their pupils. Pulled in so many directions by the pressures of league tables, endless compliance, health and safety, restrictive budgets and the provision of wrap round care, many have become obsessed with data and getting the best results they can for their school. And, as more and more pressure is applied to children to that end, children are funnelled into bands of erstwhile intelligence based on an ability to pass written tests at random points in their schooling, while their parents are driven into the arms of avaricious tutoring agencies that have grown alarmingly, especially in London and the South East. But for whose benefit? Certainly not for the children they purport to serve.

The results of such pressures are self-evident: an epidemic of unhappy, introspective children beset by self-harming, mental illness and eating disorders; employers dissatisfied with what the education system is churning out – well-qualified students, but without the attitude, flexibility,

initiative, enterprise, work ethic or collaborative skills necessary; and universities that bewail the lack of creativity, of independent thinking and the inability to communicate accurately and originally in written form.

Schools tread a very thin line between providing a system of education that allows for the depth and breadth of learning with the acquisition of appropriate life skills and a more pragmatic, functional role of producing examination results to secure future employment. The problem is always what should they be teaching? We can all agree on a core of literacy, numeracy and sciences, but from thereon there is surprisingly little consensus. Elements of traditional education are dismissed as being extraneous because their benefits are not easily measured (and in these days of results, measurement is all), yet it is often so-called peripheral subjects or 'learning off-piste' that have the greatest enduring value in shaping lives. Studying poetry, for instance, or Art History, Classics, Philosophy and the like might not appear to make young people more useful or employable, but they may well make them better educated and more useful citizens. Many would consider such topics to represent exactly what a good education should be and they are what sets us apart as civilised beings. Whatever the curriculum, however,

whatever schools set as targets, to define someone as being well-educated solely by their ability to pass a series of exams is restrictive, wasteful and nonsensical.

This is not to dispute that we need to measure learning, but examination grades are but one tool. Of course, there should be a requisite level of ability, but if I was asked to be treated by a doctor with 3 A* at A Level, but lacking in emotional intelligence and communication skills (and they often do go hand in hand), or by someone with lesser grades but with the latter traits in abundance, the latter is where I would want to go. Passing tests tells us something about intellectual capacity and reasoning, but not much about empathy, enterprise, sensitivity or the ability to work with others.

Which is why so many graduates struggle when trying to find work. Having been seduced into believing a good degree will open doors, they learn rather too late that there are other factors that are more important. Good manners, humility, honesty, being able to get on with people and being able to work with others are obvious examples. But being well-educated also implies someone who is aware of other people, is considerate to the needs of others and is open-minded, curious and with a social conscience. Morality and ethics can be problematic to teach, but

apart from intellectual discourses in philosophy or Religious Education, morals are no longer at the core of learning – which is perhaps why we see so many of our civic and business leaders struggle to make appropriate decisions, in regards their own financial and personal lives or in discharging their corporate or political responsibilities.

What we need is more emphasis on giving children a purpose, a sense of belonging, of not having the accumulation of wealth as their end-game. As the world of knowledge grows exponentially, especially through technology and nanotechnology, our children will be challenged to learn more and more about less and less. Being well-educated will always imply having a breadth and depth of knowledge, but it should also include having sound moral and ethical beliefs, tolerance of others and a desire to work for a greater good. The idea that a university degree is the only tertiary education worth bothering with (and often the best education, post-school, happens outside of any institution) should be replaced with a greater focus on the teaching of ethics, on social skills, on making learning a habit and on growing a social conscience. Our future as homo sapiens depends on it.

Patriotic effort

Pupils at Denstone College Preparatory School, Staffordshire, showed their great patriotic spirit for St George and England by supporting St Georges Day and the Toilet Twinning 'Help Flush away Poverty' campaign. Pupils paid £2 to wear a rose and home clothes and also brought in cakes which were sold at the end of the school day to help raise as much money as possible for the charity. All of the money raised will be donated to the toilet twinning campaign to provide clean water, basic sanitation, and

hygiene education in countries such as Haiti and Nepal.

Helen Bennett, Head of Geography at the school said: "We hope that by supporting this campaign, Toilet Twinning are able to slay poverty in the same way George slayed the dragon in England, by essentially eradicating this endemic disease in those countries. Children have studied water pollution as part of the Geography curriculum here at the school, so they are only too aware of just how important an issue this is."





Profile

In conversation with David Williams

David Williams has been Headmaster of Tettenhall College, West Midlands, since January 2014. He was previously Senior Deputy Head of Wellingborough School, Northamptonshire.

Born: 1963

Married?

Deborah with 2 children; Hector and Florence

Schools and University Attended:

Mountbatten School, Romsey and Barton Peveril College. Kingston, Reading (MSc)

First job:

Graduate Trainee, W H Smith (I didn't last very long)

First management job:

Head of MFL

First job in education:

1989 John Fisher School, Purley

Appointed to current job:

January 2014

Favourite piece of music:

Anything by Van Morrison

Favourite food:

Seafood platter in France

Favourite drink:

Real ale or wine

Favourite holiday destination:

French Alps

Favourite leisure pastime: Skiing

Favourite TV or radio programme/series:

Desert Island Discs on a podcast in a plane on a long international flight

Suggested epitaph: "And in the end, the love you take is equal to the love you make" The Beatles

Q Among your predecessors as Head at Tettenhall was the distinguished educationalist John Dale. In one of his speech day addresses he said: "We ask boys and girls to distinguish between what the heart knows to be right and what the crowd says is 'cool!'" Do you still ask that of your pupils? How can you help them make the distinction in this age of social media and celebrity adulation?

A Of course. Equipping pupils to make the correct choices is an ongoing part of education and a key strength of our schools is the upholding of values that have somehow gone missing elsewhere. This is particularly the case with regard to the open desire to work hard academically. However, it is often a hard road and our job is to equip the pupils well for the world outside with the knowledge that some may get it wrong during their time at school. In these situations I believe firmly in corrective discipline then forgiving and moving on, although they need to be told that this may not happen when they have left!

Q You were responsible for pastoral care at Wellingborough, and also at the post you held before that as Director of Sixth Form at Reading Blue Coat School. In last month's ISM a senior school manager was quoted as saying: "Every school boasts of their pastoral care network and focus on wellbeing, resilience etc. yet too often you hear of schools letting young people down." Is there any truth in that assessment? How can schools ensure that pastoral care meets the challenges of increasing levels of mental stress amongst young people?

A Whole school and year group proactive approaches to these issues naturally have their place and we must respond to societal change. All of us have used up-to-date experts to address

and train staff, pupils and parents. However, pastoral care is the daily responsibility of all and we can only be really judged on how well we operate on the ground in providing support and responding to situations with hard-working tutors and heads of year or houses leading the way. I am proud that all three schools have outstanding reputations for looking after their pupils.

Q Part of your studies for an MSc in Managing School Improvement involved the preparation of a Dissertation on 'Parental Choice of Independent Schools', for which you won a Distinction. What lessons learnt from your research have proved most useful as a head?

A Nothing is more important than what goes on in the classroom. All the rest flows from this and no parent will part with their hard earned cash if the teaching isn't of a high standard. Secondly, parents will not always tell the truth about the reasons why they choose private education. One cannot underestimate the social reasons for doing so.

Q Tettenhall educates boys and girls from 2 - 18. What percentage of pupils stay all-through? How do you ensure that they do not become insulated from the rough and tumble of the 'real world' outside your 33-acres of woodland grounds?

A About 20% although we are working on this! We have boarders join us later and significant numbers at Year 7 although we are growing our Prep School and feel we can deliver a genuine all-through education and we are developing structures and a curriculum with teachers and subject leaders prepared to think and teach across phases.

This nursery to sixth form model is a key part of our strategic planning for the future. As a smaller school we feel we can deliver a genuine all-through education and we are developing structures and a curriculum with teachers and subject leaders prepared to think and teach across phases. Any school needs to look outwards and we do this in a number of ways with outside links, alumni talks, charity work, a range of fixtures and partnerships. Here in the West Midlands I have enjoyed the well-grounded nature of parents and pupils. There is no sense of arrogance or the "bubble" that can exist elsewhere.

Q Tettenhall has stuck with GCSEs and A-levels, despite all the well-publicised upheavals nationally. You must have considered the other offerings such as iGCSE, the IB, the PreU. Do you intend to continue as you are, and what - if anything - might make you change?

A We do believe there is always work to be done in providing appropriate qualifications for our pupils but are attracted to courses with greater relevance to the world of business and work as opportunities in the Sixth Form and broadening our range at GCSE to foster creativity in our pupils.

Q You enjoy gardening, and had an allotment until you went to Tettenhall. Garden Organic and other organisations help teachers develop gardening projects that teach children where their food comes from, develops their scientific and environmental awareness and encourages them to eat more fruit and vegetables; it is claimed that the most effective food growing schools achieve significant learning, skills, health and well-being outcomes for children and young

people. Is it important that these initiatives have a place at independent schools? What do you most enjoy about gardening?

A This would be an extension of the Forest School initiative we are running for our younger pupils. It has been very successful and I believe that in the past we have had an allotment here at Tettenhall so would support such a project. Working in the rhythm of the seasons, overcoming challenges, observing progress and enjoying the fruits of one's labour - not much different than teaching!

Q You started your teaching career in Modern Languages, yet now teach cinema and film at A-level. How did such a switch of focus come about? What's your favourite film?

A I have taught film as part of A-level French for many years and have always enjoyed the fact that the work of François Truffaut in films such as Les 400 coups or Jules et Jim can captivate pupils and inspire them to produce excellent work. They enjoy the added layer of film language and analysis.

The Deer Hunter, which I remember seeing whilst I was at school remains a powerful movie with great acting and a director dealing with a multitude of human themes.

Q Can you tell us about your recent trip to China? Did you notice any aspects of the Chinese education system which could usefully transfer to the UK? Conversely, which aspects of a UK independent school education did you find that Chinese parents seemed particularly keen on?

A I went as part of the British Council-led "Great Mission to China" to Chengdu and Chonqing with four other Heads. The sheer dedication and determination evident in schools of up to 5000 pupils is something that we should learn from. Success comes from hard work and practice rather than some magic formula and this is a message that comes across from any successful exponent in their field. As we all know, the attraction of a UK education is as popular as ever with Chinese parents and pupils as a valued currency but they also appreciate our ability to see the "bigger picture" with extra-curricular activities and emphasis on the whole person and a recognition that an unhappy pupil will not produce his or her best.

Q How do you monitor what really goes on in the classroom? Are you an enthusiast for reviews of teachers by pupils?

A As a new head I have made it my business to see everyone teach in unannounced visits and will continue to do so. I am not too fond of the number crunching analysis of grading and observations, often finding that talking to people provides an accurate view of what is happening. Pupils are the best judges, quick and to the point and indeed at Tettenhall will knock on my door and tell me if they are not happy with the quality of teaching.

Q You are now well into your second year as a head. With the benefit of hindsight, if you could turn back time and be about to start the job - would you prepare differently for the challenges you have faced?

A I would have taken more time out to enjoy my leisure as you don't get much as a head!

Changing the landscape of education

Over 100 delegates from 57 schools attended last month's (April) conference at Highfield School, Hampshire, for a day centred on emotional wellbeing. The aim was 'to galvanise the sector in putting this at the heart of their schools, being proactive in reducing the pressures on our young people and promoting resilience and mental health awareness and training'. Event organisers William Goldsmith (pictured) and Phillip Evitt report on the day...

What makes our schools special? This is a question asked of pupils and staff regularly and one that we all find easy to answer: our impressive academic results; high quality and innovative teaching; beautiful grounds and happy atmosphere; opportunities for sport, music, art, drama and extra-curricular activities and of course the pastoral care. I am sure we would all agree that our schools have these qualities and much more. However, there is one thing we value above everything else; the happiness and wellbeing of our children, which is the very linchpin of every single school.

This was clearly evident in the engagement of the delegates from leading IAPS and HMC schools who gathered at Highfield for a day designed to promote what lies at the core of education and growing up; the wellbeing of our children. Every day we read and hear of the pressures facing young people in all areas of life; of the rise in self-harm and disordered eating amongst girls and boys, of the unacceptable, yet unavoidable, wait for young people to secure an appointment with CAHMS, and ever more disturbing statistics of the scale of mental health problems in our young people. We should not underestimate the scale of this problem and every single school has a duty to address this and do all they can to help put this right.

Addressing the delegates on a range of associated issues, we were delighted to welcome a number of inspirational and

engaging speakers who put the emotional and mental wellbeing of our pupils at the heart of their message. They spoke of the alarming rise in mental health issues amongst young people, the need to understand eating disorders and self-harm, the value of slowing down education, the nature of the adolescent brain and the benefits of teaching mindfulness. Aimed at galvanising our sector into implementing initiatives to reduce pressures on young people and stem the rise in mental health issues, the Conference generated a commitment from every school present to put emotional wellbeing at the heart of school life, both in and out of the classroom.

We genuinely feel we can do something quite extraordinary across our sector – and beyond – to bring young people's emotional wellbeing to the top of the agenda. If every school – primary, secondary, state and independent – did just this, we would not only save lives, but also raise our children to cope and flourish in a truly extraordinary global world. The day was an enormous success and not only are we immensely proud to be a part of a larger movement for change, we are equally delighted that there can be no doubt the tide is turning. We will continue to collaborate with schools throughout the country to stop this crisis deepening and demonstrate that we can arrest the growing pressures our children face. By being proactive with the 4-13 age

range, we can stem the reactive measures required at secondary schools.

What did delegates take from the Conference? Firstly, passionate pleas from all the speakers to recognise the growing problem and to do something about it. Secondly, that the speakers approached enhancing emotional wellbeing from different viewpoints. While Mike Grenier encouraged schools to slow down education and allow time for genuinely creative teaching and learning, James Shone spoke of the need for all schools to look at their pastoral care and ensure time is set aside for tutors and teachers to really get to know the children. Dick Moore challenged all schools to come together, take responsibility and genuinely put emotional literacy at the very heart of the curriculum, a message greeted with enormous enthusiasm and determination.

Dr. Bob Stephenson gave a thought provoking presentation on the adolescent brain, while Dr. Pooky Knightsmith spoke about eating disorders and self-harm, increasingly problems for both boys and girls. Caroline Southerden, a school counsellor, urged all schools to ensure their pupils have access to a counsellor and James Gibbs, from the Mindfulness in Schools Project, explained the valuable impact Mindfulness can have on staff and pupil wellbeing. Schools were urged to train their staff in Mental Health First Aid, a valuable course offered by Mental Health First Aid (MHFA). Just as



all school staff have their medical first aid qualifications renewed on a regular basis, why is there no such requirement or opportunity for mental health awareness? If staff had the knowledge and awareness to spot signs of mental ill-health at any early stage, the lives of many children could be transformed.

The tide is turning. There was a real sense of excitement, commitment and determination amongst the schools present to implement all that was discussed and presented. This is just the beginning and we are committed to putting words into action now. Across the prep school sector, we will continue to drive schools to implementing a whole school approach to emotional wellbeing, as urged by George Masters. There is much to do and we are at the start of an exciting and revolutionary process to make changes, but most importantly, make a real difference to young people.

We are most grateful to all our speakers for their inspirational messages, to the Charlie Waller Memorial Trust for their support and to all the schools who came to Highfield and engaged with a movement we hope will change the landscape of education.



Dance show welcomes national choreographers

The Dame Allan's Schools, Newcastle, dance show included powerful choreography from a member of the nationally renowned BalletBoyz at Newcastle's Dance City.

A piece by Edward Pearce of BalletBoyz and choreographed for one of the schools' dance companies Jeune, explored different kinds of love and enabled the young dancers to express themselves through a series of solo performances.

Other pieces performed included 'Birds of Paradise', choreographed by talented, up and coming regional choreographer Anthony Lo Giudice, which Jeune will perform alongside Visaviz, the Schools' senior dance group, as one of only four groups in the UK at the U.dance National Festival later in 2015. Also taking to the stage were Niamh McBride and Richard Tyson, two students who recently returned from a residential

Young Creatives scheme at The Royal Ballet School in London.

Providing yet more inspiration for the young performers, Allanian Ellis Saul returned as a guest choreographer creating a piece entitled *fish#billybass*. Ellis began her dance career at Dame Allan's, going on to achieve a scholarship at the London Contemporary Dance School where she created choreography which has been performed at the Royal Opera House.

The spectacular school show was named *VisJeun89*, after the Schools' principal dance companies, *Vis a Viz* and *Jeune*, and the year that dance teacher Lynda Clough joined Dame Allan's. The show was the last one Mrs Clough will choreograph for the Schools, as she retires in the Summer after 26 years.

Expert tuition

Dance Students at The Hammond in Chester enjoyed some expert advice when ex Bolshoi and Royal ballet star Irek Mukhamedov visited the school to give some of his invaluable coaching to the principal dancers during the week before their production of the Ballet *La Bayadere*.

Irek, a Patron of The Hammond, spent three days working with the dancers during his fleeting visit to Chester before returning to his work in Europe.



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World Premiere of 'In the Shadow of Wings'

In the Shadow of Wings by Eddie Elks had its world premiere at Oundle's Stahl Theatre. The piece, which was commissioned by Oundle School as part of its WWI Centenary Commemorations, celebrated the life of arguably Oundle's most famous old boy, Cecil Lewis.

Cecil Arthur Lewis was a pupil at Oundle from 1912-1916. He and best friend Maynard Greville wrote to the Royal Flying Corps aged just 16, lying about their age in the hope of getting a commission. The boys were accepted aged 17 and by 18, Lewis was flying dangerous reconnaissance missions as part of the battle of the Somme. Lewis flew throughout WWI, became an Ace and was awarded the Military Cross for 'continuous acts of bravery'.

This original work was written by Eddie Elks – also a former pupil of the School and performed by an ensemble of current pupils.



Head of Drama, Matt Burlington commented, "This was a truly epic production of an epic story. Thanks to the Theatre Manager Reb Desmond's inspirational design, we were transported from the dormitories and classrooms of Oundle School to the front lines in France – and from the banks of the Thames to blue skies above high clouds.

Host of glitz & glamour

The glitz and glamour of the West End came to Framlingham College, Suffolk, for three entertaining nights. Students hosted their annual Cabaret event, with this year's theme being 'A Night at the Musicals'. They performed songs from shows such as 'Into the Woods', 'Jesus Christ Superstar' and a rousing rendition of 'One Day More' from Les Misérables.

Soloists were backed by both a fifty-strong student chorus and 36-piece orchestra made

up of both students, staff, and professional musicians. Framlingham College Director of Music, Tim Rhodes was delighted with the quality of all involved. "Not only were there some outstanding solo performances, but the amount of students in the chorus and orchestra shows the depth of talent that the College has to offer. The audience clearly loved it as we had standing ovations each night justifying the hard work that had been put in by everyone."



Pictured: Max Taylor

Advertorial Feature

Theatre opportunities for teachers and students

The Association of British Theatre Technicians is an organisation supporting technical standards, training and safety. Every summer, The ABTT Theatre Show takes place in London where 100+ technical exhibitors from training establishments to manufacturers provide an extraordinary marketplace and networking opportunity. It works for those who are building or equipping a venue, it works for those who put on shows, it works for suppliers promoting their products and it works for students looking for a career in the industry.

One of the secrets of success is to be aware and alert to what is on offer in life. The atmosphere of The Theatre Show is welcoming and is nothing short of a treasure trove for the enthusiast. For the student; opportunity can come in different shapes and sizes from apprenticeships with industry suppliers, working for theatre companies, specific skills development, drama schools and many more. Most of the leading drama schools exhibit at the show and this enables potential students to get a clearer picture of what is on offer. The environment at The Theatre Show starts to open up more options than might be anticipated. A working life 'behind the scenes' can be enormously varied and rewarding with anything from theatre, film and TV to festivals, special events and corporate presentations both in the UK and abroad.

Technical developments, new standards, new skills, training

and new products enable any organiser to stay relevant, safe and legal. We are now in a much better position to enable exhibitors to demonstrate their products at Alexandra Palace. There is a purpose built studio theatre stage for the lighting and sound suppliers. The Fly Tower in the main exhibition hall is for demonstrations relating to flying, rigging, engineering and rescue at height. In the Roman Bar, we will be holding a series of seminars relating to current industry issues. The Theatre Show in its new home is the ideal opportunity for teachers to have a brief but intensive catch up on what is going on behind the scenes.

This year we have launched our new free App. Go to your App Store and search for ABTT Theatre Show. Those who download the App join a community where they can contact any other member through the in App private messaging service. Targeted offers are made by exhibitors and postings keep members in touch with latest news. The App will offer the usual content such as an exhibitor directory and floor plan.

The ABTT Theatre Show is at The West Hall Alexandra Palace on Wednesday 24th and Thursday 25th June. It is easy to get to by public transport and there is free parking on site for 1500 cars. Admission is free to everybody who pre-registers.

Visit our website at www.abtttheatreshow.co.uk and register using the facility provided.



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All exhibitors will be together in The West Hall at Alexandra Palace. The venue benefits from easy public transport links and free parking for 1500 cars.

See the exhibitor list on www.abtttheatreshow.co.uk



New at the Theatre Show this year: Sound and lighting companies have their own demonstration facility in the Studio Theatre. The Fly Tower is a structure in the West Hall for flying, rigging, engineering and rescue demonstrations. The Roman Room will be the location for lecture theatre style seminars.



Register now for free admission
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Revolutionaries triumph!

Pupils at Bancroft's School, Essex, presented their most ambitious production to date: Les Misérables School Edition. During its 30 year West End run Les Misérables has achieved iconic status and plays to packed houses every night. The three night run at Bancroft's, preceded by a special matinee for 500 children from local primary schools, saw standing ovations at every performance.

The school version may be slightly abridged and adapted but it doesn't prevent it from being a real challenge for actors, musicians and technical team alike. However, the

forty strong cast, drawn mainly from years 10 to 13, embraced and rose to the challenges magnificently. Under the direction of Ms Eleanor Middleton, Head of Drama, this was a show which looked and sounded terrific. The band, under the School's Director of Music Mr Roger Bluff, excelled itself in dealing with a complex score.

Bancroft's Head, Mary Ireland, was most enthusiastic about the show, describing it as, "Quite simply the best school production I have ever seen; well acted, terrific singing and an ensemble who clearly loved every minute!"



Medley of musical magic

A show-stopping production of the musical extravaganza, 'Alice', has been staged at Wisbech Grammar School's preparatory school.

A combined audience of more than 700 people, who attended the three performances at Magdalene House Preparatory School, Cambridgeshire, were treated to a medley of musical magic from the sixties, seventies and eighties from all the pupils in the school.

Twelve girls took turns to play the part of Alice and the pupils aged

four to 11 took on the roles of caterpillars, rabbits, folk dancers and rock and rollers in a mix of solos, class numbers and comedy acts.

Director of music Marie Cunningham said: "The whole school production of 'Alice' was an enormous success. Every pupil at Magdalene House put in a fantastic performance, dancing, acting and singing. There were lots of laughs and we are immensely proud of them all."

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Take to the dance floor

There is little doubt that dance is a very popular activity in terms of both participation and to theatre and television audiences. According to Dance UK up to 5 million people in the UK have an interest or involvement with dance. Many will take their first steps at an early age, as part of the school curriculum, after school classes or at specialist dance schools. It is not just classical ballet either, but a wide range of styles from street and hip-hop, modern, musical theatre to tap and ethnic dance. One very important factor common to most forms of

dance is the quality of the dance floor. It is important that whatever stage of progress dancers are at, the floor they rehearse and dance on is safe.

Just as sports players wear protective clothing appropriate to their chosen sport, so schools should ensure pupils learn to dance on floors that are safe. Injuries can arise from slipping and falling on dance surfaces that do not offer adequate traction, or the floor may be too hard, leading to longer-term stress related injuries. In view of

the undoubted popularity of dance, surprisingly no formal national or international standards exist, although work on this subject is progressing. Making sure you buy a suitable floor is as much about steering clear of floors developed for other purposes and ensuring only a floor specifically developed for dance is purchased. Harlequin Floors has recently published a White Paper that explains the current state of progress towards developing suitable standards, recent research correlating injuries with harsh floors and differentiating the specific needs of dancers from those of sports people. A copy of the White Paper is free on request from Harlequin.

Interestingly dancers themselves develop an instinct that enables them to tell when a floor is right. Kevin Clifton of Strictly Come Dancing explains, "you need to trust the tools you work with and the way to tell if it is a great floor is that you don't necessarily notice it straight away. If you come onto the floor and the first thing you notice is the floor, then may be it is too hard or too soft, it is too slippery

or has too much grip. If you are noticing it straight away, then that kind of means there is something you have to adapt to. Whereas when you come out onto a Harlequin floor, you don't notice it straight away, so you can relax into your performance and trust that you will be able to do whatever you need to do." Karen Hauer picks up the theme adding, "The thing for me is whether your legs and muscles hurt a bit, especially after a two hour show where we are jumping and sliding and every part of you is on the floor at some point and we get very sore legs with just the exercise alone. So having a floor that really works with us is extremely important. An artist has his canvas, a photographer has his camera, we dancers need our floor and the Harlequin Floors are the best you can dance on because you don't feel so tired. It gives us a bit more 'umph' and it works - and that is all that matters we just want a floor that works with us." You can see the full interview with Karen and Kevin on the Harlequin Floors video channel.



Caledonian Modular awarded for school building achievement



Highfield Community Primary School Chester is a 1,100 m² building which permits natural lighting and ventilation into the building.

Stephen Wightman, Managing Director of the UK's largest modular manufacturing company Caledonian Modular says that by choosing modular, you don't have to compromise on school design, aesthetics, sustainability or occupier comfort. And you can be sure that your school will be open for term dates.

Whether you're refurbishing or extending an existing school facility or building on a new site, the opportunity to achieve bespoke, aesthetically attractive school design, energy efficiency and occupier comfort is well within reach using modular construction technology. Building offsite also confers project certainty, sustainable construction, quality control, shortening of the construction process and reduces weather dependency so you can be sure that your school will be open for term dates.

At Caledonian Modular (CM), we also aim to enhance occupier comfort for the building users. We specify 'phase change materials' in the design to provide thermal mass to help when a building has heated up due to its occupancy and solar gain. While these innovative materials do not physically melt, they absorb heat created by use which is then

gradually released back into the building during periods of lower temperatures so it can be dissipated through natural ventilation. The use of rooflights can also optimise the opportunity to deliver good natural day light without the glare factor.

Our biggest challenge is getting people to understand just how superior our buildings are! So we were delighted when CM won Education Project of the Year in the Builder & Engineer Awards 2014 for the complete secondary school we built for Farnborough College in Nottingham.

As part of our Corporate Social Responsibility programme to education, CM regularly invites school staff, governors and pupils to visit the factory in Newark, Nottinghamshire, to walk through their new school during its construction process. Each building is laid

out in 'as built' configuration before being transported to site.

What is modular building?

Modular buildings can range from simple single storey structures through to high rise multimillion pound buildings. They are permanent structures which are designed, manufactured and approximately 80 per cent fitted out offsite. Individual modules are transported to site where the project is assembled and completed just like any onsite construction.

This method of offsite building typically reduces programme time by a minimum of one third so while your site is being prepared, your new school accommodation is being manufactured in a quality controlled factory environment by a stable experienced workforce.

Modular is also less disruptive to the local community which is especially important in

education projects. In a recent scheme, a brand new school was built only two metres from the fully occupied St James's Church of England Junior School at Barrow in Furness, one of the top 100 performing state establishments.

What are modular's biggest misconceptions?

The biggest myth is that to minimise costs one-sized modules have to fit all types of building projects. In fact, standard sizing has little to do with delivering cost benefits; it's quite the reverse actually as there's no point in using a standard module because building sites, including schools, never come in standard sizes or shapes.

It stands to reason that it's more cost and materially effective to manufacture modules for a specific project. There is no wasted space and compromises are not made to meet a perceived standard in terms of construction or size.

The overall cost of modular construction is equivalent to traditional methods. But it is

- Low performance levels - typically CM buildings achieve air tightness results below 3m³/m²/hr; three times better than building regulations require, meeting enhanced insulation specifications and utilising insulated cladding systems;
- Poor site operations - we have a large experienced professional construction team with experience in both traditional and modular construction management.

How does offsite support sustainability?

Over 25 per cent of the module can be manufactured from A+ rated products of which 25 per cent are from recycled sources. Working to the BRE Green Guide, Caledonian Modular's waste is designed out, materials optimised and waste segregated. Some 97.5 per cent of CM factory waste is recycled and all remaining waste is reused or converted to energy.

Modular building projects also involve up to 80 per cent fewer traffic movements to site. In



CM's award winning Farnborough College

manufacturer at the very earliest opportunity. We work from the architectural drawings to break the building down into a series of transportable elements i.e. modules that we can manufacture in the factory, put on a truck and transport to the site and assemble in-situ. A module is rather like a Lego block that's roughly up to 18 metres long, four metres tall and five metres wide.

If we are engaged early in the process we can look to bring our skill sets to bear and develop the design in the most cost, time and technically efficient manner. This ensures that projects run smoothly through all parts of the process and that all parties are fully engaged.

About Caledonian Modular

Caledonian Modular is one of the largest modular manufacturing companies in Europe and the largest in the UK. It boasts 50 years' of trading and has almost 300 employees. A full turnkey package for schools includes design, manufacture, installation and all associated site works for all projects of all shapes and sizes.

Stephen Wightman AMIMechE MIOd studied mechanical engineering at the University of Portsmouth. He was MD at Modular UK before merging with Caledonian.



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Highfield's headteacher Nicky Dowling said; "Highfield was involved in our new school's design right from the start. We achieved the very best building possible through early engagement with Caledonian."

also important to factor in the lower risk and savings in other areas of the project budget that offsite construction delivers every time. At the end of the day it's the figure on the bottom line that actually matters.

Other misconceptions include:

- Not being able to offer a full range of external finishes - we can use any traditional materials and our buildings are indistinguishable from those constructed traditionally;

one project, a 1000 square metre 54 bedroom accommodation block, using modular construction provided a 33 tonne reduction in CO₂ - that's the equivalent of the annual carbon footprint of 3 people.

Why engage on design early?

Delivering a bespoke layout to a good educational standard design to meet your specific requirements can best be achieved through engagement with independent architects and the



Disaster Recovery Solutions

Portakabin Hire, the UK's leading supplier of interim building solutions, has delivered 345 disaster recovery projects to date, helping organisations across the UK to get up and running again as quickly as possible after major incidents such as flooding, fire and the discovery of asbestos.

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in disaster recovery and work closely with a number of major insurers to help ensure disruption is kept to an absolute minimum. We have a fleet of modules held in stock across the UK which allows us to supply emergency accommodation within hours. Speed of response in an emergency situation is absolutely critical."

With over 50 locations from Inverness to Plymouth, Portakabin has the largest hire centre network in the UK and so is ideally placed to provide advice and emergency accommodation to businesses, public sector organisations and schools nationwide.

Milestone in new build

The foundation stone laying ceremony of the West Buckland School, Devon's new Sixth Form Boarding House took place last month (April).

The new 70 room boarding house will open in September - students will enjoy single en suite rooms along with a variety of social areas.

At the same time, a new library and study centre is being built that will also open in the Autumn. This will provide all students from Years 7-13 with new classrooms, open plan study spaces, library and IT resources and a careers and higher education



School President Paul Orchard-Lisle (left) unveils the foundation stone of West Buckland's new Sixth Form Boarding House. Also pictured are Chair of Governors, John Light (inside right) and Headmaster, John Vick (outside right).

area. Sixth Form students will also have their own dedicated study area.

Headmaster, John Vick says:

"Since 2008, West Buckland has invested in excess of £13.5m in new facilities, with this ambitious and exciting programme transforming the campus. Our new boarding house and study centre shows the continuing commitment and ambition of the school to provide all of our students with the very best facilities and learning opportunities. It will be an exciting time for everyone when the buildings open in the Autumn Term."

Advertorial Feature

Headmaster delighted with new play area

Clifton Hall School is an established and prestigious school located in a rural and spacious setting on the west side of Edinburgh. The school enjoys excellent facilities and is run by a progressive and enthusiastic team who endeavour to create the best environment for their pupils. The school approached Russell Play as they were considering building a play space which would enhance the play activities of their younger children during break times.

Consultation

Russell Play held a series of consultation meetings with Jane Dalmau the Bursar, who was very clear about the brief that Russell Play was required to meet. The equipment had to be sympathetic to the surroundings, offer excellent activities and have the capacity to take large numbers of children at any one time without it being compromised or

unsafe in any way. Above all, the play equipment had to provide an exciting and thrilling play experience. To meet all criteria, Russell Play developed a bespoke play unit, the Spielart Tübingen. A final design solution was agreed and one of the features was a symbolic shield which is the emblem of the school. This was hand-crafted and attached to the unit.

Leasing Arrangement

Leasing is not a traditional route to acquiring play equipment but in keeping with the progressive thinking of Clifton Hall School, it was agreed that a lease purchase would be suitable for this acquisition. This fitted in with their overall budget requirements extremely well. It is a first for Clifton Hall School and, indeed, for Russell Play to provide equipment under such an arrangement.

Result

The installation process had to be carefully planned. It was vital that the well kept playing fields surrounding the proposed play area were preserved because any damage would create a major problem. The timescale for installation was fairly tight and clearly, as it is a well used playing

area, strict health and safety provision was required. The play area was duly handed over on time and everyone is delighted with the final result.

Or as Rod Grant, Headmaster of Clifton Hall School put it: "I have been impressed by Russell Play's professionalism and eagerness to please the school".



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- Flexible to the project's time restraints

Environmental

- Less waste is sent to landfill sites
- The reclaimed timber and furniture is re-used in sustainable furniture making.
- By reusing this helps to reduce the demand on international virgin timber resources

Health

Some timber found within schools is Iroko and its dust known to be harmful and strongly allergic, because of this CLEAPSS has viewed the service offered by R-I-E as a good idea.

Said CLEAPSS Phil Bunyan: "We discussed your service and took the view that we think it is a good idea for schools. We have long been concerned at the indiscriminate re-use of iroko, often used for benching, by D&T departments in schools, given report of the adverse effects of its dust. We believe that relieving schools of the opportunity to use this material has benefits somewhat beyond just paying for the timber".



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Multi-million Pound Development Continues

Last year, Adcote School, Shropshire, announced a multi-million pound development to build new facilities. The new Science Centre is the latest project to take shape. Three of the labs are already in operation, with a fourth set to be completed later this term. The new Science Centre will enable both Adcote Junior and Senior pupils to benefit from modern facilities to maximise their understanding and enjoyment of Science. The Art and Textiles departments are also moving to refurbished premises, providing a light, comfortable and inspiring place for girls to be creative.

Additionally, as part of a further 2.1 million pound investment, work has commenced on the second of three new boarding houses which will provide 120 new beds for the growing number of weekly and full

Pictured: Ivan Phillips (Head of Science); Ying Liu (Adcote International); Gary Wright (Headmaster); Matt Lindow (Adcote International) in the new lab.



boarders joining Adcote School from around the region.

Headmaster Gary Wright commented, "Single-sex schools such as Adcote help break down gender stereotypes. Nationally women are under-represented in science but all-girl schools help to buck this trend. The new Science Centre will enable all our pupils to benefit from these exceptional facilities, which along with stimulating teaching, will maximise their understanding and enjoyment of all three sciences."

Advertorial Feature

Make ESOS Easy

ESOS reporting applies to most Independent Schools. If you aren't sure, the rule is, if you have 250 members of staff then you need to report your energy consumption data and energy savings opportunities by 5 December.

Handled properly, the ESOS scheme can work for you and reduce costs as well as improve your school's carbon footprint. Typically clients using

Enistic's energy monitoring and management systems can identify energy savings averaging 28%, but they can be up to 45% or even more.

Enistic offers an Easy ESOS scheme to provide a straightforward route to guaranteed compliance. It costs nothing to start your ESOS journey with a free meeting to identify the scope of work. Subsequently we provide an action plan for guaranteed compliance at a fixed price. For further information telephone 0844 875 1600, email info@enistic.com

If you would like more information on ESOS compliance download the free guide from our website at www.enistic.com.



Advertorial Feature

Ashwell Biomass helps Schools go Green

Ashwell Biomass is one of the leading manufacturers, suppliers and installers of biomass solutions in the UK with over 450 successful installations to date including schools, colleges and sports centres.

Our systems are particularly beneficial to schools where large amounts of heat are required for classrooms, accommodation and swimming pools. Schools using oil or LPG as their main heating fuel will benefit most from a biomass boiler with savings ranging anywhere from 20 to 50%. Biomass is classed as carbon neutral and will reduce your school's carbon footprint by up to 90%.

Biomass boiler systems can be quite costly so, to offset the costs of installation the government has introduced the OFGEM regulated Renewable Heat Incentive or RHI. The RHI pays a fixed amount per kilowatt of heat produced with biomass fuel, in most cases many thousands of pounds, every quarter for 20

years. The RHI payments are also index linked.

Biomass systems can also be quite large so, proper planning and design is needed. We usually start by deciding if a system can be installed into an existing boiler room or needs to be housed in a purpose built building in the grounds. We then work on which fuel will best suit the installation: wood chips need more space for storage and delivery whilst wood pellets offer a more compact solution. We then work on access requirements and available space. A small biomass boiler and fuel store can often have the footprint of a 20ft container.

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Ashwell Biomass will be happy to answer any questions you may have and to carry out a free of charge feasibility survey at your school to indicate the benefits of biomass, show you installation costs and work out RHI income and payback periods. If you would like to know more or to book a no obligation feasibility survey at your school please contact: Tel: 01162 604050/07795 296 161 Email: darren.wright@ashwellbiomass.com www.ashwellbiomass.com

Advertorial Feature

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Company Director Marco Campolucci-Bordi says "Our in-house team working with our business partners offer the very best service ensuring that commercial renewable energy development for each client is professionally handled and successfully delivered. Our experienced "one stop solution" in-house team manage projects through the entire development cycle from feasibility to installation, allowing us to progress each client through the process as smoothly as possible." To discuss your energy requirements contact Green Switch Solutions today.

£1m refurbishment

King Edward's Witley, Surrey, has embarked upon a £1m investment programme to create a co-educational boarding and day house for its Lower School (Year 7 & 8) pupils.

The project involves the refurbishment of the historic Queen Mary House (QMH), one of the School's iconic buildings but currently a boys only domain. The extensive development allows for Queen Mary House and Copeland House (where girls in Year 7 & 8 currently board) to combine, creating a joint Lower School House in keeping with the co-educational paired arrangement that exists in the Senior houses at King Edward's Witley. The newly refurbished house will provide accommodation for up to 40 boys

and girls who board on a full-time, weekly or occasional basis, as well as providing a base and facilities for a further 40 local day pupils.

Linked and paired boarding for boys and girls has been a feature of King Edward's for almost half a century in the senior houses, representing a pioneering move for a boarding school and one that is very much in keeping with the School's ethos of creating an environment which emulates the real world. Pupils are segregated in terms of their sleeping arrangements but are able to socialise in the communal living areas – replicating an authentic home from home experience.

Queen Mary House enjoys a 148 year history, having started life as a Convalescent Home in 1867 and having been used



as a location for a number of TV and film dramas, including Agatha Christie's Poirot. The refurbished House, which will open in September 2015, will allow boys and girls to board on different floors but with access to shared common areas.

Husband and wife team Nick and Vicki Rendall will become House Parents for QMH (Mr Rendall has been Housemaster for senior boys house, Grafton House since 2012 and Mrs Rendall will also be joining the English department as a teacher).

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At Wells Reclamation in Somerset, we specialise in architectural salvage, antiques, vintage furniture and garden statuary. The market for reclaimed industrial and utilitarian furniture and materials is growing at a prodigious rate. With this has come a desire for reclaimed school items such as lab tops, stools, lockers, desks, decorative features, flooring etc. This look often incorporating metal and wood, looks great in both a traditional or more contemporary setting and is favoured by those with a bit of cash to spend and a taste for the nostalgic. In order to

satisfy the demand, we are always looking to replenish our stocks, and are willing to travel all over the country and beyond, looking for interesting wares to restore and sell.

One thing worth considering is that Reclamation yards like ours, can also source and supply building materials and other things to help with your building or restoration projects. Natural stone and timber flooring, kitchen units for the boarding houses, tables, chairs or garden features to name but a few. We and other reclamation yards across the UK, will always consider part exchange for items you want to sell with other things that you would like to buy.

How can you make the most of this trend? You have to take a good look at what you are replacing. If you think it would be of interest to a company like ours make



sure your builders take care when ripping it out. Although part of the charm of an old school desk is the wear and tear, something in three pieces or missing a leg will not be worth buying. At the same time, old lab tops will still be of interest even with sink and tap holes and a plethora of graffiti. Some purists will keep the graffiti and others will sand it away, but it is always worth salvaging.

Next take some good pictures of your items, ideally including measurements and quantities and then email them over. You can contact us on 01749 677087 or enquiries@wellsreclamation.com.

If interested, we will get back to you with an idea of price. If the items are not for us, we will recommend another company who can help... Good luck!



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How best can schools support children who struggle in their mathematical learning? Developing numeracy through talk

Frances Mwale, Prep Headmistress at Farlington School, Sussex, had long wondered what hindered some pupils' mathematical achievement. Surely if 10,000 hours' practice can make an expert of anybody, then those drill and practice pages of sums should mean that all learners steadily master the four rules of number before focussing on using and applying them?



The main problem is that mathematics is not only about numbers. The French mathematician, Henri Poincare, described mathematics, unlike poetry, as "the art of giving the same name to different things": concerned with symbols, creativity, relationships and a rich language, all are integral to the subject. In mathematical thinking, identifying patterns is key. Amongst pupils' most feared topics are fractions, decimals and division, perhaps because they fail to appreciate the links between the numbers: denominator compared to numerator, for example.

Just learning and practising rules is not enough: mathematicians develop a 'feel' for number. They make decisions about methods, try different ways to get to a solution and then check back that these really work. This gives mathematics its excitement and intrinsic appeal, which if lacking, make mastering the algorithms an uphill and arduous journey.

Despite learning support and booster classes, a significant proportion of pupils in the school where I was working were not progressing as well as we had hoped. I decided to seek to reveal a better way forwards. I read widely about the importance of language in mathematics, starting right back with the idea of how we think. How do infants, who have not yet learned to speak, think? I don't know about you, but when I am thinking I do so with a stream of silent words swimming around in my head. I do the same when I read for pleasure: I play with the rich vocabulary in my mind. Young children can be observed giving a running commentary to everything they do. Then gradually over time that talk changes to internalised thinking. Was this transfer from talking aloud to thinking in their heads problematic for some? Was it building up a barrier to their learning? Could talking aloud help children to make better sense of mathematical ideas?

Led first by pupil questionnaires and interviews, it certainly became apparent that a poor grasp of mathematical terminology was commonly troublesome and so our own version of 'talking maths' was borne. Helped greatly by colleagues who were keen to get on board,

Talking Maths Lessons encouraged speaking at every stage of mathematical learning. Each session began with vocabulary cards, discussed with a partner, mimed, shared, explained through pictures or any other way that worked. In speaking to others, pupils were able to hear and refine their thinking, consolidate their understanding. They listened and helped each other with improved ways to express ideas. They moved from a position of only being able to explain a word by demonstrating the sum, to being able to give succinct, well-constructed definitions. Having explored words for the day, these were then reinforced through wholly practical activities. Of course they really liked the fact that a Talking Maths lesson did not lead to a page of neatly produced sums, but perhaps to a packet of mixed sweets shared in the fairest way or a leaflet folded exactly into thirds, through careful measuring. Talking Maths Lessons boosted confidence and unravelled many of the mysteries that our lower achievers had been experiencing.

In order to do mathematics, we use notation and symbols: a language in itself. Young learners have to appreciate that a number symbol, say 5, can mean 5 ducks, or 5p or 5 pupils. They have to take on board the complete language of mathematics, beginning with comparisons such as difference between, big and small, larger than. Working with 2 1/2 year olds, I was fascinated that they could identify biggest and smallest, but could not place 3 frogs in ascending size order. Just as we crawl before we walk, we reverse letters and numbers before we finally master their formation,

so in mathematics, we move forwards at age-appropriate stages. Instead of moving on to 'harder' concepts, learners needed to go deeper and wider with mathematical learning. In an eagerness to show progress, learners can be pushed on before they are ready and the understanding firmly in place. An emphasis on playing with numbers and trying ideas out should come before being shown more prescriptive methods for various sums.

Being good at maths is often equated with being quick; that mental maths and correct answers are the only success indicators. But to push back the boundaries of mathematical thinking students need to see problems in a new light and ask new questions. With well-developed teaching methods, more application, less rote learning and fewer columns of sums, why are we less good at manipulating numbers in our heads? As a child, I would visit local shops to spend my pocket money, working out change and handing over the right coins. I measured and made clothes for my dolls, weighed out ingredients for cooking and played games that required adding and subtracting: there were always valid reasons for

practising. Classroom challenges such as these really motivate children to make discoveries in the more abstract topics too: working out primes, inventing sequences, deciphering codes. Ideas that seem neat and clever, can be so rewarding.

So, how best can we support children who struggle in their mathematical learning? I would suggest that we get more creative with them and bring in more talk. Rather than a main diet of sums, encourage chatter about number, use mathematical language as a regular part of other daily activities, allow wrong answers to be debated and give opportunity for discovering new possibilities. Provide plenty of concrete manipulatives, linking the abstract mysteries of symbols to bricks, counters, sweets and words – anything that can be handled and moved around, show patterns and differences. Most importantly, make full use of mathematical talking to promote a deeper understanding.

Pupils enjoy maths magic

Do you know your 1089 times table? Did you know you can cut a cube of cheese into 93 pieces with 8 straight cuts? Or that there are 12,988,816 different ways to cover a chess board with 32 dominoes? The girls in Key Stage Two at The Queen's School, Chester, do!

The girls, age 7 – 11, were thrilled and entertained by the author of Murderous Maths and the Agatha Parrot books, Kjartan Poskitt who recently spent the day at the Lower School.

Kjartan told the girls in the most entertaining way how he became an author instead of a rock star

and shared with them some of the 'Magic Maths' trickery from his latest book. Highlights included nets of cubes which formed themselves; magic squares which work in 24 directions and so much more!





Colin Spicer has joined Abbey College, Worcestershire, as Principal, with the specific aim of helping the College attract more international students looking to excel in a British boarding school. As a teacher Colin specialised in the

13-17 age group. He has worked extensively with International House: in the UK as a teacher at Hastings and Principals at Folkestone; in Spain as Senior Teacher; in Czech Republic as Director of Studies; and in China as Director of Training. At the Twin Group in the UK he was Principal at Salisbury and Head of Summer Centres in London.



N.P.Q.H., Dip.Mont.Ed.) to the role of Principal. Mrs MacGinty

Kilgraston school for girls, Perthshire, has welcomed Mrs Dorothy MacGinty (B.Ed., joins Kilgraston from St. Francis' College, Hertfordshire, where she held the post of Headmistress since 2009. Since 2012, Mrs MacGinty has chaired the Professional Development Committee of the Girls' School Association (GSA), and will be GSA President 2017.



Moor Allerton Preparatory School, Manchester, has appointed Martin Dunn as the new Headmaster from the start of this Summer Term. After working in the Gas industry for six years he moved to Honduras where he worked as

supply teacher. This experience had such an impact on him that he decided to start a career in education. He began teaching in London for four years, after which he was appointed to work in Firwood Manor in Chadderton. He became Director of Studies and then Assistant Headteacher at Greenbank School in Cheadle Hulme in 2006.



Headmaster, taking over from Dr Simon Wormleighton who has retired after nine years.

With a degree in Ancient History and History, Mr Standen previously spent eight years at the helm of grammar school, The Crypt School in Gloucester. In that time he steered the school to Academy Status and achieved 'outstanding' in every category in the school's most recent OFSTED Inspection. The Crypt was subsequently recognised as a Teaching School and Mr Standen a National Leader of Education.



Mr Paul Berry has been appointed as the new Head of The Kingsley Preparatory School, Warwickshire, and will start in September.

He is former Head teacher at The Ryleys Preparatory School in Cheshire and has held the position of Deputy Head teacher at schools in both the independent and state sector.

As a keen sportsman and qualified coach in a range of sports including netball, hockey and gymnastics, Mr Berry is passionate about giving children as many extra-curricular opportunities as possible and he says that he "takes great pride in being fully involved and devoted to the growth of this aspect of school life."



Barnard Castle School, Durham, has appointed Laura Turner as its new preparatory school head.

Laura, who is also an inspector for the Independent Schools Inspectorate, moves up from her role as head of pre-prep.

Laura graduated with a first class honours degree in Primary Education in 2002 and completed a Masters in Early Years Education. She then secured senior management positions at Polam Hall Junior School and Barnard Castle Prep School respectively, gaining experience as ICT co-ordinator and director of studies.



Mr Mark Crewe-Read, currently Deputy Head at Manchester Grammar Junior School, will take up the reins as Head of Castle House School, Shropshire when Mr Richard Walden retires at the end of this academic year after 18 years of service to the school.

Mark was educated at Wellington College and then gained his BSc at the University College of Wales. He has a wealth of experience teaching in a number of schools in the independent sector both as a class teacher and as a member

of the Senior Leadership Team. He lives in Shropshire with his wife (currently head of Wolverhampton Grammar School) and two children. His interests include, among others, fell running, skiing, coaching rugby and playing the bagpipes!

Chartered Science Teacher status

Stonar School, Wiltshire, Head of Science David Wicks has been awarded Chartered Science Teacher status by ASE, the Association for Science Education. As one of only 200 individuals in the country and only 3 in the South West, this is a particularly notable achievement.

Chartered status recognises the unique combination of skills, knowledge, understanding and expertise that is required by individuals involved in the specific practice and advancement of science teaching and learning.

Dr Sally Divall, Head at Stonar added, "We offer our warm congratulations to David who is an innovative and inspiring teacher."



Advertorial Feature



Loreto College School Trip Rescued by Halsbury Travel

Leading school tour operator, Halsbury Travel, has once again demonstrated its quick reactions and dedication to customer service by coming to the rescue of a group from Loreto College, St Albans, who were stranded in Madrid due to the French air traffic controllers' strike of 8th and 9th April.

The 23 students and 3 members of staff had been on a school language trip to the Spanish capital. Due to fly back on Thursday 9th April, airline Easyjet made the announcement on Wednesday evening that the group's flight would be cancelled due to the strike action.



Halsbury Travel's Managing Director, Keith Sharkey, commented: "We explained

[to the party leader] that some 20,000 passengers would have to rearrange flights for some time after 9th April and that we would be on the case as soon as airline offices opened at around 8.00am the following morning".

The school tour operator managed to source flights for the group from Madrid to London Heathrow on 10th April by 09.15 the following morning. Arrangements were also made for airport transfers in Madrid, as well as one extra night of accommodation for the group in the hotel in which they had been staying. Any extra costs were covered by the group's insurance.

Keith Sharkey adds: "We had contacted the clients' insurers to make sure that they were covered and, within 1 hour 30 minutes of the airline offices opening, we had sourced the best alternative flights at the best prices, in order to get all 26 members of the party back to the UK, with a total delay of just 18 hours".

He continues: "We had also looked into hiring coaches, taking scheduled bus seats from Madrid to London and every other option we could think of. Luckily, our swift action meant that we were able to secure 26 seats together for the very next day."

Halsbury Travel has a proven track record of stepping in to assist school groups whose travel plans have been disrupted. In 2011, several school groups were stranded across Europe, due to the Icelandic ash cloud that brought air travel in the continent to a standstill. Halsbury Travel provided numerous coaches and ferry crossings, ensuring that most managed to return to the UK with as little as 12-24 hours' delay, all at no extra cost to the groups.

Halsbury Travel has even stepped in to assist school groups who had been let down by other tour operators. In 2013, the company was featured in the Channel 5 programme, 'Cowboy Traders', when they stepped in to rescue a group whose ski trip was threatened when the company they originally booked with failed to pass on the payments for their accommodation, transport and ski hire.

"As such a well-established, financially secure company, we pride ourselves on our reliability and commitment to customer service. Many of us are former teachers ourselves and understand the pressure to deliver successful school trips. We see our role as taking the stress out of the process, which



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Plan now for shared parental leave scheme

As yet, there is no clear indication of the likely take up by employees of the new right of shared parental leave, introduced last month with great fanfare. The rules surrounding shared leave are so complex that there is a fear that this complexity will put off many employees. Given the potentially far reaching effects on employers, schools would be wise not to ignore the issue or fail to put plans in place now to manage the potential effects on staffing.

The scheme, which has been in force since April this year, allows parents of children born or adopted on or after 5 April 2015, to take flexible leave following the birth or

Donald MacKinnon, Director of Legal Services at Law At Work

adoption of a child. Both parents are now entitled to share 50 weeks' leave and 37 weeks' statutory pay between them, in a variety of combinations. Shared parental leave can be taken by the father of the child or partner of the mother, depending on who has parental responsibility.

Independent school boards should consider today how the changes in rights could affect them.

- How they will cope with fathers or partners potentially being out of the workplace for up to a year?
- How they will fund enhanced pay to employees on shared parental

leave if they currently offer enhanced maternity pay?

- How will the school manage staff during challenging or busy periods?
- What is the impact to pupils during the periods of agreed leave?

A teacher or school employee who intends to take shared parental leave can also use the new rules to achieve greater flexibility in the timing around when they take that leave. For instance, a mother may choose to return to work before her maternity leave period has finished, convert the remainder of the leave into shared parental leave and then



spilt this remaining leave into short periods of leave which she can share with her partner.

Changes to employment law, especially one that can offer so much flexibility to the employee, can be concerning for businesses. As with any complex legislation, it is prudent to seek professional advice and discuss the specifics of what the impact can be on a case by case basis to ensure minimal disruption.

Charles Moore lecture

Charles Moore was this year's speaker at the Lancing College, Sussex, Evelyn Waugh lecture. Mr Moore, who is Margaret Thatcher's official biographer, is also a former editor of the Daily Telegraph, Sunday Telegraph and the Spectator. He gave a fascinating talk attended by a packed audience of pupils, parents, OLS and staff.

Mr Moore talked about the challenges of writing the

authorised biography of the most iconic political leader since Churchill. Charles Anson, a very distinguished OLS, who has assisted Charles Moore in this monumental task, said of the evening, "Charles Moore's talk on Margaret Thatcher was as gripping and witty as the best of Evelyn Waugh's novels and gave... such a good feel of Margaret Thatcher both as political leader and human being."



Pictured: Charles Moore with Dominic Oliver, Head Master of Lancing College

New educational programme

Devon's Crealy Great Adventure Park is a family run attraction set in over 100 acres of beautiful Devonshire countryside, and has launched a brand new educational programme focusing on the learning development of Key Stage 1 and Key Stage 2 pupils.

The new educational programme will support a broad range of subjects that have been designed to be both engaging yet fun.

Kay Priestley, Devon's Crealy Great Adventure Park's Education Ambassador said: "We've worked hard to produce an informative, fun and value for money package for Primary Schools to utilise as part of the National Curriculum. We can offer a fun, yet safe environment for learning and we have some fantastic facilities allowing children to get up close to some interesting and intriguing animals and insects."

Expanding on the educational offering at Devon's Crealy Great



Adventure Park is a key focus point for the Park in 2015. Following consultations with educational experts throughout 2014, the Park has created a range of educational packages to offer Primary Schools.

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Representing the UK at Space Design Competition

Bishop's Stortford College, Hertfordshire, pupils were members of the winning team in the UK Space Design Competition. As a result, two College pupils will form part of the British Team at the international final in Florida during the summer.

Imperial College London hosted over 200 students aged 14 to 18

who were participating in the sixth national final of the annual UK Space Design Competition (UKSDC).

This huge challenge saw 45-50 pupils from different schools working cooperatively to form a 'company'. Nine Bishop's Stortford College pupils took part. This year the students were asked to present detailed designs

for a mobile space settlement housing 10,000 people, designed to travel powered by solar sails in a cyclor orbit between the Earth and Mars in the year 2060. They received advice throughout the weekend from Imperial College undergraduates with specialist knowledge relevant to the design process.

Each 'company' then had to complete a 50 page presentation and make a 35 minute presentation in a sales pitch format, to the judges and 200 fellow competitors.

The winning design, called Balaluceras was proposed by 'Vulture Aviation', and was comprised of a multi-torus design which was praised by the judges for its detailed radiation shielding and cargo handling systems. The team included students from Quintin Kynaston Academy, Capital City Academy, Westminster School, Nonsuch High School for Girls,

Bishop's Stortford College, and Riddlesdown Collegiate School. They had earned their places either by winning at a regional heat or producing a top video entry.

From the winning company, twelve members were selected to form the British team which will go on to the international final at NASA's Kennedy Space Center in Florida this summer, competing against teams from all over the world. Congratulations go to Bishop's Stortford College pupils Victoria Farrant and Matthew Braz who were selected for this unique opportunity.

In addition to this wonderful achievement, Victoria won the Dick Edwards Design Award. Each company had one winner who, in the judgement of the organisers, made the most significant contribution in terms of team work, project input and organisational skills.



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A smart and distinctive backpack can be the defining element of a school uniform that reinforces a distinguished and quality image, adding positive features & style to a school's reputation.

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Made to Marathon's exacting quality standards, this junior sized backpack has a classic school bag design and is manufactured in the hard wearing & durable Performance fabric, unique to Marathon. It is available in a wide range of colours from stock and provides schools with the option to create a bespoke finish to the Performance quality, with contrasting coloured piping, webbing or panel combinations, which will allow any school to set their standard and stand out from the crowd.

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Pencil Bin gets top of the class for recycling

Leafield Environmental is launching a new, pencil shaped novelty bin for the school environment. The brightly coloured pencil range have been introduced in response to customer demand, specifically for children aged 3-8 years to encourage recycling.

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The Digest

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Heads Hunted

Among the upcoming head and principal appointments:

King Edward's School Birmingham

Penntorpe School Sussex

Rookwood School Sussex

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

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

Please email to:
mail@independentschoolsmagazine.co.uk



World renowned historian and broadcaster, Andrew Roberts, returned to his old school with a presentation on Napoleon. Discussing elements of his latest bestselling book, Napoleon the Great, he delighted his audience at Surrey's Cranleigh School with a new look at the Emperor's character, including his highly developed, and previously under reported, sense of humour.

The softer side of the great dictator will be coming to the small screen soon, as Andrew has just had his book co-opted as a TV series.

Also attending the lecture were several members of the Roberts family, including his father Simon and uncle Christian (pictured) both of whom were Head Boys in their time at Cranleigh. The Roberts family had five generations of children attending the School.

Schools featured in this issue include:

- | | | |
|-------------------------------|---------------------------------|----------------------------------|
| Abbey College | Derby High School | Moor Allerton Preparatory School |
| Abbey School | Farnborough Hill School | Newcastle High School for Girls |
| Abingdon School | Framlingham College | Nottingham Girls' High School |
| Adcote School | Glenalmond College | Oundle School |
| Bancroft's School | Hammond School | Plymouth College |
| Barnard Castle School | Hampton School | Prior Park College |
| Bishop's Stortford College | Highfield School | Queen's School |
| Bolton School | Kilgraston School | Sherborne Preparatory School |
| Bramcote Junior School | King Edward's Witley | Solihull School |
| Burgess Hill School for Girls | King's Monkton School | St. Helen & St. Katharine School |
| Canford School | Kingsley Preparatory School | Taunton School |
| Castle House School | Lancing College | Terra Nova School |
| Clifton Hall School | Laxton Junior School | Tettenhall College |
| Cranleigh School | Lockers Park Preparatory School | West Buckland School |
| Dame Allan's Schools | Lord Wandsworth College | Wisbech Grammar School |
| Denstone College Prep School | Millfield School | |

The Independent Schools Magazine is read by decision-makers – Governors, Heads, Bursars, Departmental Managers – and reflects news, ideas, influences, and opinions in the independent education sector. A personal copy is mailed to heads and other key personnel in fee-paying independent schools plus opinion formers in governments, political parties and educational associations. It is also available on the internet.

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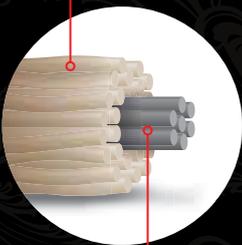
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